

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the findings of the study based on the research questions. Limitation of the study is also described. Finally, implications for education and recommendations are recommended.

Summary of the Findings

The findings of the study are presented according to the two research questions, which compared the efficiency of the CAI lesson and the printed text lesson on EFL vocabulary acquisition and retention.

Research Question 1: which group of EFL learners, those who use a CAI lesson or those who read a printed text, get higher scores in an immediate vocabulary test?

The findings from this study showed that EFL learners who studied a CAI lesson acquired significantly higher scores in vocabulary tests than those who studied by a printed-text lesson.

Research Question 2: which group of EFL learners, those who use a CAI lesson or those who read a printed text, get higher scores in a vocabulary retention test?

The findings from this study showed that EFL learners who studied a CAI lesson got higher vocabulary retention scores than those who studied by a printed text lesson, but there was no significant difference between the scores of the two groups. However, EFL learners who learned by a printed-text lesson retained more words than those who learned by a CAI lesson.

In conclusion, a CAI lesson was more efficient in helping EFL learners acquiring new vocabulary than a printed-text lesson, while a printed-text lesson tended to be a better tool to help EFL learners in long-term vocabulary retention than a CAI lesson.

Limitations of the Study

There were three limitations in this study. First, this study examined a small sample group of 10th grade participants of EFL learners in Thailand. Due to the small size of the participants, the results of the vocabulary retention were not statistically significant. However, the data suggested that replication with a large participants may be significant.

Second, the duration for this study is too tight. The measurement was examined within one month. It was a short period to measure vocabulary retention in both

groups. If this study extends the period of the vocabulary retention test, the outcomes may be different.

Third, the participants in this study may not have paid much attention to the lessons due to the fact that it did not affect their English course grades. Some participants did the test quickly and handed it in without revision. This may have led to their low vocabulary test scores.

Recommendations for Education

Employing the CAI lesson could help students to acquire vocabulary and hence motivate their interest in reading. Becker (2000) stated that the CAI lesson utilizing images and sounds had potential to increase students' attention, motivation and critical variables in students' acquisition. There are three main implications for classroom use based on the findings of this study.

First, in vocabulary teaching, Thai EFL teachers should use the CAI lesson to supplement the course instruction because the CAI lesson helps students to acquire and retain vocabulary. In addition, the CAI lesson motivates attention of EFL students in learning. In general, the CAI lessons are provided in the ready-made series. Most of them are designed to teach Thai EFL

learners. For example, the lesson from Family Album, U.S.A. by Macmillan, (Alvin & Lefferts, 1997), which was used in this study, is the English material in the form of a CD-ROMS.

Second, it would be better if Thai EFL teachers adjust the teaching materials by adding subtitle into the CAI lesson because it supports vocabulary learning. In the current study, the researcher added the subtitle on the screen in order to enhance the aural and visual perceptions for students. Moreover, the subtitles stimulated them to acquire and retain the vocabulary when they read and listened to the script from the computer.

Third, regarding the learners, the participants who studied the CAI lesson in this study acquired vocabulary better than those who studied only the printed-text lesson. This indicates that the CAI lesson is more effective than the printed-text lesson in vocabulary acquisition. However, only 35% of the participants in the CAI group scored higher than their mean score in the vocabulary acquisition test and only 21% of the participants in the printed-text group scored higher than their mean score for the vocabulary acquisition test. This implies that the CAI lessons did not help much in incidental vocabulary acquisition. Therefore, direct

vocabulary teaching is still necessary in vocabulary learning for Thai EFL learners.

Finally, teachers could combine incidental and intentional vocabulary learning to form an effective method to help students learn and retain vocabulary. If possible, teachers should involve associative learning such as imagery or picturesque technique with the CAI lessons for vocabulary learning. A further point worth considering is the use of printed texts to enhance vocabulary retention. Teachers could provide lists of vocabulary with L1 translations when students study the CAI lessons.

Recommendations for Future Studies

There are four possibilities of future studies, based on the findings from the current study. First, there should be studies that compare the CAI vocabulary intentional learning to the CAI incidental vocabulary learning. Since this study compared EFL students' incidental learning by using a CAI lesson and a printed-text lesson, comparing incidental learning to an intentional one will be interesting.

Second, this study could be replicated with larger

subjects, and with an increased length of the text. A larger number of subjects can lead to the reliability of the findings. Moreover, the length of the text might yield different results. It would be interesting if further studies using different kinds of text such as expository texts in the experiment on vocabulary acquisition and retention.

Third, this study focused on vocabulary acquisition. It would be interesting if research could expand the area of the study to other skills by using the CAI lessons as an instrument.

Fourth, further studies can focus on the effects of the CAI lessons on EFL students at different levels of proficiency. In the specific area, the diversity of the study might reveal which groups of participants would be the most appropriate to use the CAI lessons in acquiring and retaining vocabulary. It will provide additional information, which could lead to the best use of the CAI materials in the language classroom.

Finally, there should be studies about the factors that affect vocabulary retention or acquisition. After conducting the research of vocabulary acquisition and retention, it would be of great benefit if the researcher knows and understands the educational factors such as

teaching materials or teaching procedure, which influence EFL learners for acquiring and retaining vocabulary.

Summary of the Chapter

The conclusions and recommendations mentioned in this chapter provided evidence of the effects of the CAI lesson on vocabulary learning. However, this study was limited to a small number of participants, a duration of measurement and the participants' performance. Finally, the chapter suggested the benefits of using the CAI lesson for educational purposes, and some future studies were also recommended.