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**A STUDY ON HIGH ACHIEVER AND LOW ACHIEVER STUDENTS'
VOCABULARY LEARNING STRATEGIES AND THEIR OVERALL
ACADEMIC ACHIEVEMENT: THE CASE OF ASASSA AND TIJO
WAKENTERA SECONDARY SCHOOLS (GRADE NINE IN FOCUS)**

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A Study on High Achiever and Low Achiever Students Vocabulary Learning Strategies and Their Overall Academic Achievement: The Case of Asassa and Tijo Wakentera Secondary Schools (Grade Nine in Focus)

By

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Strategies and Their Overall Academic Achievement: The Case of Asassa and Tijo
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DECLARATION

I, the undersigned post graduate student, declare that this thesis is my original work and has not been presented for a degree in any other University, and that all sources of the materials used in this thesis have been duly acknowledged.

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Lists of Acronyms

ASS = Asassa Secondary School

L1 = First Language/ Mother Tongue

L2 = Second Language or Foreign Language

LLS = Language Learning Strategies

MOE = Ministry of Education

SILL = Strategy Inventory for Language Learning

TWSS = Tijo Wakentera Secondary School

VLS = Vocabulary Learning Strategies

VLSI = Vocabulary Learning Strategies Inventory

Abstract

The present study aimed at investigating the relationship between vocabulary learning strategies and overall academic achievement of high school students. The assumption made in this study is that to help them learn new vocabulary items faster and retain them for a long time. The high achieving students utilize a particular vocabulary learning strategy or set of strategies which are different from that of the low achieving students. The subjects of this study were 44 high achiever and 44 low achiever students in Asassa and Tijo Wakentera Secondary Schools. Questionnaire and Semi-structured interview were used to collect data from the respondents. The English version questionnaire developed by Schmitt (1997) was translated into Amharic and Afan Oromo to make clear for the respondents. The data collected through questionnaire were inserted into a computer by using Statistical Package for Social Science (SPSS) version 20 to calculate the t-test value. Both qualitative and quantitative data analyses were employed.

The percentage and mean values were analyzed to identify the most and the least frequently used Vocabulary Learning Strategies while the t-test was calculated to see if there was a significance difference between high achievers and low achievers in $p < 0.05$. The high achiever students employed most of the strategies more effectively than the low achiever students. The result revealed that there is a significance difference between high achievers and low achievers in using Vocabulary Learning Strategies. This implies that there is a relationship between Vocabulary Learning Strategies and overall academic achievement. The study confirmed that Cognitive sub-strategies ($M=3.90$) were the most frequently used strategies whereas Social sub-strategies ($M=2.69$) were moderately used strategies by high achiever students. In addition, the study asserted that low achievers moderately used Cognitive sub-strategies ($M=2.98$) whereas the same group have rarely used social sub-strategies ($M=2.31$) under discovery strategy. Therefore, students who frequently used cognitive vocabulary learning strategies scored better result than those who moderately used the strategies. Based on the above findings, the researcher recommended training on vocabulary learning strategies for low achievers and creating favorable classroom environment which allows low achievers share the good experiences of high achievers.

CHAPTER ONE

1. Introduction

This chapter presents background of the research study, statement of the problem, general objective and specific objectives, research questions, significance of the study, scope of the study, limitation of the study and operational definitions.

1.1. Background of the study

Learning English may well be the best thing that students can do to improve their life. It is one of a very useful language in the world. Like other languages, English language helps students to communicate with many people across the world and get the latest information that happens in the world wide, enable the learners to acquire scientific knowledge and learn about historical events happened in the past. Regarding this, Richards and Rodgers (2001, 3) described that, “English is the world’s most widely studied foreign language. It is the dominant language of education, commerce, religion and government in the western world”. Crystal (1997) also asserted that English language is considered as a prominent language in different fields, including international trade, banking, education, industry and diplomacy.

In our country, Ethiopia, English language plays a significant role in socio- economic and political system of the country. It is used as a means of written communication in some governmental and non-governmental organizations. In this regard, Abebe (1997), as cited in Gashaw (2008), has written that English is used in governmental organization, banks, insurance cooperation, hospitals, and airlines and so on. In addition to this, there are also governmental and private newspapers, magazines which are published in English. There are also daily English programs broadcasted by the country’s television and radio stations.

Above all, English is thought as a subject in all schools from grade one to colleges and universities. It is also used as a medium of instruction from grade nine up to the university level.

In short, English language plays a significant role in the education system and business activities of the country.

However, even though high-school students have been learning English language as one subject of study since elementary school, and taught all subjects in English medium, still most of them are found to be poor in their English language proficiency and over all academic achievement. According to Fekadu M. and Hailu G. (2008) “It has been observed that the English language proficiency of students at high schools and colleges in Ethiopia has declined from time to time”. The researchers had noticed that students’ command of English language is far below expectation. Most students demonstrate poor command of the English language and thus they find it difficult to even express themselves using this language (Ibid). Hence, most frequently high school teachers are disappointed about their student’s language proficiency and overall academic achievement which is resulted from students’ deficiency of vocabulary knowledge is among other reasons. Hence, studying high achievers and low achievers vocabulary learning strategies and their overall academic achievement could contribute a lot in curbing the existing problem.

1.2. Statement of the Problem

Currently, vocabulary learning strategies seem to have been given due attention in Ethiopia. It is possible to observe this in different elementary schools and high schools in particular. For instance, one can see the new grade 9 students’ English text book published by government, MOE (2003 E.C) that it is designed to assist students to learn and practice new English word implicitly as well as explicitly (Getachew Bekele and Getachew Siyoum, 2014). In this textbook, students are given suitable condition to learn words implicitly under different topics such as Reading, listening, language focus, speaking, study skills, and writing. In addition to this, some vocabulary learning strategies (VLS) are offered explicitly to the students under topics like increase your word power, and study skills (Ibid). This indicates focuses given to equipping students with various vocabulary learning strategies which in turn can increase their vocabulary knowledge as well as their overall academic performance.

In spite of the above attempts made to help students to develop their vocabulary knowledge the English language proficiency of high school students in general and that of Asasa Secondary School and Tijo Wakentera Secondary School doesn’t seem to be satisfactory. This in turn can affect their overall academic achievement.

In order to solve the above mentioned challenges in our country, many local researches have been conducted. For example, Getnet (2008) is one of the local researchers who investigated Vocabulary Learning Strategies (VLS) use and student's English language achievement at college level. In this study, he found out that there is a relationship between English language achievement of students and their VLS use. Gashaw (2008) also studied the effectiveness of teaching-learning vocabulary in second cycle elementary schools in Addis Ababa. He revealed that implicit or incidental vocabulary teaching and learning is supposed to be more effective than explicit or intentional teaching and learning of vocabulary. He also agreed that English language learning is in principle learning its vocabulary and hence, vocabulary teaching and learning is thought to be given significant attention during lessons.

The above mentioned researchers, however, did not address high achievers' and low achievers' vocabulary learning strategies and their overall academic performance. The assumption made in this study is that, to help them learn new vocabulary items faster and retain them permanently. The high achieving students utilize a particular vocabulary learning strategy or set of strategies which are different from that of the low achieving students. Thus, the current study attempts to bridge the gap existing in this area by studying high achievers' and low achiever's vocabulary learning strategies versus their overall academic performance taking Asasa and Tijo Wakentera Secondary Schools as data sites.

1.3. Objectives of the study

1.3.1. General Objective

The main objective of this study is to investigate the relationship between high achiever and low achiever students' vocabulary learning strategies and their overall academic achievement.

1.3.2. Specific Objectives

The specific objectives of this study are to:

- ✓ Identify vocabulary learning strategies used by high achievers' and low achievers to improve their overall academic achievement.

- ✓ Find out the most frequently and the least frequently used vocabulary learning strategies.
- ✓ Examine if there is any significant difference between high achiever and low achiever students using VLS.
- ✓ Examine if there is relationship between particular vocabulary learning strategies and students' overall academic achievement.

1.4. Research Questions

Thus, this research study tried to provide answers to the following questions:

1. What are the vocabulary learning strategies employed by high achiever and low achiever students to improve their overall academic achievement?
2. What are the most frequently and least frequently used vocabulary learning strategies by the high achiever and low achiever students?
3. Is there any significant relationship between high achiever and low achiever students' vocabulary learning strategies and their overall academic achievement?
4. Is there any relationship between particular vocabulary learning strategies and students' overall academic achievement.

1.5. Significance of the study

It is obvious that vocabulary learning strategies play a significant role in helping student learn and acquire vocabulary easily. It is also true that students have their own vocabulary learning strategies that they think are helpful to promote their vocabulary knowledge. So, this study will help curriculum designers and teachers to develop helpful guide in preparing materials that facilitate vocabulary learning. The result of this study can also help teachers in identifying more useful vocabulary learning strategies that could be taught to improve the vocabulary knowledge and overall academic achievement of their students. The result of this study also serves as a base for further researches in the area.

1.6. Scope of the study

Although it would have been better if the researcher had covered all high schools in the woreda, the researcher conducted his research on high achiever and low achiever students' Vocabulary Learning Strategies and their overall academic achievement on grade 9 students in Asasa High School and in Tijo Wekentera Secondary School because of time, and financial constraints.

1.7. Limitations of the study

In spite of the researcher's attempt, it is true that there could be some limitations in the current study. For instance, although the researcher had translated the questionnaire into the students' first language for better understanding, he still feels that few respondents might not understand some technical terms and this in turn might have brought undesirable impact on the quality of the data. It is also believed that the study could have yielded more reliable results if it was possible to increase the sample size to get more information. However, due to the researcher's busy schedule, the study was limited to Assasa Secondary School and Tijo Wakentera Secondary school. Nevertheless, an effort was made to ensure the reliability of the study through pilot testing the instruments.

1.8. Operational Definition

High achievers = students who scored $> 80\%$ average result in all subjects in the classroom

Low achievers = students who scored $< 51\%$ average result in all subjects in the classroom

Overall Academic Achievement = students' performance in all subjects

Top-Ten Students = the first ten high scorer students in each classroom

Least-Ten Students = the last ten low scorer students in each class room

CHAPTER TWO

Review of Related Literature

This chapter presents definition of vocabulary, importance of vocabulary, language learning strategies, classification of language learning strategies, learners' strategy use, vocabulary learning strategies, classification of vocabulary learning strategies and taxonomy of vocabulary learning strategies by Schmitt (1997).

2.1. Definition of vocabulary

Vocabulary is a word or phrases in a language which convey a particular meaning in social communication or in writing. In this regard different scholars define the term in different ways. Taylor (1990) defines vocabulary as, the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary which includes words and expressions. According to Zimmerman (2007), vocabulary is a set of words that are the basic blocks used in the generation and understanding of sentences.

Broadly defined, vocabulary is knowledge of words including explanations of words meanings. Briefly, a word is described as a sound or a combination of sounds, or its representation in writing or printing that symbolizes and communicates a meaning. Therefore, to master a word is not only to learn its meaning, but also to learn its register, association, collocation, grammatical behaviors, written form, spoken form and frequency. All these properties are known as "word knowledge" (Schmitt, 2000:5).

Celce Murcia and Larsen Freeman (1999), defines lexicon as a mental inventory of words and a productive word derivational process. They also state that lexicon does not only comprise of single word but also word compounds and multiword phases. According to Celce Murcia and Larsen freeman (1999) lexical units function at three levels: the level of the individual word, word compound and co-occurrences and conventional multi word phases.

In general, from all these definitions and descriptions of vocabulary one can understand that without some knowledge of vocabulary neither language production nor language comprehension

would be possible. Thus, vocabulary knowledge is one of the essential prerequisites for language acquisition and this knowledge can only be possible when teachers employ effective vocabulary learning strategies.

2.2. Importance of vocabulary

Of all language skills, it is widely acknowledged that vocabulary is a very important part in English language, and no one can communicate in any meaningful way without having sufficient vocabulary knowledge. Bowen et. al. (1985, p. 322) indicate that the single, biggest component of any language is vocabulary. This is consistent with Nation (1990, p. 2) who affirms that learners also see vocabulary being a very important element in language learning. Learners feel that many of their difficulties, in both receptive and productive language use results from the lack of vocabulary knowledge. However, many scholars in the field of vocabulary learning and teaching (e.g. Allen, 1983; Carter and McCarthy, 1988; Hedge, 2000; Long, and Richards, 1997; Maley, 1986; Richards, 1985; Zimmerman, 1997) indicate that vocabulary has long been neglected in the language classroom.

Words are the tools learners use to think to express ideas and feelings, as well as to explore and analyses the world around them. Vocabulary knowledge plays an important role in effective language use (Nation 1993, as cited in Supika and Chiramance, 2004). Inadequate vocabulary knowledge has been repeatedly found to be one of the factors that influence learners' unpleasant language performance (McCarthy, 1998; Fan, 2003). A limited vocabulary keeps them from expressing their thought and feelings. On the other hand, a large rich vocabulary gives them the right words to use at the right time. Kitajima (2001, p.470) affirms that without words that label objects, actions, and concepts one cannot express intended meaning. Nandy also states "the more words one is able to use correctly the better one will be able to express one easily and with self-confidence and to understand the world one live in" (Nandy, 1994, p.1). There is no question that in a good language learning classroom, both vocabulary and grammar are essential but when compared with grammar, vocabulary is much more important and should receive more attention than grammar.

According to Wilkins (1972, p. 111)” Without grammar very little can be conveyed, without vocabulary, nothing can be conveyed”. Vocabulary acquisition is increasingly viewed as a crucial to language acquisition (Uberman, 1998, p.20). It is generally believed that if language structures make up the skeleton of language, then it is vocabulary that provides the vital organ and flesh (Harmer, 1997, p.153). This is consistent with Ellis (1994) who affirms that lexical errors tend to obstruct comprehension more than grammatical errors.

Besides, Harmer (1991, p. 153) asserts that choosing words carefully in certain situation is more important than choosing grammatical structures because language learners cannot use structures correctly if they do not have enough vocabulary knowledge. This means that vocabulary is more important than grammar, and it is vital for comprehension in language skill in any situation. Overall, scholars believe that vocabulary learning strategies make learners more independent of the teacher and serve as useful that can be used both inside and outside of the classroom (Oxford and Scarcella, 1994, p. 236). VLSs add to the acquisition of vocabulary through extensive reading, they lead to increased retention of the new vocabulary and increased availability of these items for active use (Gu and Johnson, 1996, p. 646). They also enable learners to take more control of their own learning so that students can take more responsibility for their studies (Nation, 2001).

2.3. Language Learning Strategies

Language learning strategies can be defined as specific actions, behaviors, steps or techniques that learners use to improve their progress in development of their competence in the target language (Takac, 2008:52). Vocabulary learning and language learning are strongly interrelated concepts. In Oxford’s taxonomies of language learning strategies, most of the listed vocabulary learning strategies are part of language learning strategies which in turn are part of general learning strategies (Nation, 2001). Language learning strategies form a sub class of learning strategies in general whereas vocabulary learning strategies constitute a sub class of language learning strategies. There are researchers (Oxford and Scarcellat, 1994; Schmitt, 1997) who have acknowledge that in addressing vocabulary learning strategies, one should not lose sight of its correlation with language learning strategies.

A considerable number of researchers (Wenden and Rubin 1997; O'Malley and Chamot 1990; Oxford, 1990; and Schmitt, 1997) asserted that VLS form a sub class framework for language learning strategies and for this reason are applicable for a wide variety of language learning tasks. ESL/EFL researchers found that certain learners seemed to be more successful regardless of methods or techniques of teaching. They began to see the importance of individual difference in language learning. The good language learners are good because they may well have better ways of handling their problems in the learning process than their unsuccessful counter parts. In order to help less successful language learners researchers have been initiated to study the way in which successful language learners achieved better (Rubin,1975; Stern,1975).

2.4. Classification of Language Learning Strategies (LLS)

Scholars have tried to classify language learning strategies in to several groups. First, Bialystock, (1979), identified four kinds of strategies in the model of second language learning such as: functional practicing, formal practicing, monitoring and inferencing. Later, Rubin, (1981) proposed a classification scheme that categorized learning strategies in to two broad groups. These comprehensive strategies are direct and indirect strategies. Direct strategies contain six sub-strategies (i.e. clarification/verification, monitoring, memorization, guessing/ inductive inferencing, deductive reasoning and practice) and indirect strategies contain two sub-strategies (i.e. creating opportunities for practices and production tricks).

According to Oxford, (1990) language learning strategies are classified in to two main categories. They are direct strategies and indirect strategies. Direct strategies consists memory, cognitive, and compensation strategies and indirect strategies include metacognitive, affective and social strategies the following are the definition of the six strategies for LLS which are extensively described by Oxford and Crookall (1989, P. 404). According to Oxford and Croockall (1989), memory strategies are methods in which students store new information in long term memory and retrieve it later. Cognitive strategies: - techniques that contain manipulation or transformation of the language in some direct way through reasoning, analysis, note taking, functional practice in naturalistic settings, with structure and sound etc. Compensation strategies are strategies used to compensate for missing knowledge of some kind for example, infulecing (guessing), while listening or reading or using synonyms or circulation while speaking or writing. Metacognitive

strategies are manners employed for centering, arranging, planning and evaluating one's learning. These beyond the cognitive strategies are used to provide executive control over the learning process. Affective strategies are behaviors like self reinforcement and positive self-talk which help learners gain better control over their emotion, attitudes and motivation related to language learning. Social strategies are techniques engage other people in the language learning process. For example, questioning, cooperating with partners and sharing others feeling etc.

2.5. Vocabulary Learning Strategies

Vocabulary learning strategies are specific strategies utilized in the isolated task of learning vocabulary in the target language. According to Cameron (2001) a general definition that Vocabulary Learning Strategies are "actions that learners take to help themselves understand and remember vocabulary items". Catalan (2003) also proposed a more comprehensive definition of vocabulary learning strategies. She suggested that knowledge about the mechanisms (process, strategies) used in order to learn vocabulary as well as steps or actions taken by students to find out the meaning of unknown words, to retain them in long term memory to recall them at will and to use them in oral or written mode.

Vocabulary learning strategies form a subcategory in the framework of language learning strategies. Brown and Payne (1994) identified five steps in the process of learning vocabulary in a foreign language (a) having sources for encountering new words, (b) getting a clear image, either visual or auditory or both, of the forms of the new words, (c) learning the meaning of the words, (d) making a strong memory connection between the forms and the meaning of the words, (e) using the words.

Many researches to date have focused on exploring ways to develop learner's vocabulary knowledge. One of the methods employed is to use vocabulary learning strategies. It has long been recognized that vocabulary learning strategies are an effective tool to improve learner's vocabulary skill (e.g. Gu and Johnson, 1996, Nation, 2001). According to Nation (2001), learners can obtain large vocabulary repertoire with the help of vocabulary learning strategies and these strategies will be useful for learners in all language level. According to Gu and Johnson (1996), the most successful learners use a wide range of vocabulary learning strategies and this in turn help them to

be successful vocabulary learners and language learners in general. In contrast to this, less successful learners used limited range of vocabulary learning strategies. Similarly, Ahmed (1989) indicates that the good learners differed greatly from the (low achievers) one in strategies use where the former (high achiever learners) not only use more strategies but also differ from poor learners in that they learn word in context and use a dictionary as a resource. The ‘low’ achievers, however, show less interest in learning words in context and are generally less aware of what they could learn about new words.

2.6. Classification of Vocabulary Learning Strategies

Vocabulary Learning Strategies are “actions that learners take to help themselves understand and remember vocabulary items” Cameron (2001). Several researchers have proposed classification VLS in different ways. These classifications systems have contributed a lot to the field of L2 vocabulary acquisition. Based on the result of their empirical research, some the classifications are so general in nature while others have aimed at providing a detailed account of the various strategies.

Stoffer (1995) investigated VLS as a whole. In order to measure specific VLS, she developed a questionnaire which contained 53 items. She administered this vocabulary learning strategies inventory (VLSI) and she revealed that the 53 items on the VLSI clustered into nine categories by factor analysis as follows: strategies involving authentic language use, strategies involving creative activities, strategies used for self- motivation, strategies used to create mental linkages, memory strategies, visual/ auditory strategies, strategies involving physical action ,strategies used to overcome anxiety, strategies used to organize words. Stoffer (1995) found an interesting piece of information, namely that learner learning a language lexically distant from English (e.g. Russian or Japanese) use vocabulary learning strategies more frequently. Although no detailed data on statistically supported justification of this strategy categorization were given, it is still one of the first attempts at categorization of vocabulary learning strategies.

Gu and Johnson (1996) studied the VLS by means of vocabulary learning strategies questionnaire, vocabulary size tests and proficiency tests in a University in China. Their questionnaire included a section about beliefs concerning vocabulary learning. A total of 91 VLS which are classified in

to seven sub-categories such as metacognitive regulation, guessing strategies, dictionary strategies, note taking strategies, rehearsal strategies, encoding strategies and activation strategies were identified by these researchers. The major concern of Gu and Johnson study (1996) was the comparison of the frequency of vocabulary learning strategies use with learners' belief about vocabulary learning, level of development of learners' vocabulary and learning success. As for beliefs about vocabulary learning, although one can acquire vocabulary through context, the results revealed that learners consider vocabulary learning as requiring conscious learning and active use.

Nation's (2001) classification of VLS was purely based on her theory. Her taxonomy is organized around three broad categories where aspects of vocabulary knowledge have been separated from sources of vocabulary knowledge and learning processes. Nation (2001) suggested taxonomy of various vocabulary learning strategies. The strategies in her taxonomy are divided into three general class of 'planning', 'source' and 'process' each of which is divided into a sub set of key strategies. The taxonomy separates different aspects of vocabulary knowledge (i.e. what is involved in knowing a word). The first category (i.e. planning) involves deciding on where and how often to focus attention on the vocabulary item. The strategies in this category are choosing words, choosing aspects of word knowledge and choosing strategies as well as planning repetition. The second category in Nation's taxonomy involves getting information about the word. The information may include all the aspects involved in knowing the word. It can come from the word form itself, from the context from a reference source like dictionaries or glossaries and from analogies and connections with other languages. In Nation's taxonomy (2001), process is the last category of vocabulary learning strategies. It includes establishing word knowledge through noticing, retrieving and generating strategies. To Nation, noticing involves seeing the word item to be learned. Strategies at this level include putting the word in vocabulary notebook or list; putting the word onto a word card orally and visually repeating the word. He argues that although these are all of recording type, they are useful steps resulting in deeper processing of words. Retrieval involves recalling the items met before. It contains recalling knowledge in the same way it was originally stored. Nation (2001) also finds that generating strategies includes "attaching new aspects of knowledge to what is known through instantiation (i.e. visualizing examples of words), word analysis, semantic mapping and using scales and grids. Generating strategies includes rule-driven rule generation as well, such as creating context, collocation, and sentences containing the

new word. Besides, the mnemonic strategies and using the word in different context through four skills are also defined generating strategies.

Oxford (1990), attempts to present a comprehensive taxonomy of the strategy inventory for language learning (SILL). The classification is consisted into two broad parts direct strategies and indirect strategies. Direct strategies are again classified into three subparts as memory strategies, social strategies and cognitive strategies. Indirect strategies contain metacognitive strategies, affective strategies and social strategies. The taxonomy mentioned by these scholars incorporate a number of important strategies that help the learners to develop the vocabulary knowledge in the area, but all of them did not suggest how the learner find out the meaning of unknown words in the absence of others support. Therefore, it is better to see another type taxonomy designed by another popular scholar that effectively helps the learners to increase their word power.

Another comprehensive inventory of vocabulary learning strategies is developed by Schmitt (1997) which is based on Oxford's (1990) taxonomy of vocabulary learning strategies. Schmitt (1997:8), which is the concern of this study, states that:

Although generally suitable, Oxford's classification system was unsatisfactory in categorizing vocabulary specific strategies in several respects. Most importantly, there is no category in Oxford's taxonomy which adequately describes the kinds of strategies used by an individual when faced with discovering a new word's meaning without recourse to another person's expertise (Schmitt, 1997).

In this regard, Schmitt (1997) created a new category for these strategies which is called determination strategies. He categorizes the strategies in to two groups as discovery strategies and consolidation strategies. Discovery strategies are helpful to determine the meaning of new words when encountered for the first time whereas consolidation strategies which are helpful to recall meaning when encountered again. Discovery strategies comprise determination strategies and social strategies. Consolidation strategies also comprise social strategies, memory strategies, cognitive strategies and metacognitive strategies. Determination strategies help learners to determine the meaning by using dictionaries, guessing the meaning from the context and identifying the parts of speech and constituent elements. Social strategies can be used to determine

the word definition by asking teachers, classmates and native speakers. Memory strategies are a large number of strategies that learners apply to recall vocabulary. Cognitive strategies deal with mechanical aspects of learning vocabulary and are not related to mental processing. These strategies include repetition, taking notes, highlighting new words and the like. Metacognitive strategies involve monitoring, decision making, and an assessment of one's advance. They can also aid learners to specify suitable vocabulary learning strategies for learning new words (Schmitt, 2000, p.136).

Generally, even though the taxonomies cited above may slightly differ in terms of strategies they categorize, they all provide a list of widely applicable vocabulary learning strategies. There are many words on which teachers may not be able to spend time within the class time limits. Thus, if students are equipped with a number of strategies mentioned in the taxonomies, they can deal with these words on their own and as a result have access to a large number of target language words.

Overall, vocabulary learning strategies have been classified differently by different researchers. Some categories were specific and distinctive while some other vocabulary learning strategies were comprehensive in their nature. Although some of these categories have been named differently and seemed overlapped, they seemed to share some common features. The most common or notable individual vocabulary learning strategies tend to fall largely in the Memory strategy. This is followed by Cognitive, Determination, Social strategies under discovery strategy categories, Metacognitive and Social strategies under consolidation strateg. Most vocabulary learning strategies can be applied to a wide range of vocabulary learning and are useful at all level of vocabulary learning. These vocabulary learning strategies are very important for language learners since they promote language learners to take control of over their learning way from the teacher. In other words, language learners with a variety of vocabulary learning strategies would make themselves self-directed learners. They would also make their vocabulary learning easier, faster, more enjoyable and more effective themselves. The researcher will notice the emphasis on Schmitt's work on VLSs, because Schmitt is considered as the most authoritative on the subject of VLSs. Schmitt's VLS taxonomy is viewed as more useful, practical and less ambiguous than other lists.

2.7. Taxonomy of Vocabulary Learning Strategies by Schmitt (1997)

2.7.1. Determination Strategies

Determination strategies contain strategies used by an individual when discovering meaning of a new word without recourse to another person's expertise (Schmitt, 2000, p. 135). Hence, to learn the meaning of a new word for the first time, learners employ different strategies. Most beginner language learners look up a word in a dictionary for the correct meaning. Some especially advanced learner, analyze affixes and roots to determine the meaning of a new word, and still others try to use contextual clues and use guessing to from context to find out the meaning of a new word. Furthermore, other determined and committed learners are able to use the combination of all these strategies instead of recourse or consult to another person's help. Among different determination strategies guessing from context and dictionary use strategies are discussed in some details as follows (Schmitt, 1997).

2.7.1.1. Guessing strategies and learning words in context

Reading is a skill that should never be neglected as it is a source of new vocabulary for learners. In the process of reading learners will see many unfamiliar words. It is a good way of learning vocabulary and attempt to guess the meaning of the new word in a context. Trying to guess the meaning of the word is a good method for learners. Nation argues that "because of large number of frequency words and because of their infrequent occurrence and narrow range, it is best to teach learners strategies for dealing with these words rather than to teach the words themselves (Nation; 2001:159). As the amount of vocabulary is increased, it is impossible for a learner to communicate with the language. A good learner should have an ability of guessing the meaning of the unknown words based on the context. One of these strategies is guessing meanings of words from context.

Soberviola (2002) proposes five steps for developing guessing skill that students use to infer the meaning of unknown word in a reading text. These are (a) finding the part of speech of the unknown word (b) looking at the immediate context of the unknown word and simplifying this context if necessary (c) looking at the wider context of the unknown word. This means looking at the relationship between the clause containing the unknown word and surrounding clause and

sentences; (d) guessing the meaning of the unknown word and (e) checking that the guess is correct. (Suberviola; 2002:240).

Sternberg also argues that “most vocabulary is learned from context” (Sternberg; 1987:89). Learners see a word in a context and then try to guess the meaning. During this guessing process, learners need to analyze several sentences, even the whole passage to guess the meaning. Learners can benefit from this guessing process, that is, they will obtain a deep impression and understanding the word. In addition, they know the word from a context. Nation points out that there are many other kinds of information that can be learned from context which is important in receptive and productive use of the word (Nation; 2001:378).

The information can enrich learners’ knowledge of a word. One very important value of context in learning vocabulary is that a variety of context will evoke a variety of enriching instruments (Nation; 2001:377). In addition, the grammatical pattern a word takes closely related to its collocation which is one of the important factors of the mental lexicon.

2.7.1.2. Using Dictionary

Dictionary is always a good partner of a language learner. When the learner sees a new word, there are two common methods available to deal with it. On one hand, they can use the guessing strategy based on the context to try to get the meaning of the word; on the other hand, they can use a dictionary. Learners will get a proper definition and explanation of the unknown word in a dictionary. There is a hypothesis that “dictionaries often supply information about the language not found elsewhere” Marckwardt (1973) as cited in Zhang B. (2011; 14). Dictionary includes bilingual dictionary and monolingual dictionary. Many students tend to use dictionary just for the meaning of the word. However, there are other pieces of information about the word which is also important. This information includes meaning, spelling, and pronunciation, as well as grammar, usage, synonym discrimination and application of descriptive affixes (ibid).

Although sometimes the learners can guess the meaning of a word, they also need to look it up in the dictionary, read all the definitions in the entry of the word, choose the most common use, copy them down, and learn them by heart. Learner just can get a general comprehension of a word by guessing the meaning. Usually, a word has several meanings and different usages. Learners can

find a comprehensive definition and usage of a word in dictionary, as well as association with other words. There is an article which claims that “ the better learner used the dictionary extensively to learn not just the word they originally started to look up, but also related words or words nearby in the dictionary” (Liu; 2001:93). In short dictionary is a good resource for learning and developing vocabulary knowledge and utilizing it.

2.7.2. Social Strategies

Social strategies (such as asking question, giving response involving in group discussion, etc.) are used for interaction with other people to improve language learning. Interaction requires the active participation of two or more people. Language learners can ask their classmates or teachers for information about a new word and they can provide answer in a number of ways. So, language learners most frequently employ social strategies such as asking questions, cooperating in group activities, interacting with more proficient people of the target language. Social strategies like discussing and practicing meaning in a group, interacting with native speakers (if any) are employed to determine the meaning of a new word and to consolidate word knowledge (Schmitt, 2000).

2.7.3. Memory Strategies

Memory strategies involve relating the word to be retained with some previously learned knowledge by using some sub-strategies like pictorial representation of a new word, using physical action when learning a word, connecting a new word with personal experience and etc. Grouping is also an important way to aid recall and language learners seem to organize words in to group naturally without prompting. Semantic network/map is discussed in details as follows (Schmitt, 1997).

2.7.3.1. Semantic Network

Semantic network or semantic grid strategies present words in terms of interrelated lexical meanings. The semantic field theory suggests that the lexical content of a language is best treated not as a mere aggregation of independent words or unstructured list of words but as a collection of interrelating networks of relations between words Stubbs, (2001) as cited in Zhang B. (2011).

Words must be learned grouped in semantic field, so that learners can establish links and association which facilitate the receptive and productive use of new vocabulary. On one hand, learners remember words in their minds. On the other hands, they also need to retrieve the words when they need them. If learners remember randomly, it will be difficult to learn a good amount of vocabulary and retrieve word when they need them. Thus, it will be easier for learners to learn and use vocabulary when the words are well organized than vast of single word (ibid).

There is an article which point out that “vocabulary learning is not only a process of mapping meaning onto form, but also a process of establishing a semantic net work, for the meaning of a word is defined in part by its relation with other words in the language “ (Gao; 2005). It means that it is not enough for students just to remember the meaning of a word. When a word in a phrase or collocate with other words, its meaning may vary. Therefore, it is important to establish a semantic network. There are many factors for organizations of the mental lexicon. According to Aitchison there are four important links that exist between words. Coordination is the commonest response involves coordinates, words which cluster together on the same level of details, such as hand and gloves, mortar and pistil. Opposites come into these categories, as they are coordinates in a group consisting of only two members, as up and down, or they are the two commonest members in a larger group, as with hot, cold, warm, cool. Collocation is the next most common response involved a word which is likely to be collocated bound together with the stimulus in connected speech as with salt water, butterfly net, bright red. Super ordination is less often occurred which includes the stimulus word. Synonymy is a word with the same meaning as the original words as with starved besides “hungry” (Aitchison; 2003:6).

The above are four important types of links that exist between words. Since words are organized according to these links, learners should learn words according to semantic relations. When a learner encounters a new word, he can think about the word of the same category. This is a quick and efficient way of understanding the unknown words. It is also a good way of remembering the word. The learner put the word in his word webs when thinking of the relationship between the new words with other words he already knows. Ruth Grains and Staurt Redman established the lexical relations: synonymy, antonym, hyponym, conversences and reversness, suggesting that:

Words should be introduced according to these links, as a foreign student, unlike native speakers, only have a limited time to learn a foreign language, therefore, needing clues can facilitate their learning. Knowing the patterns in which words are organized in our mind can be of great help to make our teaching/ learning easier and more efficient (Subroviola; 2002:237).

According to the above quotation organization of words in mind will influence L2 vocabulary acquisition. It will be easier for learner to remember and use vocabulary. The knowledge of the relationship between the two words is useful in building learners' vocabulary.

2.7.3.2. Affixes and roots

Each English word cannot be grouped in accordance with its root, prefix or suffix. Knowledge of the meaning of common affixes may help learners remember the meaning of words. The majority of the meaning of the English words have been created through the combination of morphemic elements, that is, prefixes and suffixes with base words and word roots (Picuski and Templeton; 2004:6). So knowing the meaning of roots, prefixes, and suffixes can help students to learn English vocabulary. Graves and Hammond (1980:99) also argues that:

There are three reasons for knowing prefixes: first, that there are relatively few prefixes, and may used in a large number of words; second, that most prefixes have relatively constant meanings that are easily definable; and third, that prefix tend to have consistent spellings (Graves and Hammonda; 1980).

Grouping English words according to their categories is a good way of remembering words and their meaning. It is more effective method than spending the same amount of time to learn or remember each word. Words attached with the prefix like “dis”, “un”, or “in” are carrying the opposite meaning from its base word. For example, the word “unhappy” means not happy, “unexpected” means not expected, “dislike” means not like, and so forth. The word that ends in “ction”, “tion”, “ness”, or “sion” always refer to a noun; and the word that ends in “ant”, “tive” or “able” is an adjective. This method of learning vocabulary can help learners learn and remember words faster than expected. From the perspective of mental lexicon, classifying words in a family is also a kind of relationship that can be established between words.

Moreover, Graves and Hammonda (1980) also claim that this method has a positive effect on guessing method. If the learners construct a word family list, it is more possible and easier for them to guess the meaning of a new word. For example, if a learner knows that “bi” means “two”; he can guess that “biweekly” means “a periodical that is published twice a week” when it encountered him. Humans are able to split up words, even though this ability is not strictly necessary for existing words, since they are stored as wholes. The primary purpose of this ability, therefore, seems to enable speakers to make up new words of their own and to comprehend the novelties coined by others (Aitchison; 2001:186). If a learner knows the meaning of “biweekly”, he may think that there will be a link both the words “bi”, and then guess the meaning of the unknown words with “bi”.

2.7.4. Cognitive Strategies

Cognitive strategies exhibit the common function of manipulation or transformation of the target language by the learners (Oxford, 1990:p. 43). They are similar to memory strategies, but are not focused so specifically on manipulative mental processing. Cognitive strategies include verbal and written repetition, taking vocabulary notes in the class, keeping of vocabulary notebook.

2.7.4.1. Repetition and Persistence

Learning language requires persistence. Learners should be consistent while learning language. Nation (2000) points out that repetition is essential for vocabulary learning because there is so much to know about each word that one meeting with it is not sufficient to gain this information. Vocabulary items must not only be known, they must be known well so that they can be fluently accessed (Nation; 2001:96). A good way to learn vocabulary well is to use it repeatedly. This requires students have a good learning habit. According to a website named ESL Teacher, there is an article written by Mey Tseng about the importance of repetition. Mey (date....) point out that for anyone who has learned a second language, it becomes clear that we learn a language by getting used to it. We hear the same vocabulary or phrase over and over, and that is how we remember them.

In addition, most forgetting occurs immediately after initial learning and then as time passes, the rate of forgetting becomes slower. Therefor, repetition is necessary for learners. In order to avoid

forgetting, learner should repeat the new words such as reading them or using them, after they start to learn them. The more they repeat them, the more learners will come to adopt them for their own. So if students have a regular learning habit, it is helpful to repeat what they have learned.

2.7.4.2. Note Taking

Note taking is an act of processing or manipulation of vocabulary items to facilitate conceptualization and organization into a mental lexicon. When learners meet a new word, they take notes about it in their vocabulary notebook or simply write along the margins or between the lines. McCarthy (1990) writes that learners differ in what they do in note taking, when they take notes and how they take notes. Among other things, these differences may distinguish the good from the poor learner. Similarly, Sanaoui (1995) and Hunt and Beglar (2005) as cited in Gashaw (2008:25), identified learners as structured and unstructured based on the way they approach vocabulary learning.

Unstructured learners were found to be dependent on class materials, took less initiative and did less regular review. Structured learners, on the other hand, were better organized and systematically carried out independent study, self-initiated activities, regularly recorded new words in notebooks and reviewed them and seek for opportunities to use previously learned words (Gashaw, 2008).

So, students have to use efficiently a variety of vocabulary learning strategies in general and cognitive sub-strategies in particular to develop their vocabulary knowledge and language proficiency as well.

2.7.5. Metacognitive Strategies

Metacognitive strategies involve “a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating their way to study” (Schmitt, 2000; 136). In this regard, language learners need to be more conscious and self-seeking of a new word’s meaning. Metacognitive strategies include, using English language Medias, testing oneself with word test, use spaced word practice, continue to study word overtime.

Good language learners are often effective in implementing metacognitive strategies in which they can decide the most suitable method to follow, they know the way to be rich vocabulary user and they evaluate their progress in relation to their vocabulary knowledge.

In general, the above mentioned different types of taxonomies of vocabulary learning strategies developed by scholars are suitable for language learners according to the context they are found. As mentioned earlier, most of the taxonomies are general in their nature, but Schmitt's (1997) VLSs taxonomy is specific and suitable for this study and the questionnaire and the semi-structured interview sections are prepared in line with taxonomy of VLSs developed by this scholar.

The following table shows examples of vocabulary learning strategies developed by Schmitt (1997).

1. strategies for the discovery of a new words meaning	
Strategy group	Strategy
Determination	-analyzing part of speech -analyzing affixes and roots -analyze any available pictures or gestures -guess meaning from textual context -use a dictionary (bilingual or monolingual)
Social	-ask teacher for a synonym, paraphrase, or L1 translation of new word -Ask classmates for meaning
2. Strategies for Consolidating a word once it has been encountered	
Strategy group	Strategy
Social	-study and practice meaning in a group -interact with native speakers

Memory	-connect word and previous personal experience -associate the word with its coordinate - use semantic maps -image word forms -use keyword method -group word together to study them -study to spelling of a word -say new word aloud when studying -use physical action when learning a word. -use new word in sentence -study the spelling of a word -study the sound of a word.
Cognitive -verbal repletion	-Verbal repetition -written repletion -word list -take note in class
Metacognitive	-use English language media (songs, movies news, casts etc) -use space word practice -skip or pass new word -continue to study word over time

Source: Schmitt (1997, 207-208)

CHAPTER THREE

Methodology

This chapter presents details on the research methodologies that were used in this study. It discusses the research design used in the current study, the research site, the sample size and sampling techniques and the instruments used to collect data. In addition, the pilot study, data analysis procedures and organizations have been discussed.

3.1. The Research Design

In order to meet the objectives of the study, the researcher used mixed research design. The researcher felt that mixed method provides a better understanding of the research problem. According to Mertens (2005) using mixed method would broaden the scope of the investigation and enrich the scholars' ability to draw conclusions about the research problem under the study.

3.2. The Research Site

This study was conducted in Oromia Region West Arsi zone Gedeb Asasa Woreda in Asasa secondary school and Tijo Wakentera secondary school. Gedeb Asasa woreda is located 285 Km south east of the capital city of the country, Addis Ababa. Asasa Secondary School is located in Asasa town and Tijo Wakentera secondary school is found in small village which is 15Km far from Asasa town to the west. There are totally three secondary schools in the woreda. In this study high achiever and low achiever of grade nine students in Asassa and Tijo Wakentera Secondary Schools were involved. The researcher selected these schools mainly due to their geographical proximity to his work place. In addition to this, the researcher felt that collecting data from these study sites would be easy because of the insider contacts that he had in these schools.

3.3. Samples and Sampling Technique

The population of the current study was high achiever and low achiever of grade nine students at Asasa Secondary School and Tijo Wakentera Secondary School. The researcher used purposive sampling technique to select the required samples. There were 26 sections in both schools with the total population of 1350 students. The researcher used the following procedures in order to select

high achievers and low achievers from the target schools. First, the researcher selected top-ten and least- ten scorers from each section. In other words, 260 high scorers and 260 low scorers were selected (i.e.520 high achiever and low achiever students) from the two schools based on their first semester all subjects average results. Then the researcher listed all the high achievers' and the low achievers' scores in a descending order.

Among the high scorers, the researcher took the first forty four high achievers (16%) by counting downward from the list in order to make them the participant of the study. Then, from low achievers group he took the last forty four students (16%) by counting upward starting from the least scorer. Based on this procedure, generally, the researcher selected 44 high achiever and 44 low achiever students from the two secondary schools to gather the required data through questionnaires and interview.

3.4. Data collection Instruments

A five point Likert Scale questionnaires and semi-structured interview were used to collect data from the respondents. First, the English version of the instrument were adapted from Schmitt (1997) VLSs in line with the objective of the study and modified by the researcher before they were given to the experts for comments. Then, the researcher translated both the questionnaire and the interview questions into the respondents' L1 (which is Afan Oromo for most students and Amharic for few students). The translated instruments were given to local language teachers (i.e. Afan Oromo teachers and Amharic teachers) for comments on the meaning equivalence of the original and the translation.

3.4.1. Questionnaire

A Five Point Likert Scale questionnaire was used to gather data on students' vocabulary learning strategies. The questionnaires contained 36 close ended items with frequency scale (such as never, rarely, sometimes, frequently and always) and one open ended question. The items were adapted from Schmitt (1997) VLSs in line with the objectives of this study. The items in the questionnaire were categorized in order to make the analysis suitable and manageable. The discovery strategy contained two sub-strategies which are determination strategies and social strategies. Items 1-6 were about determination strategies and items 7-11 were about social strategies which were used

by students to discover meanings of new English words. The consolidation strategies contained social strategies (items 12-14), memory strategies (items 15-28), cognitive strategies (items 29-32) and metacognitive strategies (items 33-36) which were used by both high achiever and low achiever students to consolidate words they already encountered them during their study.

The questionnaires were administered after the selected high achiever and low achiever students had been gathered in a separate classroom. The questionnaires were distributed to the research participants and they read through the cover page of the questionnaires and the objectives of the study were explained by the researcher. The students were told to complete the questionnaires very carefully and honestly. They were also advised as it was not examination; every student had to work on by himself/herself without asking the other student. In the mean time, each student had been supervised and briefed questions rose. In this way, the questionnaires which include 37 items were administered on 88 high achiever and low achiever students of the two secondary schools in two different days.

On the first day, data were collected from grade nine high achiever and low achiever students at ASS. The researcher collected the data in the morning and in the afternoon shift by considering opposite time of the participants' classroom instruction. On the next day, the researcher went to TWSS and administered the questionnaires on the selected high achiever and low achiever students. Eventually, 44 high achievers' copies and 44 low achievers' copies were collected correctly and properly. Generally, the administration of the students' questionnaires took the researcher about 4 hours in both schools.

3.4.2. Interview

A semi-structured interview was used to obtain qualitative data from the respondents. The interview was held with 12 students (i.e. six from high achievers and six from low achievers) who were randomly selected from the participants. The interview took four hours in total by arranging convenient time for the interviewees and the interview response was carefully noted for interpretation and analysis of data. The interview contained five main questions with certain other related questions whose contents were almost similar with the questionnaire so as to cross check the responses and increase the validity of the findings.

3.5. The Pilot Study

In order to check the reliability of the questionnaire and to make any improvement on the items, both the Amharic and Afan Oromo versions of the questionnaires were pilot tested in one of the sections of grade 11 students at Asasa preparatory school. The students were told by the researcher that, it was a pilot test to conduct research and made to fill in the questionnaire properly with the help of their English teacher. The pilot test process took about an hour that had been done during the students' free time. Among 40 questionnaires, four of them were not filled properly and two students did not write the answer of an open ended question. In addition, a single questionnaire was marked in similar values throughout all items in the questionnaires.

The piloted questionnaire helped the researcher to make some improvement on certain items. For example, an improvement was made on item 14 which says "I interact with native speaker". It was rephrased as "I interact with the target language speakers (teachers)". This had been done because of the fact that there is no any native speaker in the study area. Therefore, since the original questionnaires are reliable, the actual questionnaires were produced by incorporating the relevant comments suggested by the students and their teachers.

3.6. Data Analysis Procedure and Organization

To analyze the quantitative data, both descriptive and inferential statistical analysis were employed. First, the data were entered into Statistical Package for Social Science (SPSS) version 20 to simplify the analysis. Then, descriptive statistics such as, percentage and mean value were used to find out the most and the least frequently used vocabulary learning strategies as well as to identify similarities and differences between high achievers and low achievers in using VLSs. In addition to this inferential statistics such as T-test, was used to see if there is statistically significance difference between high achievers and low achievers in using VLS. On the other hand, data gathered through an open ended question and interviews were analyzed thematically by integrating it with quantitative data.

CHAPTER FOUR

RESULT AND DISCUSSION

This chapter presents the analysis and interpretation of the findings in various sections. Section one deals with demographic information of the research participants. Section two discusses about the results of vocabulary learning strategies used by the respondents, group statistics and independent sample t-test of the respondents. Section three discusses on the strategies most or least frequently used by high and low achiever students.

4.1 Demographic Information

In this section, some relevant demographic information of high achievers and low achievers in ASS and TWSS has been incorporated. Among these demographic variables sex, age and the place where they had finished elementary school (Grade 1-8) are included in this study. The data pertaining to these variables are summarized in Table1 below.

Table 1: Demographic Information of HA and LA Students in ASS and TWSS

Background Information	ASS		TWSS	
	High achievers responses in %	Low achievers responses in %	High achievers responses in %	Low achievers responses in %
SEX				
Male	68.1%	36.3%	11.3%	2.2%
Female	15.9%	61.3%	4.5%	0%
Total	84.0%	97.7%	15.9%	2.2%
AGE RANGE				
14-15	56.8%	43.1%	4.5%	0%
16-17	22.7%	43.1%	9.0%	2.2%
>17	4.5%	11.3%	2.2%	0%
Total	84.0%	97.7%	15.9%	2.2%
WHERE THEY HAD FINISHED GRADE 1- 8				
Urban	13.6%	15.9%	11.3%	2.2%
Rural	70.4%	81.8%	4.5%	0%
Total	84.0%	97.7%	15.9%	2.2%

As can be seen in Table 1, the majority of high achievers (79.4%) are male students while few of them (20.4%) are female students. Among low achievers, 38.5% are male and 61.3% of them are female respondents in the sample schools. The figure implies that in high achievers group male students seem to dominate the female students in their academic achievement, while in low achievers group number of female students is greater than male students. Therefore, the academic performance of male students might be greater than female students in both schools.

As indicated in Table 1, 61.3% of high achievers' age range is in 14-15 years and 31.7% of them fall between 16-17 years age category. Among this group of students, there are very few high achievers (6.7%) whose age is greater than 17 years in both schools. From low achievers group, 43.1% are students whose age is ranged between 14-15 years while 45.3% are aged from 16-17 years and only 11.3% of low achiever students are greater than 17 years old. Therefore, from this one can say that most of the students seem to go to high school on the right age.

With regard to the place where high achievers and low achievers completed their elementary school the following discussion is provided. As indicated in Table 1, some of high achievers (24.9%) had completed their elementary school in urban area while most of them (74.9%) had learned Grade 1-8 in rural area. Among low achievers, 18.1% of them had completed their elementary school in urban area while 81.8% of them finished Grade 1-8 in rural area. Therefore in this study, a substantial number of the respondents had completed their elementary school in rural area of the district.

In general, the demographic information of the research participants indicates that male students' academic performance is better than female students. A significant number of the two group students reached high school on the right age and most of them completed their elementary school in rural area.

4.2. Vocabulary Learning Strategies Used by High Achievers and Low Achievers

Under this section six vocabulary learning sub-strategies are discussed. These sub-strategies are determination sub-strategies, social sub-strategies under discovery strategy, social sub-strategies under consolidation strategy, memory sub-strategies, cognitive sub-strategies and metacognitive sub-strategies. In the discussion the percentage, mean and t-test values are briefly presented as follows.

4.2.1. Determination sub-Strategies for Discovering Meanings of New Words

Students may obtain new words when they read, listen or study different types of materials. Obtaining of new words using these methods could be considered as determination strategy. Determination strategies contain strategies used by an individual when faced discovering a new word's meaning without recourse to another person's expertise (Schmitt, 2000). Items 1-6 were designed to collect data on how often the students use these strategies. Determination Strategies facilitate gaining knowledge of a new word using these sub-strategies without the consult of others. For example, learners may be able to detect the new word's part of speech which can help them in the guessing process. Guessing meaning on an unknown word meaning from context using contextual clue has been widely practiced strategy employed by many students. They can also obtain hints about meaning from its root or affixes and able to use dictionaries to find out the meaning of new words.

In this section, six sub strategies were provided for both high achievers and low achievers to see how often they use the strategies. The following table indicates the summary of their responses.

Table 2: HAs and LAs Percentage Response on Determination Sub-Strategies (Discovery Strategy)

No.	Statements	High achievers = 44					Low achievers = 44				
		percentage of respondents					percentage of respondents				
		Never	Rarely	Sometimes	Frequently	Always	Never	Rarely	Sometimes	Frequently	Always
1.	I analyze parts of speech of a new word to learn its meaning.	6.8 %	11. 4%	31. 8%	36.4 %	13. 6%	27. 3%	29. 5%	20. 5%	11. 4%	11. 4%
2.	I analyze affixes and roots of new word to learn its meaning.	4.5 %	22. 7%	13. 6%	27.3 %	31. 8%	25. 0%	29. 5%	27. 3%	4.5 %	13. 6%
3.	I guess the meaning of new word from the context when I read or study.	2.3 %	2.3 %	20. 5%	40.9 %	34. 1%	18. 2%	18. 2%	43. 2%	18. 2%	2.3 %

4.	I use bilingual dictionary to find out the meaning of new word.	2.3 %	15. 9%	20. 5%	31.8 %	29. 5%	45. 5%	15. 9%	13. 6%	15. 9%	9.1 %
5.	I use monolingual dictionary to discover meaning of new words.	2.3 %	9.1 %	15. 9%	29.5 %	43. 2%	6.8 %	9.1 %	15. 9%	31. 8%	36. 4%
6.	I use flash card to learn a new word's meaning.	22. 7%	31. 8%	31. 8%	11.4 %	2.3 %	47. 7%	15. 9%	20. 5%	9.1 %	6.8 %

Table 2 show that a substantial number of high achievers seem to identify words based on their part of speech when they learn meaning of new words. For instance, 36.4% and 13.6% of the high achiever students stated that they ‘frequently’ and ‘always’ identify part of speech of new words. But very few of the high achievers, i.e. 11.4% and 6.8% described that they ‘never’ or ‘rarely’ used the strategy to find out the meaning of new word when encountered them. On the other hand, there are few low achiever students who tried to identify parts of speech of new words to discover their meanings. More than half of low achiever students (57%) reported that they ‘rarely’ or ‘never’ use such strategy. Therefore, the data imply that the high achiever students tend to analyze new words into their parts of speech than low achiever students to discover meaning of words. During interview low achievers explained that they had difficulty to identify words based on parts of speech. Comparatively, high achiever interviewees explained that they employed the strategy when unknown words encountered them during their study.

The majority of the meaning of the English words have been created through the combination of morphemic elements, that is, prefixes and suffixes with base words and word roots (Picuski and Templeton; 2004:6). As indicated in Table 2, most high achievers analyzed affixes and roots of new words to learn meaning of the word. As indicated in Table 1, 31.8% and 27.3% of high achievers ‘always’ and ‘frequently’ employed the strategy. Among this group of respondents 31.8% of them reported that they ‘sometimes’ analyze affixes and roots of new words to obtain meaning of a new word, but only 4.5% of them said that they ‘never’ used the strategy and 22.7% of them claimed that they ‘rarely’ use the strategy. The low achiever students, on the other hand, indicated that more than half of them (54.5%) did not employ the strategy. Only few low achievers (18.1%) used the strategy. During the interview, almost all high achievers explained that identifying affixes from the root is part of learning vocabulary and used to develop their word

knowledge, but most low achievers confirmed that separating the root word from its prefix or suffix is one of the challenges that they face in learning meaning of a new word. Hence, the high achiever students employed the strategy more frequently than low achiever students. This implies that the high achievers are able to understand the meaning of new words when they read or study. This may help them to achieve their academic performance better than the low achievers.

Guessing meaning of unknown word is a useful strategy to find out the meaning word without seeking others support and consulting dictionaries. Nation (2001) points out that there are many other kinds of information that can be learned from context which is important in receptive and productive use of the word. As shown in Table 2, a considerable number of high achievers (75%) ‘frequently’ and ‘always’ employed guessing strategy to decide the meaning of new words from their context. Among these respondents 20.5% used guessing strategy ‘sometimes’ and only 4.6% of them ‘never’ or ‘rarely’ used this strategy. However, 20.3% of low achiever students tried to guess the meaning of unknown words from the context when they read or study, but 36.4% reported that they ‘never’ or ‘rarely’ used the strategy. During interview almost all high achievers interviewees described that guessing meaning of new words from context using contextual clue (i.e. identify parts of speech of the word, recognize its prefix and/or suffix, looking other words in the sentence etc.) is the best mechanism to find out the meaning of new words regardless of others support. Low achiever interviewees explained that they use guessing strategy during test but it was not supported by noticeable technique. So, the researcher asserted that determining the meaning of new word by using guessing strategy is employed more frequently by high achiever students than low achievers. Hence, the high achiever students developed their academic performance better than the low achiever students using the strategy effectively.

Table 2 depicts that, more than half of the high achievers (61.3%) ‘always’ or ‘frequently’ used monolingual dictionaries. Only a few of them (2.3% and 15.9%) reported that they ‘never’ or rarely’ used this strategy. Table 2 also shows that 45.5% and 15.9% of the low achiever students confirmed that they ‘never’ and ‘rarely’ employed monolingual dictionary when they discover meaning of new words. As they explained during the interview, most high achiever respondents were interested to use monolingual dictionary because it provide them different information about the word. Zhang B. (2011) asserted that many students tend to use dictionary just for the meaning of the word. However, there are other pieces of information about the word which is also important.

However, the low achievers expressed that they had very less desire to use monolingual dictionary for its huge size and it is not easy for them to understand the meaning of new words. As indicated in Table 2, there is no difference between high achiever and low achiever students in using bilingual dictionary. The figure indicates that 72.7% of high achievers and 68.2% low achievers ‘always’ and ‘frequently’ used bilingual dictionary. However, 11.4% of high achiever and 15.9% of low achiever students ‘never’ or ‘rarely’ used bilingual dictionaries. During the interview high achiever students stated that they used both types of dictionaries but low achiever respondents claimed that they always prefer bilingual dictionary to find out the meaning of new words. They added that in bilingual dictionary (i.e. English-Afan Oromo dictionary) is very easy to understand the meaning of new words because they can obtain the meaning of new word with their mother tongue.

As indicated in Table 2, a significant number of high achiever and low achiever students didn’t use flash card to study meaning of new words. As shown in Table 1, 63.6% of low achievers and 54.5% of high achievers reported that they ‘never’ or ‘rarely’ employed this strategy. But 15.9% of low achiever and 13.7% of high achiever ‘always’ and ‘frequently’ used the strategy to study the meaning of new words. In addition, 31.8% of high achievers and 20.5% of low achievers reported that they ‘sometimes’ used the strategy. So, the figure implies that most high achievers and low achievers are not interested to use the strategy.

The mean score summary of high achiever and low achiever students in using the strategies were presented in the subsequent table (Table 3). An independent sample t-test was used to see if there was a significant difference between the two groups as indicated in Table 3 below.

Table 3: Group Statistics

Group Statistics

Student Type		N	Mean	Std. Deviation	Std. Error
Determination sub-strategies under Discovery Strategy	High Achievers	44	3.51	.67649	.10199
	Low Achievers	44	2.65	.92679	.13972

Table 4: Independent Sample Test

Independent Samples Test

	Levene's Test for Equality of Variance		t-test for Equality of Means						
	F	Sig.	t	df.	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence interval of the Difference	
								Lower	Upper
Determination Sub-strategies Under discovery Strategy	5.468	.022	5.015	86	.000	.86742	.17298	.52355	1.21130
			5.015	78.689	.000	.86742	.17298	.52355	1.21175

As shown in Table 3, there is a Mean score value variation between high achievers and low achievers. This analysis is provided based on Oxford's (1990) definition of level of strategy use. According to her definitions, strategies that have a mean value ranges between 1.0-2.4 are considered as "Low Strategy Use"; those whose strategies mean value are ranges from 2.5-3.4 are determined as "Medium Strategy Use" while those whose mean value falls between 3.5-5.0 are defined as "High Strategy Use". The data indicates that the mean score of determination sub-strategies under discovery strategy of the high achievers' mean score (M=3.51) is greater than the mean score of the low achievers (M=2.65). This implies that the high achievers employed the determination strategies more frequently than the low achievers do as the frequency level fall in the "High strategy use" for high achievers and "Medium strategy use" for low achievers. The result

of independent sample t-test the high achievers ($M=3.51$, $SD=.67649$), low achievers ($M=2.65$, $SD=.92679$) and $t= 5.015$ at $p<0.05$ depicted that there is a significance difference between high achievers and low achievers in using the determination vocabulary learning strategies. This also implies that there is relationship between vocabulary learning strategies and overall academic achievement. This means that high achiever students employed determination strategies more frequently than low achiever students. Hence, the academic achievement of high achievers is greater than the low achievers.

Generally, the above data depicts that there are certain similarities and differences between high achievers and low achievers in using determination sub-strategies under discovery strategy. The data also shows that, substantial number of high achievers and most of low achievers have similarities in using bilingual dictionaries to obtain meaning of new words. In addition, the two groups of students were not interested in using flash card to find out meaning of new words. On the other hand, there are many differences between high achievers and low achievers in using other sub-strategies. For example, more than half of high achiever students always or frequently used monolingual dictionaries but almost half of low achiever students were never used the strategy. Another variation between these groups of students was in analyzing part of speech of new words. Regarding to this half of the high achiever students always or frequently analyze part of speech of words but half of the low achiever students never used the strategy. Therefore, the data reveals that the high achievers employed determination strategies effectively and their overall academic achievement is better than the low achiever students.

4.2.2. Social sub-Strategies for Discovering Meanings of New Words

In order to discover meaning of new words students must employ the Social Strategy of asking someone who knows well about the word. According to Schmitt (2000), social sub-strategies under discovery strategy helps the teacher or classmate to ask for information about a new word. Teachers are often the primary alternatives to be asked and to give help for students in a variety of ways such as giving an L1 translation (if they know the students' first language), giving a synonym, giving a definition by paraphrase, using the new word in a sentence, or any combination of these and students also discuss each other on unknown words to find out the meaning of new word. So, in order to elicit information about how often high achievers and low achievers use social strategies

to discover meaning of new words five items were included in the questionnaire. The responses of high achievers and low achievers involved in the study have been summarized in Table 5 below.

Table 5: HAs and LAs Percentage Responses on Social Sub-Strategies (Discovery Strategy)

N0.	Statements	High achievers = 44					Low achievers = 44				
		Percentage of respondents					Percentage of respondents				
		Never	Rarely	Sometimes	Frequently	Always	Never	Rarely	Sometimes	Frequently	Always
7.	I ask teacher for an L1 translation to know the meaning of new words.	0%	15.9%	38.6%	15.9%	29.5%	6.8%	11.4%	20.5%	40.9%	20.5%
8.	I ask teacher to explain the synonym of new words.	2.3%	20.5%	18.2%	43.2%	15.9%	11.4%	50.0%	18.2%	11.4%	9.1%
9.	I ask teacher to write a sentence including a new word.	15.9%	25.0%	34.1%	20.5%	4.5%	11.4%	38.6%	36.4%	6.8%	6.8%
10.	I ask my classmates /friends to describe me the meaning of new word.	4.5%	15.9%	36.4%	22.7%	20.5%	9.1%	15.9%	43.2%	25.0%	6.8%
11.	I discover meaning of new word through group work activity.	4.5%	13.6%	22.7%	31.8%	27.4%	6.8%	36.4%	29.5%	18.2%	9.1%

Table 5 depicts that, 45.4% of high achievers ‘always’ or ‘frequently’ asked their teacher for an L1 translation to know the meaning of new words while 38.6% of them did so. The remaining 15.9% high achievers ‘rarely’ requested their teacher for an L1 translation. In contrast, 61.4% of low achievers ‘frequently’ or ‘always’ ask the teacher for L1 translation during the lessons. The other 18.2% of them ‘rarely’ or ‘never’ asked the teacher to translate the meaning of new words into their mother tongue. As shown in the Table, the majority of high achievers requested their teacher to tell them the synonym of new word. For example, 43.2% and 15.9% of them ‘always’ or ‘frequently’ and 18.2% of them ‘sometimes’ ask the teacher to give them the synonym of new

words. Whereas more than half of low achievers (61.4%) ‘rarely’ or ‘never’ ask the teacher to tell them the synonym of new words. The result in Table 5 reveals that few (20.5%) of the high achievers and 6.8% of low achievers ‘frequently’ ask the teacher to write a sentence by including the new word but 40.9% of them ‘never’ or ‘rarely’ asked their teacher. Similarly, 38.6% and 11.4% of low achievers reported that they never asked their teacher to write a sentence including the new word.

As mentioned in Table 5, nearly half of high achieves (43.2%) tend to ‘always’ or ‘frequently’ ask their classmate to tell them the meaning of new words, but very few (4.5%) of this group of students ‘never’ interested to ask their friends to describe them the meaning of new words. Among low achievers, 25.0% frequently and 6.8% ‘always’ need clarification on the meaning new words from their classmate whereas 25.0% of the low achievers ‘rarely’ or ‘never’ ask their friends to describe them the meaning of new words.

Table 5 displays that, 31.8% and 27.3% of high achievers said they ‘always’ and ‘frequently’ discover meaning of new words through group discussion. Only very few (4.5%) of high achievers said they do not use this strategy. In contrast, more than 27.3% of low achievers were interested on discovering the meaning of new words during group work activity whereas 43.2% of them ‘rarely’ or ‘never’ discover meaning of new words in the group activity. In this regard the data indicates that high achievers and low achievers employed the social sub-strategies under discovery strategy differently. Hence, the data imply that using social sub-strategies under discovery strategy helped the high achievers to score better result in their overall academic performance than the low achievers. In order to detect if there is significant difference between high achievers and low achievers in using the strategies, an independent sample t-test has been calculated as shown in the subsequent tables.

Table 6: Group Statistics**Group Statistics**

Student Type		N	Mean	Std. Deviation	Std. Error Mean
Social sub-strategies under	High Achievers	44	2.6909	.61373	.09252
Discovery Strategy	Low Achievers	44	2.3182	.64168	.09674

Table 7 : Independent Sample Test**Independent Sample Test**

		Levene's Test for Equality of Variance		t-test for Equality of Means						
		F	Sig.	t	df.	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence interval of the Difference	
									Lower	Upper
Social sub-strategies under Discovery Strategy	Equal variances assumed	.108	.744	2.784	86	.007	.27373	.13386	.10662	.63883
	Equal variances not assumed			2.784	85.830	.007	.27373	.13386	.10661	.63884

As can be seen from Table 7, there is a mean score variation between the high achievers and the low achievers. The data depict that the mean score of high achievers ($M=2.6909$) is greater than the mean score of low achievers ($M=2.3182$). This indicates that the high achievers used the social strategies more frequently than the low achievers do as the frequency level fall in the “Medium strategy use” for high achievers and “Low strategy use” for low achievers. The results of an independent sample t-test, high achievers’ ($M=2.6909$, $SD=.6137$), low achievers’ ($M=2.3182$, $SD=.64168$) the calculated t-value = 2.784 at $p<0.05$ indicates that statistically there is significance difference between high achievers and low achievers in using social sub- strategies. From this we can say that students who use of social sub-strategies seem to have better academic performance.

In general, the high achiever and the low achiever students had shown some similarities and differences in using social sub-strategies under discovery strategy. For example, in both groups most of them fairly show similarity in asking their teacher for an L1 translation to know the meaning of new words. On the other hand, a large number of high achievers and low achievers have shown differences not only in asking their teacher to explain the synonym of new words but also in seeking meaning of new words through group activities. High achievers efficiently used the strategies than low achievers. These preferences seem to have helped high achievers to score better result in overall academic performance than the low achiever students.

4.2.3. Social Sub-Strategies to Consolidate Meaning of New Words

In order to retain and retrieve the meaning of already encountered words, it is useful that students have to make some effort to remind it sometimes later using social sub-strategies under consolidation strategies. Group work is the commonest strategy that helps learners to practice the meaning of new words during classroom instruction as well as outside the classroom. Interacting with native speakers (if any) or someone who can speak the target language (e.g. teachers) is worthwhile to retrieve in need of using new words. In this section, the responses of high achievers and low achievers responses have been provided in Table 7 below.

Table 8: HAs and LAs Percentage Responses on Social Sub-Strategies (Consolidation Strategy)

		High achievers = 44 percentage of respondents					Low achievers = 44 percentage of Respondents					
		Never	Rarely	Sometimes	Frequently	Always	Never	Rarely	Sometimes	Frequently	Always	
12.	I study and practice meaning of new word in a group work.	6.8 %	18. 2%	25. 0%	25. 0%	25. 0%	6.8 %	40. 9%	22. 7%	13. 6%	15. 9%	
13.	I ask teacher to check my flash card for accuracy.	13. 6%	18. 2%	27. 3%	22. 7%	18. 2%	31. 8%	18. 2%	22. 7%	11. 4%	15. 9%	
14.	I interact with the target language speakers (e.g. teachers).	11. 4%	18. 2%	25. 0%	34. 1%	11. 4%	52. 3%	18. 2%	20. 5%	4.5 %	4.5 %	

Table 8 shows that, half of the high achievers (50.0%) ‘always’ or ‘frequently’ interested to study and practice meaning of new words in group activities, whereas among this group of students 18.2% ‘rarely’ used the strategy and 6.8% of them reported that they ‘never’ study and practice the meaning of new word in their group discussion. Unlike high achievers 29.5% of low achievers were ‘always’ or ‘frequently’ study and practice meaning of new word in their group work, but almost half of the low achievers (48.7%) confirmed that they ‘rarely’ or ‘never’ study and practice meaning of new words in group activity.

Regarding item number 13, 22.7% and 18.2% of high achievers said that they ‘always’ and ‘frequently’ asked their teacher to check their flash card for accuracy and 18.2 and 13.6% of them stated that they ‘never’ and ‘rarely’ used the strategy. On the other hand, 27.3% of low achievers ‘always’ or ‘frequently’ interested to ask their teachers to check them their flash card for accuracy whereas 31.8% and 18.2% of them described that they ‘never’ and ‘rarely’ used the strategy respectively. Table 8 also indicates that, most of low achievers reported that they did not interact with the target language speakers, but a considerable number of high achievers used the strategy effectively. As shown in the table, 45.5% of high achievers ‘always’ or ‘frequently’ interact with the target language (English language) speakers, whereas 18.2% and 11.4% of them ‘never’ and ‘rarely’ interact with target language speakers (e.g. teachers) respectively. Unlike high achievers, very few (4.5%) low achievers reported that they employed this strategy. More than half (52.3%) of this group of students said that they ‘never’ communicate with English language speakers.

The figures in the above table imply that high achievers are better interest to communicate with their teachers and others in English language. This seems to have contributed a lot the better academic performance of high achievers.

An independent sample t-test was made to check for the existence of significance difference between high achiever and low achiever students in using the strategies and the mean score of the two groups were also compared. The results have been summarized in Table 9 and Table 10 below.

Table 9 Group Statistics**Group Statistics**

Student Type		N	Mean	Std. Deviation	Std. Error Mean
Social Sub-strategies	High Achievers	44	3.2424	.89893	.13552
Under Consolidation Strategy	Low Achievers	44	2.4773	1.09591	.16521

Table 10 Independent Sample Test**Independent Samples Test**

		Levene's Test for Equality of Variance		t-test for Equality of Means						
		F	Sig.	t	df.	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence interval of the Difference	
									Lower	Upper
Social Sub-strategies under Consolidation Strategy	Equal variance assumed	3.936	.050	3.581	86	.001	.76515	.21369	.34036	1.18994
	Equal variances not assumed			3.581	82.832	.001	.76515	.21369	.34013	1.19018

Table 9 shows that there is a mean score variation between high achievers and low achievers. The mean value of high achievers ($M=3.24$) is greater than the mean value of the low achievers ($M=2.47$). This depicts that the high achievers more frequently employed the social sub-strategies to consolidate the meaning of new words since the frequency level fall in the “Medium strategy use” for high achievers. Contrary to this the frequency level falls “Low strategy use” for low achievers indicate that, they employed the strategies less frequently. In order to see whether there is a significance difference between the high achievers and the low achievers the independent

sample t-test value was calculated. The result of an independent sample t-test, high achievers' (M=3.24, SD= .89893), low achievers' (M=2.47, SD= 1.09591), and the calculated t-value =3.581 at $p<0.05$ indicates that there is a significance difference between the high achievers and the low achievers.

Although they have shown some similarities in using social sub-strategies under consolidation strategy, there are many differences between high achievers and low achievers. Among these variations, studying and practicing meaning of new words in group discussion and interacting with English language speakers are the common ones. For example, 70.5% of low achievers 'never' or 'rarely' interact with the target language speakers but, 45.6% of high achievers frequently interact with the target language. This indicates that high achievers used social sub-strategies under consolidation strategy more effectively than low achievers. This shows that the use of social sub-strategies in consolidating the meaning of new words seem to have positive impact on the academic performance of students.

4.2.4 Memory Sub-Strategies to Consolidate Meaning of New Words

Most Memory Strategies involve relating the word to be retained with some previously learned knowledge using some form of imagery or grouping. Learners can create their own mental images of a word's meaning. New words can also be associated with a particularly vivid personal experience of the underlying concept. It is worth noting that memory strategies generally involve the kind of elaborative mental processing that facilitate long-term memory Schmitt (2000).

Table 11: HAs and LAs Percentage Responses on Memory Sub-Strategies (Consolidation Strategy)

N o.	Statements	High achievers = 44 percentage of respondents					Low achievers = 44 Percentage of respondents				
		Never	Rarely	Sometimes	Frequently	Always	Never	Rarely	Sometimes	Frequently	Always
15	I study new word with a pictorial	6.8%	20.5%	25.0%	27.3%	20.5%	13.6%	22.7%	38.6%	20.5%	4.5%

	representation of its meaning.										
16 .	I image a new word's meaning to recall it later.	6.8%	20.5%	18.2%	25.0%	29.5%	9.1%	18.2%	40.9%	18.2%	13.6%
17 .	I connect a new word to my personal experience to remember the meaning easily.	4.5%	4.5%	22.7%	38.6%	29.5%	11.4%	31.8%	25.0%	18.2%	13.6%
18 .	I associate the new word with its coordinated object to recall it sometimes later.	2.3%	20.5%	38.6%	20.5%	18.2%	13.6%	25.0%	36.4%	13.6%	11.4%
19 .	I connect the new word with its synonyms and antonyms.	2.3%	9.1%	25.0%	50.0%	13.6%	13.6%	29.5%	38.6%	13.6%	4.5%
20 .	I use semantic map to remind a new word later.	11.5%	13.6%	25.0%	25.0%	25.0%	47.7%	18.2%	9.1%	13.6%	11.4%
21 .	I group words together to study them.	4.5%	11.4%	25.0%	47.7%	11.4%	11.4%	43.2%	22.7%	9.1%	13.6%
22 .	I use new word in sentences to retain it.	6.8%	15.9%	29.5%	29.5%	18.2%	15.9%	40.9%	18.2%	9.1%	15.9%
23 .	I study the spelling of a new word.	2.3%	15.9%	29.5%	38.6%	13.6%	25.0%	27.3%	15.9%	18.2%	13.6%
24 .	I study the sound/pronunciation of a new word.	4.5%	6.8%	40.9%	29.5%	18.2%	27.3%	25.0%	27.3%	13.6%	6.8%
25 .	I say a new word aloud when I study it.	9.1%	22.7%	25.0%	20.5%	22.7%	18.2%	18.2%	47.7%	9.1%	6.8%
26 .	I study word form of a new word to remember its meaning.	2.3%	20.5%	25.0%	38.6%	13.6%	40.9%	29.5%	9.1%	13.6%	6.8%
27 .	I underline initial letter of a new word to	18.2%	11.4%	22.7%	29.5%	18.2%	36.4%	22.7%	11.4%	9.1%	20.5%

	remind its meaning.										
28	I use physical action when I learn a new word.	27.3 %	15.9 %	13.6%	29.5 %	13.6 %	6.8 %	13.6 %	38.6 %	31.8%	9.1%

Table 11 reveals that, 47.8% of high achievers and 25% of low achievers described that they ‘always’ or ‘frequently’ study new words with a pictorial representation of its meaning, but 36.3% of low achievers and 27.3% of high achievers reported that they ‘never’ or ‘rarely’ used this strategy. The data also illustrates that imaging meaning of new word is another strategy used by high achievers and low achievers. As indicated in Table 11, 29.5% and 25.0% of high achievers said that they ‘always’ and ‘frequently’ used the strategy. Similarly, 18.2% and 13.6% of low achievers also ‘always’ and frequently’ consolidated vocabularies by imaging the meaning of new words. On the other hand, there are certain high achievers and low achievers who did not use imaging a new word’s meaning to recall it later. Of the total respondents, 27.3% of high achievers and similar percent of low achievers indicated that they ‘rarely’ or ‘never’ used the mentioned strategy. According to the same table, a substantial number of high achievers (54.9%) reported that they always or frequently connect a new word to their personal experience to remember its meaning easily, but very few of them (4.5%) are ignorant of this strategy. Among low achievers 31.5% ‘always’ or ‘frequently’ employed the strategy as high achievers did; whereas 43.2% of low achievers reported that they ‘never’ or ‘rarely’ connect a new word to their personal experience to recall and retrieve the meaning later.

As indicated in Table 11, associating a new word with coordinated object is a helpful strategy which was widely employed among high achiever. When we see the results in the above Table 11, 20.5% and 18.2% of high achievers stated that they frequently or always associated the new word with its coordinated object to recall and retrieve it sometimes later but 20.5% and only 2.5% of high achievers, however, reported that they ‘never’ and ‘rarely’ use this strategy. Among low achievers 38.6% of them asserted that they ‘never’ or ‘rarely’ associated the new word with its coordinated object to recall it later. Synonym is word a word with the same meaning as the original words as with starved besides hungry (Aitchison; 2003:6). In this regard the table also revealed that, a large number of high achievers 63.6% reported that they ‘always’ or ‘frequently’ connected

the new word with its synonyms and antonyms but few of them (9.1%) were not interested to use it. On the other hand, 13.6% and 4.5% of low achievers stated that they ‘always’ and ‘frequently’ used the strategy to connect the new word with its synonyms and antonyms, while 29.5% and 13.6% of them described that they ‘never’ or ‘rarely’ employed this strategy.

The data in Table 11 also shows that almost half (50%) of high achievers asserted that they ‘always’ or ‘frequently’ use semantic map to remind them the meaning of a new word later but 13.6% and 11.4% of them revealed that they ‘rarely’ and ‘never’ employed the strategy respectively. There are few low achievers who used the strategy to recall the new word sometimes later. The table also depicted that 25% of low achievers ‘frequently’ or ‘always’ used the strategy whereas 65.9% of low achievers said that they ‘never’ and ‘rarely’ employed semantic mapping to remember a new word later. As shown in Table 11 a large number of high achievers interested in grouping words together to study new words. Schmitt (2000) states that grouping is an important way to aid recall, and people seem to organize words into groups naturally without prompting. As we can see from Table 10, 47.7% and 11.4% of high achievers ‘frequently’ and ‘always’ employed grouping of new words together during their study but very few of them (4.5%) reported that they ‘never’ used the strategy. On the other hand, 13.6% and 9.1% of low achievers respectively claimed that they ‘always’ and ‘frequently’ employed grouping new words together when they study but 43.2% and 11.4% of low achievers reported that they ‘rarely’ and ‘never’ used the strategy respectively.

According to Table 11, 47.7% of high achievers stated that they ‘frequently’ or ‘always’ used new words in sentences to retain it. However, 15.9% and 6.8% of them ‘rarely’ and ‘never’ used this strategy. On the other hand, 25% of low achiever students declared that they ‘always’ or ‘frequently’ used new words in sentences to recall them later while 40.9% and 15.9% of them said that they ‘rarely’ and ‘never’ employed new words in the sentences to recall it later. Table 11 again reveals that most of high achievers confirmed that they frequently study the spelling of a new word when they study. The data revealed that 38.6% and 13.6% of them reported that they ‘frequently’ and ‘always’ studied the spelling of new words. Only very few of them 15.9% of them rarely and 2.3% ‘never’ used the strategy. However, among low achievers 18.2% and 13.6% of them reported that they ‘frequently’ and ‘always’ studied the spelling of new words whereas 27.3% and 25.0% of them respectively stated that they ‘rarely’ and ‘never’ studied the spelling of new words while

they study. Table 11 indicates that 29.5% and 18.2% of high achievers claimed that they ‘frequently’ and ‘always’ studied the pronunciation of new words, but only 6.8% and 4.5% of them said that they ‘rarely’ and ‘never’ used this strategy. Among low achievers 6.8% of them ‘always’ studied the spelling of new words and 13.6% of them said that they ‘frequently’ used this strategy but 27.3% and 25.0% of the low achievers reported that they ‘never’ and ‘rarely’ studied the spelling of new words when they study vocabulary.

As stated in the table (Table 11), most of high achievers said that they have a habit of saying a new word aloud when they study. For instance 43.2% of high achievers claimed that they ‘always’ and ‘frequently’ say a new word aloud when they study but 22.7% and 9.1% of them reported that they ‘rarely’ and ‘never’ said a new word aloud when they study. Among low achievers, 9.1% reported that they ‘never’ employed the strategy. As we can read from the table (Table 11) 38.6% and 13.6% of high achievers ‘frequently’ and ‘always’ studied word form of a new word to remember its meaning later, but 20.5% ‘rarely’ and only 2.3% of them ‘never’ used this strategy. Similarly 70.4% of low achievers ‘never’ or ‘rarely’ studied word form of a new word to remember its meaning. Only 20.4% of them said that they ‘frequently’ or ‘always’ study word form of a new word.

Table 11 also shows that, 29.5% and 18.2% of high achievers confirmed that they ‘frequently’ and ‘always’ underlined initial letter of words to remember their meaning but 18.2% and 11.4% of them reported that they ‘never’ and ‘rarely’ used this strategy. On the other hand 36.4% and 22.7% of low achievers respectively asserted that they ‘never’ and rarely’ underlined initial letter of a new word to remind them its meaning, but 20.5% and 9.1% of them claimed as they ‘always’ and ‘frequently’ used this strategy. The data in Table 11 shows 29.5% and 13.6% of high achievers confirmed that they ‘frequently’ and ‘always’ employed physical action to consolidate new words already encountered them. But 27.3% of them said that they ‘never’ used the strategy as their counterpart did it. Schmitt (2000) said that the use of physical action when learning has been shown to facilitate language recall. Among the low achievers 31.8% and 9.1% of them reported that they ‘frequently’ and ‘always’ used physical action when they study a new word, while 13.6% and 6.8% of low achievers confirmed that they ‘rarely’ and ‘never’ used the strategy.

To sum up, the above data shows that in most of the memory sub-strategies (for example, imaging a new word’s meaning to recall it later, grouping words together, studying the spelling of a new

word, saying a new word aloud when the study etc.) the high achievers used the strategies more effectively than the low achievers. This implies that high achievers are benefiting from the strategies. As a result of this the high achievers scored better result in their overall academic performance.

In order to check for the existence of any significant difference between high achievers and low achievers, the mean score of the two groups were compared using an independent sample t-test as indicated in Table 12 and Table 13 given below.

Table 12: Group Statistics

Group Statistics

Student Type		N	Mean	Std. Deviation	Std. Error Mean
Memory Sub-strategies	High achievers	44	3.3977	.64872	.09780
Under Consolidation Strategy	Low achievers	44	2.6916	.77557	.11692

Table 13 Independent Sample Test

Independent Sample Test

		Levene's Test for Equality of Variance		t-test for Equality of Means						
		F	Sig.	t	df.	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence interval of the Difference	
									Lower	Upper
Memory Sub-strategies	Equal variances assumed	1.412	.238	4.633	86	.000	.70617	.15243	.40315	1.00919
under Consolidation Strategy	Equal variances not assumed			4.633	83.395	.000	.70617	.15243	.40301	1.00933

As we can see from Table 12, the mean value of high achievers and the mean value of low achievers are different. The mean score of high achievers ($M=3.3977$) is greater than the mean score of low achievers ($M=2.6916$). This means that the high achievers used memory strategies more frequently than the low achievers. Furthermore, to check if there is significant difference between high achievers and low achievers the t-value was calculated. So the high achievers' ($M=3.3977$, $SD=.64872$), low achievers' ($M=2.6916$, $SD=.55775$) and calculated t-value =4.633 at $p<0.05$ implies that there is a significance difference between the high achiever and the low achievers. Hence, we can decide that there is a relationship between vocabulary learning strategies and overall academic performance of the students.

In general, based on the data shown above there are certain similarities and differences between the high achiever and the low achiever students in using memory sub-strategies. For example, high achievers and low achievers have shown some similarities in using new word in a sentence, studying the spelling of a new word to consolidate the meaning of new words. Although the two groups have shown some similarities, they had shown so many differences in using memory sub-strategies under consolidation strategy. For instance, most of high achiever students always connect the new word with its synonyms and antonyms. A significant number of low achievers on the other hand, never used semantic mapping to remind them meaning of new word. More than half of the high achiever students were able to study by grouping new words together but most of the low achiever students never or rarely used this strategy.

In addition, a large number of low achievers never or rarely underlined initial letter of a new word to recall its meaning but many high achiever students used the strategy. These variations between high achievers and low achievers imply that, high achievers used the memory strategies better than the low achievers. Hence, one can reasonably conclude from this result that the use of such strategies in retaining and retrieving meaning of new words have positive influence on the overall academic performance of the students.

4.2.5. Cognitive Sub-Strategies to Consolidate Meaning of New Words

Cognitive Strategies include repetition and using mechanical means to study vocabulary. Cognitive strategies exhibit the common function of manipulation or transformation of the target language by the learners (Oxford, 1990:p. 43). Written and verbal repetition (i.e. repeatedly writing

or saying a word over and over again) is common strategies and students record new words on their vocabulary notebook.

Table 14 : HAs and LAs Percentage Responses on Cognitive Sub-Strategies Consolidation under Strategy

		High achievers = 44					Low achievers = 44				
		percentage of respondents					percentage of respondents				
No.	Statements	Never	Rarely	Sometimes	Frequently	Always	Never	Rarely	Sometimes	Frequently	Always
29.	I verbally repeat the word to recall it later.	6.8 %	0%	18. 2%	27. 3%	47. 7%	11. 4%	29. 5%	34. 1%	34. 1%	13. 6%
30.	I write the new word many times to remember it later.	4.5 %	13. 6%	22. 7%	34. 1%	25. 0%	9.1 %	43. 2%	18. 2%	18. 2%	11. 4%
31.	I use vocabulary section/glossary found in my text book to study the new word.	2.3 %	13. 6%	27. 3%	40. 9%	15. 9%	2.3 %	31. 8%	38. 6%	13. 6%	13. 6%
32.	I keep a vocabulary notebook for a new word.	0%	4.5 %	13. 6%	20. 5%	61. 4%	6.8 %	13. 6%	45. 5%	18. 2%	15. 95

According to Table 14, a substantial number of high achievers reported that verbally repeating the new word helped them to recall and retrieve it later. Nation (2000) points out that repetition is essential for vocabulary learning because there is so much to know about each word that one meeting with it is not sufficient to gain this information. For instance, 75% of the high achievers asserted that they ‘always’ or ‘frequently’ verbally repeated the word to recall it later while 6.8% of them ‘never’ used the strategy. The low achievers, on the other hand, stated that 13.6% and 11.4% of them ‘always’ and ‘frequently’ employed this strategy. Again, 29.5% and 11.4% of them reported that they ‘rarely’ and ‘never’ verbally repeated the word. During the interview most of high achievers explained that they developed this strategy since elementary school. Verbally repeating the new word to recall it later is an interesting strategy for them.

On the other hand, most of low achievers explained that they didn't feel it as it was helpful strategy. As indicated in Table 14, 59.1% of high achievers claimed that they 'frequently' or 'always' write the new word many times to remember it later but few of them (13.6%) claimed that they 'never' or 'rarely' employed this strategy. Similarly, among low achiever students 29.6% said that they 'always' or 'frequently' write the new word many times to consolidate them. As can be seen in Table 14, 43.2% and 9.1% of this group of students reported that they 'rarely' or 'never' write the new word as many times as they could in order to consolidate new words already encountered them. During the interview almost all high achiever interviewees declared that they write new words repeatedly somewhere on their exercise book and on any suitable place. On contrary, most of low achiever respondents reported that they hardly write the word. Surprisingly, one of the low achiever said that he wrote the word only once and he didn't review it to consolidate the meaning later.

Table 14 again reveals that 40.9% and 15.9% of high achievers confirmed that they 'frequently' and 'always' used vocabulary section/ the glossary part at the back of their textbook to study the meaning of new words but very few of them (2.3%) said they did it 'rarely'. On the other hand, there are low achievers who used the strategy. Among this group of students 27.2% of them indicated that they 'always' or 'frequently' studied the vocabulary section to consolidate the meaning of new words, but most of this group of students (31.8%) believed that they 'rarely' studied the glossary section found behind their text book. As shown in Table 14, a considerable number of high achievers reported that they had vocabulary notebook which helped them to write new words. In this regard, 61.4% and 20.5% of them confirmed that they 'always' and 'frequently' kept a vocabulary notebook for new words. There was no any high achiever who didn't have vocabulary notebook. Among low achievers 34.1% 'frequently' or 'always' kept a vocabulary notebook for new words, while 20.4% of them reported that they 'rarely' and 'never' used the strategy. During the interview almost all high achievers described that they write new words on their vocabulary notebook but low achiever respondents hardly use vocabulary notebook.

The figure in the above table reveals that high achievers effectively employed cognitive sub-strategies more than low achievers. This implies that using these strategies helped the high achievers to score better result in their overall academic performance.

In order to examine if there is a significant difference between high achievers and low achievers in using cognitive sub-strategies, independent sample t-test has been computed as indicated in the subsequent tables.

Table 15: Group Statistics

Group Statistics

Student Type		N	Mean	Std. Deviation	Std. Error Mean
Cognitive sub-strategies Under Consolidation Strategy	High achievers	44	3.9091	.81962	.12356
	Low achievers	44	2.9830	.84116	.12681

Table 16: Independent Sample Test

Independent Sample Test

		Levene's Test for Equality of Variance		t-test for Equality of Means						
		F	Sig.	t	df.	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence interval of the Difference	
									Lower	Upper
Cognitive Sub-strategies under Consolidation Strategy	Equal variances assumed	.009	.026	5.231	86	.000	.92614	.17705	.57416	1.27811
	Equal variance not assumed			5.231	85.942	.000	.92614	.17705	.57416	1.27811

Table 15 shows that, there is a mean score variation between the high achievers and the low achievers. The table depicts that the mean score of the high achievers (M=3.9091) is greater than the mean score of the low achievers (M=2.9830). This indicates that high achievers “always” or “frequently” employed the strategies better than the low achievers and as the frequency level falls in the “High strategy use” for high achievers and “Medium strategy use” for low achievers. As indicated in Table 15, the t-test analysis of high achievers and low achievers were made in order to see if there is significant difference between them. So the high achievers’ (M=3.9091,

SD=.81962), the low achievers' (M=2.9830, SD= .84116) calculated t-value =5.231 at $p<0.05$ indicates that there is statistically significant difference between the high achievers and the low achievers. From this, we can conclude that there is a relationship between vocabulary learning strategies and overall academic achievement of the students.

To sum up, the above data revealed that there are some similarities and difference between high achiever and low achiever students in using the cognitive sub-strategies to consolidate meaning of new words. For instance, very few of high achievers and low achievers always used the vocabulary section/glossary that is found at the back of their textbook to study meaning of new words. On the other hand, nearly half of low achiever students never or rarely write the new words many times as compared to high achievers. In addition, a large number of high achievers always or frequently keep a vocabulary notebook for new words but few of low achievers always used the strategy. In short, the high achiever students used the cognitive sub-strategies to consolidate meaning of new words better than the low achievers. This in turn seems to have positively contributed towards the overall academic performance of the high achievers.

4.2.6 Metacognitive Sub-Strategies to Consolidate Meaning of New Words

Items 33 to 36 were prepared to gather data on how often high achievers and low achievers use metacognitive strategies in order to consolidate the meaning of new words they have already encountered. Metacognitive strategies are used by students to control and evaluate their own learning by having an overview of the learning Schmitt (2000). Watching English medium, reading newspapers and books, watching movies and etc. are helpful to develop and evaluate once own vocabulary knowledge. The following table displays the summary of high achievers' and low achievers' responses in relation to metacognitive sub-strategies.

Table 17: HAs and LAs Percentage Responses on Metacognitive Sub-Strategies under Consolidation Strategy

		High achievers = 44					Low achievers = 44				
		percentage of respondents					percentage of respondents				
No.	Statements	Never	Rarely	Sometimes	Frequently	Always	Never	Rarely	Sometimes	Frequently	Always
33.	I follow English language media (e.g. radio, television, film, music and etc.) to develop my vocabulary knowledge.	6.8 %	13. 6%	13. 6%	43. 2%	22. 7%	22. 7%	27. 3%	22. 7%	18. 2%	9.1 %
34.	I test myself with word test.	4.5 %	9.1 %	36. 4%	34. 1%	15. 9%	31. 8%	25. 0%	29. 5%	9.1 %	4.5 %
35.	I skip or pass a new word.	65. 9%	11. 4%	9.1 %	6.8 %	6.8 %	20. 5%	13. 6%	25. 0%	34. 6%	4.5 %
36.	I continue to study new words overtime.	13. 6%	9.1 %	6.8 %	25. 0%	45. 5%	6.8 %	18. 2%	29. 5%	18. 2%	27. 3%

As can be seen from Table 17, 43.2% and 22.7% of high achiever students reported that they ‘frequently’ and ‘always’ follow English language media (i.e. radio, television, etc.) in order to enhance their vocabulary knowledge. Unlike high achievers, almost half of low achievers (i.e.50%) asserted that they did not have any experience to follow English language medias to develop their vocabulary knowledge. only few of them (18.2%) claimed that they ‘frequently’ follow English language media. During the interview, all high achiever interviewees confirmed that they follow different kinds of English language medias like BBC world news, sport events, films as well as reading of newspaper, magazines, fiction books etc. On the other hand, low achievers explained that they didn’t have the habit of watching or listening to English medias to develop their vocabulary knowledge. Therefore, based on the data shown in the table the researcher

believed that high achievers have an interest of following Medias and this in turn might have helped them to increase their vocabulary knowledge.

As shown in Table 17, almost all high achievers believed that testing oneself with word test is worthwhile strategy to consolidate meaning of new words. 36.4% of them confirmed that they ‘sometimes’ used the strategy and 34.1% of them also asserted that they ‘frequently’ test themselves to consolidate the meaning of new words. In addition, 15.9% of the high achievers reported that they ‘always’ test themselves with word test. On the other hand, 56.4% of low achievers claimed that they are ignorant of the strategy whereas there are few low achievers (29.5%) reported that they ‘sometimes’ test themselves with vocabulary test to consolidate meaning of new words.

As we can see from the table (Table 17) most of high achievers reported that they did not skip or jump new word unless they recognized its meaning. The above data depicts that 65.9% of high achievers ‘never’ skip or jump new words as much as they could. Regarding to this item 36.4% of low achievers said that they ‘frequently’ jump new words and 25.0% of them believed that they ‘sometimes’ ignore new word without understood its meaning. From this data the researcher asserted that high achiever respondents struggle to discover and consolidate the meaning of new words.

Table 17 also reveals that, most of high achievers asserted that they had interest to continue studying new vocabulary words in their free time. Among this group of students, 45.5% and 25.0% of them reported that they ‘always’ and ‘frequently’ need to continue studying new words overtime in order to develop their vocabulary knowledge. Some of them (22.7%) claimed that they ‘never’ or ‘rarely’ do so. The result in Table 17 also shows that, 27.3% and 18.2% of low achievers respectively said that they need to continue studying words overtime but few of them (6.8%) described that they ‘never’ continue to study words in their free time. Therefore the researcher understood that high achievers have strong desire to improve their vocabulary by studying during their free time.

In order to check for the existence of any significant difference between high achievers and low achievers, the mean score of the two groups were compared using an independent sample t-test. The results of the analysis have been summarized in Table 18 and Table 19 given below.

Table 18: Group Statistics

Group Statistics					
Student Type		N	Mean	Std. Deviation	Std. Error
Metacognitive Sub-strategies Under Consolidation Strategy	High achievers	44	3.1648	.62632	.09442
	Low achievers	44	2.8125	.73161	.11029

Table 19: Independent Sample Test

Independent Sample Test										
		Levene's Test for Equality of Variance		t-test for Equality of Means						
		F	Sig.	T	df.	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence interval of the Difference	
									Lower	Upper
metacognitive Sub-strategies Under Consolidation Strategy	Equal variance assumed	.876	.352	2.426	86	.017	.35227	.14519	.06354	.64090
	Equal variance not assumed			2.426	84.004	.017	.35227	.14519	.06355	.64100

Table 18 shows that there is a mean score variation between the high achievers and the low achievers. The table reveals that the mean score of high achievers ($M=3.1648$) is greater than the mean score of low achievers ($M=2.8125$). This indicates that the high achiever respondents employed the metacognitive sub-strategies more frequently than the low achievers even though the frequency level of both groups fall in the “Medium strategy use” category. In order to see whether there is a significance difference between the high achievers and the low achievers t-test was calculated. The result of independent sample t-test, high achievers ($M=3.1648$, $SD=.62632$), low achievers ($M=2.8125$, $SD=.73161$) $t = 2.426$ at $p<0.05$ indicates that there is a significance difference between high achiever and low achievers in using metacognitive sub-strategies.

Therefore, from this we can say that, there is a relationship between vocabulary learning strategies and overall academic performance of the learners.

In general, there are many differences between high achievers and low achievers in using metacognitive sub-strategies to consolidate meaning of new words. For example, high achievers follow English language media more frequently than low achiever students do. In addition to this, many of the high achievers frequently test themselves with vocabulary test but many of the low achievers never do so. Moreover, a large number of high achiever students never jump new words when they study but a significant number of low achiever students frequently skip/ignore new words during their study. These variations between high achievers and low achievers imply that the high achievers effectively used the strategies better than the low achievers. This in turn seems to have positive impact in their overall academic performance.

4.3. Ranking of Vocabulary Learning Strategies used by respondents

One of the objectives of the current study was to see the most frequently and least frequently used vocabulary learning strategies by high achiever and low achievers. The subsequent table (Table 20) shows the rank order of the six sub-strategies based on the mean score value of the responses given by both groups of students.

Table 20: Rank Order of VLSs employed by High Achiever and Low Achiever Students

No.	Sub-Strategies of VLS	High Achievers		Low Achievers	
		Mean	Rank	Mean	Rank
1.	Determination sub-strategies under discovery strategy	3.51	2	2.65	4
2.	Social sub-strategies under discovery strategy	2.69	6	2.31	6
3.	Social sub- strategies under consolidation strategy	3.24	4	2.47	5
4.	Memory sub-strategies under consolidation strategy	3.39	3	2.69	3
5.	Cognitive sub-strategies under consolidation strategy	3.90	1	2.98	1

6.	Metacognitive sub-strategies under consolidation strategy	3.16	5	2.81	2
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Table 20 reveals that there are some similarities and differences in the rank of most frequently used and least frequently used vocabulary learning sub-strategies by both high achievers and low achievers separately. As we can see from the table, the mean value of cognitive sub-strategy (M=3.90) is the highest mean score value for high achievers and it is also the highest mean score for low achievers (M=2.98) among the other sub-strategies. This indicates that ‘Cognitive sub-strategies’ is the most preferable strategies employed by both high achievers and low achievers although there is difference between the mean value of the two groups. According to Oxford (1990) cognitive sub-strategy exhibits the common function of manipulation or transformation of the target language by the learners. In this strategy students take notes in the class, write meaning of new words many times, verbally repeat the new word, study the vocabulary section provided in their textbook and to related activities to consolidate and retrieve the words when they are needed. So, it is believed that high achievers most frequently used cognitive sub-strategies.

On the other hand, social sub-strategy under discovery strategy is the last choice of high achievers that its mean score is (M=2.69). This indicates that the high achievers are sometimes interested to ask their teacher for an L1 translation to know the meaning of new words, most of them sometimes request their classmates or friends to describe them the meaning of new words and only half of them frequently or always discover the meaning of new words through group work activity.

The mean value of social sub-strategies under discovery strategy (M=2.31) indicates that this strategies are the least preferred sub-strategies by low achievers. Although cognitive sub-strategies are the most preferable and social sub-strategies are the least choice for both high achiever and low achiever respondents, high achievers employed the strategies more frequently than low achievers.

Table 20 also reveals the mean value variation between high achievers and low achievers. For example, determination sub-strategies (M=3.51) under discovery strategy is the second and memory sub-strategies (M=3.39) are the third preferable strategies for high achievers. In addition, social sub-strategies (M=3.24) under consolidation strategy and meatacognitive sub-strategies (M=3.16) are the fourth and the fifth choice of high achievers respectively. Whereas metacognitive

sub-strategies ($M=2.81$) and memory sub-strategies ($M=2.69$) are the second and the third choice of low achievers while determination sub-strategies ($M=2.65$) under discovery strategy and social sub-strategies ($M=2.47$) under consolidation strategy are the fourth and the fifth choice by low achiever students.

Hence, we can say that the high achievers' frequency level fall in the "high frequency use" while the low achievers' frequency level fall in the "medium frequency use" in using cognitive sub-strategies to consolidate meaning of new words. The figures imply that high achievers are more beneficial than low achievers in using vocabulary learning strategies. This seems have helped the high achievers to develop their vocabulary knowledge and able to improve their overall academic performance. Therefore, it is advisable for low achievers to use the cognitive sub-strategies more frequently like the high achievers do so.

One open ended question (item 37) was provided to both the high achievers and the low achievers to check if the VLS have helped them improve their overall academic performance. Almost all high achievers replied 'yes' by describing how the VLSs helped them. The result indicates that high achievers were beneficial from the vocabulary learning strategies that the strategies helped them to enhance their vocabulary size and to develop their vocabulary knowledge. Most of the high achievers also explained that since they had sufficient vocabulary it is possible to understand the materials they read. They can also describe their intention or feeling and when they can communicate with others in English language. In general, the interviewees believe that using various vocabulary learning strategies helped them to improve their vocabulary knowledge, increase their communicative skill, take notes from lectures and other different reference materials, practice the language in group discussion, follow different English language medias and etc.

The low achievers also agreed that VLSs helped them to enhance their academic performance but most of them could not write any point on how the strategies helped them to increase their academic performance. Some of them wrote irrelevant responses which did not have any relationship with the question.

In general, as indicated in the above section, there are a number of differences between high achievers and low achiever students in using vocabulary learning strategies. The analysis of an independent sample t-test indicates that there are statistically significant differences between the

two groups in using almost all vocabulary learning strategies under discussions. In almost all cases, high achievers use vocabulary learning strategies better than low achievers. These variations imply the existence of positive relationship between the use of various vocabulary learning strategies and overall academic achievement.

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CHAPTER FIVE

Summary, Conclusions and Recommendations

5.1. Summary

This study was carried out with the aim of investigating the relationship between high achievers and low achievers vocabulary learning strategies and their overall academic achievement in Asassa and Tijo Wakentera Secondary Schools. Thus, this research tries to provide answers to the following research questions.

1. What are the vocabulary learning strategies employed by high achiever and low achiever students to improve their overall academic performance?
2. What are the most frequently and the least frequently used vocabulary learning strategies by the students?
3. Is there any significant relationship between high achievers and low achiever students' vocabulary learning strategies versus their overall academic performance?
4. Is there any relationship between particular vocabulary learning strategies and students overall academic achievement?

In order to answer the above major research questions, an appropriate research methodology had been selected and data gathering tools were adopted from Schmitt's (1997) VLSs. In the current study, 44 high achievers and 44 low achievers of grade 9 students in Asasa and Tijo Wakentera Secondary Schools were involved. All the questionnaires were filled by the high achievers and low achievers in two different days and fully returned on time. In this study, to gather the required data for the study, questionnaires (36 items), one open ended question and a semi-structured interview were employed. To analyze quantitative data, descriptive statistics such as percentage, mean and inferential statistics (i.e. independent sample t-test) were employed. The qualitative data were analyzed thematically by integrating it with quantitative data. Based on the analysis and discussions mentioned in the previous sections, the findings have been summarized as follows.

The result of the analysis reveals that, high achievers and low achievers mean score values have shown certain variation in using determination vocabulary learning sub-strategies such as

identifying parts of speech of new words, analyzing affixes and root of the new word, using monolingual and/or bilingual dictionaries to discover meaning of new words, etc. The data indicates that high achievers' mean score ($M=3.51$) is greater than the mean score of the low achievers ($M=2.65$). This implies that the high achievers employed the determination strategies more frequently than the low achievers. The result of independent sample t-test the high achievers ($M=3.51$, $SD=.67649$), low achievers ($M=2.65$, $SD=.92679$) and $t= 5.015$ at $p<0.05$ depicted that there is a significance difference between high achievers and low achievers in using the determination vocabulary learning strategies. This also implies that there is relationship between vocabulary learning strategies and overall academic performance of the students. Regarding using social sub-strategies under determination strategy, the mean score of high achievers ($M=2.69$) is greater than the mean score of low achievers ($M=2.31$). This indicates that high achievers used the social strategies better than low achievers. The results of an independent sample t-test, high achievers' ($M=2.6909$, $SD=.6137$), low achievers' ($M=2.3182$, $SD= .64168$) $t\text{-value} = 2.784$ at $p<0.05$ indicates that there is statistically significance difference between high achievers and low achievers in using social sub- strategies.

Social sub-strategies under consolidation strategy are one of a helpful strategy to retain and retrieve the meaning of already encountered words. Group work activities, interacting with the teacher in the classroom are some the helpful strategies that helped learners to consolidate the meaning of already encountered words. The data shows that, there is a mean score variation between high achievers and low achievers. The mean value of high achievers ($M=3.24$) is greater than the mean value of the low achievers ($M=2.47$). This depicts that the high achievers more frequently employed the social sub-strategies to consolidate the meaning of new words. Hence, this may help high achievers to score better result than low achievers. The result of an independent sample t-test, high achievers' ($M=3.24$, $SD= .89893$), low achievers' ($M=2.47$, $SD= 1.09591$), $t\text{-value} =3.581$ at $p<0.05$ indicates that there is a significance difference between the high achievers and the low achiever. This may indicate the existence of positive relationship between social sub-strategies of vocabulary learning and overall academic achievement.

The analysis of the study shows that memory sub-strategies (for example, imaging a new word's meaning to recall it later, grouping words together, studying the spelling of a new word, saying a new word aloud when the study etc.) help the learners to retain and retrieve meaning of new words

in need. The mean score of high achievers ($M=3.39$) is greater than the mean score of low achievers ($M=2.69$). This means that the high achievers used memory strategies more frequently than the low achievers. Furthermore, to check if there is significant difference between high achievers and low achievers the t-value was calculated. So the high achievers' ($M=3.3977$, $SD=.64872$), low achievers' ($M=2.6916$, $SD=.55775$) and calculated t-value $=4.633$ at $p<0.05$ implies that there is a significance difference between the high achiever and the low achievers. Hence, one may decide that there is a relationship between vocabulary learning strategies and overall academic performance of the students.

The data also reveals that, the mean score of the high achievers ($M=3.9091$) is greater than the mean score of the low achievers ($M=2.9830$) using cognitive sub-strategies. This indicates that high achievers “always” or “frequently” employed the strategies better than the low achievers. As indicated in the analysis, the t-test analysis of high achievers and low achievers were made in order to see if there is significant difference between them. So the high achievers' ($M=3.9091$, $SD=.81962$), the low achievers' ($M=2.9830$, $SD=.84116$) calculated t-value $=5.231$ at $p<0.05$ indicates that there is statistically significant difference between the high achievers and the low achievers. Hence, it seems that the use of cognitive vocabulary learning strategies helped high achievers scored better result than low achievers.

Metacognitive strategies are used by students to control and evaluate their own learning by having an overview of the learning Schmitt (2000). The data shows that there is a mean score variation between the high achievers and the low achievers. The table reveals that the mean score of high achievers ($M=3.1648$) is greater than the mean score of low achievers ($M=2.8125$). This indicates that the high achiever respondents employed the metacognitive sub-strategies more frequently than the low achievers. The result of independent sample t-test, high achievers ($M=3.1648$, $SD=.62632$), low achievers ($M=2.8125$, $SD=.73161$) $t = 2.426$ at $p<0.05$ indicates that there is a significance difference between high achiever and low achievers in using metacognitive sub-strategies.

As we can see from the analysis, cognitive sub-strategy is the most preferable sub-strategy for both group of students (i.e. high achievers' $M=3.90$ and low achievers' $M=2.98$) although their mean

score value is quite different. Similarly, social sub-strategies are the least preferred strategies for both high achievers ($M=2.69$) and for low achievers ($M=2.31$).

5.2. Conclusions

Based on the data analysis and discussion, the following conclusions have been made.

- There are significant differences between high achievers and low achievers in terms of using various categories of vocabulary learning strategies.
- Almost all high achievers have claimed that they frequently used most of the vocabulary learning strategies while low achievers rarely used them.
- Cognitive sub-strategies appear to be the most frequently used vocabulary learning strategy by both high achievers and low achievers although there is significant difference between the two groups in terms of frequency of utilizing the strategy. On the other hand, social sub-strategy seems the least preferred strategy by both groups.
- There are statistically significant differences between high achievers and low achievers in utilizing all sub-strategies of vocabulary learning.
- In general, frequent use of vocabulary learning strategies in general and the use of cognitive vocabulary learning strategies in particular seem to have positive impact on the academic achievement of the students.

5.3. Recommendations

In line with the above conclusions, the researcher would like to forward the following recommendations which may help in curbing the existing problems and improve the overall academic performance of low achievers.

- There are significant differences between high achievers and low achievers in using the VLSs. The high achievers use the VLSs more frequently than the low achievers. Therefore, teachers should be committed to increase the awareness of the low achievers about the importance of vocabulary learning and provide them training on the VLSs.

- In order to develop the low achievers capacity, teachers should establish suitable teaching learning condition and inspire the low achievers to share the vocabulary learning experience of high achievers.
- It is also advisable to organize the classroom students in a mixed ability group that gives an opportunity for low achievers to engage in group work activities and classroom interaction.
- The researcher also recommend that more researches need to be conducted on this topic by including more data collection instruments (e.g. tests, classroom observation) to assure what the respondents reported in the questionnaire and interview in consistent with what they actually do.

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Appendixes

Appendix A

Adama Science and Technology University

School of Humanities and Law

Department of English Language

Dear students: - This questionnaire is designed to find out information about grade nine High Achiever and Low Achiever students' Vocabulary Learning Strategies in relation to Their Overall Academic Performance. Thus, I kindly request you to give the required information honestly and carefully. Your contribution is highly important for the success of the study. I would like to assure you that all would be kept confidential and used for the study purpose.

Each statement has five alternatives to choose from. These are “never”, “rarely”, “sometimes”, “frequently” and “always”. They are represented by numbers in the right side of the column ranging from 1-5 as follows.

1= ‘I never use it.’

2= ‘I use it rarely.’

3= ‘I use it sometimes.’

4= ‘I use it frequently.’ and

5= ‘I use it always.’

Please, read each statement very carefully and then put tick ($\sqrt{}$) against each statement to indicate how often you use (do) the strategies described in the statement. There is no right or wrong answer, and you are not evaluated based on your response.

Questionnaires

No	Statements	1	2	3	4	5
	1. Determination sub-strategies under discovery strategy					
1.	I analyze parts of speech of a new word to learn its meaning.					
2.	I analyze affixes and roots of new word to learn its meaning.					
3.	I guess the meaning of new word from the context when I read or study.					
4.	I use bilingual dictionary to find out the meaning of new word.					
5.	I use monolingual dictionary to discover the meaning of new word.					
6.	I use flash card to learn a new word's meaning.					
	2.Social sub-strategies under Discovery strategy					
7.	I ask teacher for an L1 translation to know the meaning of a new word.					
8.	I ask teacher to explain the synonym of a new word.					
9.	I ask teacher to write a sentence including a new word.					
10.	I ask my classmate /friend to describe me the meaning of new word.					
11.	I discover meaning of new word through group work activity.					
	3.Social sub-strategies under Consolidation strategy					
12.	I study and practice meaning of new word in a group work.					
13.	I ask teacher to check my flash card for accuracy.					
14.	I interact with the target language speakers (e.g. teachers).					

4.Memory sub-strategies under Consolidation strategy						
15.	I study new word with a pictorial representation of its meaning.					
16.	I image a new word's meaning to recall it later.					
17.	I connect a new word to my personal experience to remember the meaning easily.					
18.	I associate the new word with its coordinated object to recall it sometimes later.					
19.	I connect the new word with its synonyms and antonyms.					
20.	I use semantic map to remind a new word later.					
21.	I group words together to study them.					
22.	I use new word in sentences to retain it.					
23.	I study the spelling of a new word.					
24.	I study the sound/pronunciation of a new word.					
25.	I say a new word aloud when I study it.					
26.	I study word form of a new word to remember its meaning.					
27.	I underline initial letter of a new word to remind its meaning.					
28.	I use physical action when I learn a new word.					
5.Cognitive sub-strategies under Consolidation strategy						
29.	I verbally repeat the word to recall it later.					
30.	I write the new word many times to remember it later.					
31.	I use vocabulary section/glossary found in my text book to study the new word.					
32.	I keep a vocabulary notebook for a new word.					
6.Metacognitive sub-strategies under Consolidation strategy						
33.	I follow English language media (e.g. radio, television, film, music and etc.) to develop my vocabulary knowledge.					
34.	I test myself with word test.					
35.	I skip or pass a new word.					
36.	I continue to study new words overtime.					

37. Do you think that using Vocabulary Learning Strategies helped you to develop your overall academic performance? If you say yes, how? If you say no, why?

Appendix B

Adama Science and Technology University

School of Humanities and Law

Department of English Language

Kabajamtoota barattoota: kayyoon gaafannoo kanaa barattootni tooftaalee jechoota ingiliffaattiin baratan hangam akka itti fayyadaman beekuufi raga sassabuunn qo'annoo fi qorannoo ittiin adeemsisuudhaaf.

Kabajamtoota barattoota: Deebiin kee qorannoo kanaaf gumaacha guddaa waan qabuuf ragaa sirrii fi dhugaa ta'e akka naaf kennitu kabajaan gaafadha. Dhumarrattis deebiin ati kennitu hundi iccitiin kan qabamu ta'ee hojii qoranno kana qofaaf kan itt fayyadamu ta'uu siif ibsaa hirmaanna keetiif irra deebi'uun sigalateeffadha.

Kabajamtoota Barattoorta: Gaafannoon asii gadii kuni kan qophaa'e qorannoo fi qorannoo ittiin adeemsisuudhaaf. Gaafileen tokkon tokko filannoo shan shan kennameeffi jira. Isaani: gonkumaa hin fayyadamu, xiqqo xiqqoo ni fayyadama, yeroo tokko tokko ni fayyadama, yeroo baay'ee ni fayyadama fi yeroo hundaa ni fayyadama kan jedhani dha.

Filannwwan kuni gabatee keessatti tarree gara mirgaatti lakkoofsa 1-5 tiin bakka buufamanii haala asii gadiitiin isiinii dhiyaate jira.

1= gonkumaa hin fayyadamu ,

2= xiqqoxiqqoo ni fayyadama,

3= yeroo tokko tokko ni fayyadama,

4= yeroo baay'ee ni fayyadama fi

5= yeroo hundaa ni fayyadaman bakka buufamanii jiru.

Kabajamtoota barattoota: Gaaffilee tokkoon tokko sirriitti erga dubbistanii booda deebii keessan bakka duwwaa lakkofsa filattan jalatti mallattoo ($\sqrt{\quad}$) agarsiis. Dhuma irrattis gaaffii barreeffamaan debifamuufs ibsa gahaa kennun akka deebii kennitu kabajaan gaafadha. Deebiin sirriis ta'e dogongora ta'e hin jiru. Dabalataanis gaafileenis ta'e deebiin kennitan dandeetti keessan madaaluuf kan hindhiyaanne ta'uu kabajaan isinii ibsa.

Lakk	Himoota	1	2	3	4	5
1.	Hiika jechoota haara barachuuf kutaalee dubbii (parts of speech) jechichaa ni qo'adha.					
2.	Hika jechoota haaraa yoon baradhu maxxantuufi hundee jechootaa addaan baasaa qo'dha.					
3.	Yoon qo'dhu haala galumsa jechoota haaraa hubachuudhaan hiika isaaa ni tilmama.					
4.	Kuusaaa jechoota Afaan Ingiliffa gara Afaan Oromootti hiiku fayyadamun hiika jechootaa ni baradha.					
5.	Kuusaa jechoota Afaan Ingiliffa Ingiliffatti hiiku fayyadamee jechoota haaraa ni qo'adha.					
6.	Kaardii jehchi irratti barreffame fayyadamee hiika jechoota haara ni qo'adha.					
7.	Hiika jechoota haaraa beekuuf barsiisaam koo afaan dhaloota kiyyatti akkanaaf hiiku ni gaafadha.					
8.	Barsiisan koo jecha haaraa sana jecha hiika isa gituutti akka naaf hiiku ni gaafadha.					
9.	Barsiisaan koo jecha haaraa sana hima keessatti galchee akka barreessu ni gaaafadha.					
10.	Hiriyyaan daree kiyyaa hiika jechha haaraa sana akka naaf ibsu ni gaafadha.					
11.	Hiika Jecha haaraa hojii garee keessatti ni baradha.					
12.	Hiika jecha haaraa marii hojii garee keessatti ni qo'adhas ni shaakalas.					
13.	Barreeffamni jecha haaraa kaardii irratti barreffadhe sirrii ta'uu isaa barsiisaadhaan ni mirkaneessisa.					
14.	Namoota dandeettii Afaan Ingiliffaa sirriitti danda'an waliin ni haasa'a.					
15.	Fakkiilee jechoota haaraa bakka bu'an fayyadamee jecha haaraa ni qo'adha.					
16.	Fakkii hiika jechoota haaraa ta'uu malu sammuu kootti akka naaf bocamugochuun jechicha ni yadadha.					
17.	Jechoota haaraa yaadatuuf muxxannoo dhuunfaa koo wajjiin wal qabsiisa.					
18.	Hiika jechoota haaraa yaadatuuf meshaa (object) wajjiin walitti hidhuun ni yaadadha.					
19.	Jechoota haraa yaadatuuf akka naaf tolu hiika isa gituun ykn jecha faallaa isaattin wal qabsiisa.					
20.	Jechoota haara jecha gooroo isaakeessatti galchuudhaanyaadachuu ni yaala.(fkn. Fuduraa-muuzii, burtukaana, maangoo kkf.)					
21.	Jechoota haaraa bakka tokkotti walitti qabuun ni qo'dha					
22.	Jechoota haaraa hima keessatti galchuun /fayyadamuun yaadachuu.					
23.	Qubeewwan jechoota haaraa qo'achuu.					
24.	Sagalee (pronunciation) jechoota haaraa qo'achuu.					

25.	Jechoota haaraa sagalee koo ol kaasuudhaan ni qo'adha.					
26.	Caasaalee jechoota haaraa (word form) ni qo'adha.					
27.	Hiika jechoota haaraa barachuuf qubee jalqaba jiran jala ni buta.					
28.	Jechoota haaraa gochaan agarsiisuun ni baradha,					
29.	Jechoota haaraa barachuuf afaaniin yeroo heddu irra deddebi'uun ni jedha.					
30.	Jechoota haaraa yaadatuuf yeroo heddu irra deddebi'uun ni barreessa.					
31.	Kutaa jechoota haaraa kitaaba barataa keessa jirutti fayyadamee hiika jechoota haaraa ni yaadadha.					
32.	Jechoota haaraa dereetti baradhu yaadannoo irratti ni qabadha					
33.	Sagantaalee Afaan Ingiliffatiin dhiyaatan (fkn.oduu ,fiilmiini, sirba kkf) ni hordofa.					
34.	Dandeettii jechoota Afaan Ingiliffaa(vocabulary skill) koo madaaluuf ofiin of qormaata.					
35.	Dandeettii jechoota haaraa koo guddisuuf itti fufiinsaan ni hijjeedha.					
36.	Dogongora ofii uume irraa baradhee ofiin of sirreessa dandeettii jechootaa koo ni gabbisa.					

37. tooftaalee jechoota haaraa ittiin barachuuf oolan (Vocabulary Learning Strategies) qabxii barnootaa waliigalaa kee guddifatuuf si fayyadanii jiruu? Eyye yoo jette akkamitti? Miti yoo jette maallif?

Appendix C

Adama Science and Technology University

School of Humanities and Law

Department of English Language

ለዘመናዊ ክፍል ተማሪዎች የቀረበ መጠይቅ

ውድ ተማሪዎች፡የዚህ መጠይቅ አላማ ተማሪዎች ቃላትን የመማሪያ ዘዴዎች (Vocabulary Learning Strategies) ምን ያህል እንደሚጠቀሙ ለማወቅና መረጃ በመስብሰብ ጥናት ለማድረግ ነው። የዚህ ጥናት አስተማማኝነት የሚወሰነው አንተ/ቺ ለእያንዳንዱ መጠይቅ በምትሰጠው/ጪው ትክክለኛ መልስ በመሆኑ በእያንዳንዱ መጠይቅ ስር ላሉት ጥያቄዎች/መጠይቆች በጥምና በማንበብ እውነተኛ መልስ ትሰጠኝ/ጪኝ ዘንድ በአክብሮት እየጠየኩ እንዲሁም የምትሰጠኝ/ጪኝ መልስ በምስጢር የሚያዝ መሆኑን እያረጋገጥኩ ጊዜህን/ሽን ሰውተህ/ሽ ላደረክልኝ/ሽልኝ ትብብር ከወዲሁ ላመሰግንህ/ሽ እወዳለሁ።

ውድ ተማሪዎች፡- ለእያንዳንዱ ዐ/ነገር አምስት አምስት ምርጫዎች ቀርበዋል። እነዚህም በፍጹም አልጠቀምም፤ በጥቂቱ እጠቀማለሁ፤ አልፎ አልፎ እጠቀማለሁ፤ብዙ ጊዜ እጠቀማለሁ እና ሁልጊዜ እጠቀማለሁ ናቸው።እነዚህ አማራጮች ከ 1-5 ቁጥር ተወክለው በሰንጠረዥ ውስጥ በስተቀኝ በኩል እንደሚከተለው ቀርበዋል።

- 1- በፍጹም አልጠቀምም
- 2- በጥቂቱ እጠቀማለሁ
- 3- አልፎ አልፎ እጠቀማለሁ
- 4- ብዙ ጊዜ እጠቀማለሁ እና
- 5- ሁልጊዜ እጠቀማለሁ ናቸው።

ውድ ተማሪዎች፡- እያንዳንዱን ዐ/ነገር በጥንቃቄ ካነበባችሁ በኋላ በአረፍተ ነገሩ ትይዩ በኩል በመረጥኩ/ሽው አማራጭ ቁጥር ስር የራይት ምልክትን ($\sqrt{\quad}$) በመጠቀም አመልክት/ቺ። በመጨረሻም ከሰንጠረዥ ግርጌ የቀረበውን በፅሁፍ የሚመለስውን ጥያቄ ተገቢውን ማብራሪያ በመስጠት ትመልስ/ሽ ዘንድ በአክብሮት እጠይቃለሁ። ትክክልም ሆነ ስህተት የሆነ መልስ የለም።የቀረቡት ጥያቄዎችም ሆነ ያንተ መልስ አንተን ለመመዘን የተዘጋጁ አይደሉም።

ተ/ቁ	ዐ/ነገር	1	2	3	4	5
1.	የአዲሱን ቃል የንግግር ክፍል(parts of speech) በመለየት የቃሉን ትርጉም እማራለሁ።					
2.	የአዲሱን ቃል ቅጥያዎች (affixes) እና ስርወ-ቃል (root word) በመለየት ትርጉሙን አጠናለሁ።					
3.	ዐውደ- ንባባዊ ትርጉምን (context) በመረዳት የአዲሱን ቃል ትርጉም እገምታለሁ።					
4.	የእንግሊዘኛ መዝገበ ቃላትን (English to English) በመጠቀም የአዳዲስ ቃላትን ትርጉም እማራለሁ።					
5.	የእንግሊዘኛ በአማርኛ ትርጉም መዝገበ ቃላትን (English to Amharic dictionary) በመጠቀም የአዳዲስ ቃላትን ትርጉም አጠናለሁ።					
6.	የአዲሱን ቃል ትርጉም ለመረዳት የቃላት ካርድን (flash card) እጠቀማለሁ።					
7.	የአዲሱን ቃል የአማርኛ ትርጉም እንዲነግረኝ መምህሬን እጠይቃለሁ።					
8.	የአዲሱን ቃል አቻ ትርጉም (synonyms) እንዲገልፅልኝ መምህሬን እጠይቃለሁ።					

9.	አዲሱን ቃል በዐገር ውስጥ አስገብቶ እንዲያብራራልኝ መምህራን እጠይቃለሁ።					
10.	የአዲሱን ቃል ትርጉም እንዲገልፁልኝ የክፍል ጓደኞቼ እጠይቃለሁ።					
11.	በቡድን ስራ ውስጥ የአዲሱን ቃል ትርጉም አፈልጋለሁ።					
12.	የአዲሱን ቃል ትርጉም ለመያዝ በቡድን ስራ ውስጥ እለማመዳለሁ።					
13.	በቃላት ካርድ ላይ የፃፍኩትን አዲስ ቃል ትክክለኛነት መምህራ እንዲያረጋግጥልኝ እጠይቃለሁ።					
14.	የእንግሊዘኛ ቋንቋ ንግግር ከህሎት ካላቸው ሰዎች ጋር በቋንቋው እነጋገራለሁ።					
15.	ከስእላዊ መግለጫ ላይ የአዳዲስ ቃላትን ትርጉም እረዳለሁ።					
16.	የአዲሱን ቃል ትርጉም በምናቤ በመሳል ለማስታወስ አጠናለሁ።					
17.	የአዲሱን ቃል ትርጉም ከግል ተሞክሮ ጋር በማያያዝ አስታውሳለሁ።					
18.	አዲሱን ቃል በቀላሉ ለማስታወስ ከምችለው ነገር (object) ጋር በማያያዝ አጠናለሁ።					
19.	አዲሱን ቃል ከአቻ ትርጉሙ ወይም ከቃሉ ተቃራኒ(opposite meaning) ጋር በማያያዝ አጠናለሁ።					
20.	በአንድ ትልቅ ቃል (semantic map) ውስጥ መካተት የሚችሉ ተመሳሳይ ቃላትን በማጥናት ቃሉን አስታውሳለሁ።					
21.	አዳዲስ ቃላትን አንድ ቦታ በመሰብሰብ አጠናለሁ።					
22.	አዲሱን ቃል በዐ/ነገር ውስጥ በማስገባት አጠናለሁ።					
23.	የአዲሱን ቃል ፊደላት (spelling) በማጥናት አዲሱን ቃል አስታውሳለሁ።					
24.	የአዲሱን ቃል አነባበብ (pronunciation) በማጥናት አዲሱን ቃል አስታውሳለሁ።					
25.	አዲሱን ቃል ለማስታወስ እንዲረዳኝ ድምፃ ከፍ አድርጌ እተናገርኩ ቃሉን አጠናለሁ።					
26.	የአዲሱን ቃል አወቃቀር (form) በማጥናት አዲሱን ቃል አስታውሳለሁ።					
27.	የአዲሱን ቃል የመጀመሪያ ፊደሎች ስር በማስመር አዲሱን ቃል አስታውሳለሁ።					
28.	አዲሱን ቃል በትግበራ (physical action) በማሳየት አስታውሳለሁ።					
29.	አዲሱን ቃል ለማስታወስ እንዲረዳኝ በተደጋጋሚ በመናገር አጠናለሁ።					
30.	አዲሱን ቃል ለማስታወስ እንዲያግዝኝ በተደጋጋሚ በመፃፍ አጠናለሁ።					
31.	በመማሪያ መፅሀፍ ውስጥ ያለውን የቃላት ዝርዝር (glossary) በማንበብ የአዳዲስ ቃላትን ትርጉም አጠናለሁ።					
32.	አዳዲስ ቃላትን በማስታወሻ ላይ ለብቻ በመያዝ አጠናለሁ።					
33.	በእንግሊዘኛ ቋንቋ የሚቀርቡ የፊደሉ እና የቴሌቪዥን ፕሮግራሞችን (መዝገብ፣ ዜና ፊልም ወዘተ) በመከታተል አዳዲስ ቃላትን አጠናለሁ።					
34.	የቃላት ክህሎቴን ለማወቅ እራሴን በራሴ እፈትናለሁ።					
35.	በፕሮግራም በመታገዝ አዳዲስ ቃላትን አጠናለሁ።					
36.	ከስህተቴ በመማር እና እራሴን በራሴ በማረም የቃላት ክህሎቴን አዳብራለሁ።					

37. አዳዲስ ቃላት የመማሪያ ዘዴዎች (Vocabulary Learning Strategies) አጠቃላይ የትምህርትህን ውጤትህን እንድታሻሽል አግዘውኛል ብለህ ታምንለህ አዎን ካልክ እንዴት? አይ ካልክ ለምን?

Appendix D

Adama Science and Technology University

School of Humanities and Law

Department of English Language

Students' Interview Questions

Good Afternoon/ Good Morning: my name is _____. I am MA Degree student in Adama Science and Technology University in summer program. Currently, I am conducting a research on 'High Achiever and Low achiever Students' Vocabulary Learning Strategies versus Their Academic Performance. These interview questions are presented in the aim of collecting information and carrying out a study. I appreciate for your collaboration and willingness to my interview. Your genuine response has its own contribution to the research. I would like to request you to give me the required information honestly and carefully. Finally, I would like to assure you that all your responses would be kept confidential and used for the study purpose.

1. What strategies do you use to learn meanings of new words? What do you do if you encounter a new word while reading or listening to English texts?
2. How often do you try to guess the meaning of new words from context? What techniques do you use to guess?
3. Do you use dictionary? What type? Bilingual/ monolingual? Why?
4. What techniques do you use to retain meaning of new words? Do you:
 - write on your vocabulary note book and study it later?
 - write the word repeatedly somewhere on your exercise book?
 - say the word repeatedly/use it to interact with friends?
5. What other strategies/techniques do you use to develop your vocabulary knowledge? Do you
 - read various texts like fiction, newspaper, etc
 - watch English Medias such as TV and radio, and films etc?

Thank you very much.

Appendix E

Adama Science and Technology University

School of Humanities and Law

Department of English Language

Gaaffeele Afaanii Barattootaaf

Akkam ooltan/bulttan barattoota: Ani Wandafrash Dannuu jedhama. Yunuvarsitiiti Saayinsii fi Teeknoolojii Adaamaatti sagantaa gannaatiin barataa digrii lammaffaati. Mata dure Barattoonni Ciccimoo fi Suuteyyii Tooftaalee Jechootaa ittiin barata foyya'iinsa brnootaa waliigala iaanii giddu hariiroo jiru "A Study on High Achiever and Low Achiever Students' Vocabulary Learning Strategies versus Their Overall Academic Performance" irratti qo'annoo fi qorannoo gaggeessaa jiruuf ragaa funaanuuf isin bira dhufe.

Gaaffii Afaanii kanaaf eeyyamoo ta'uu keetiif duraan dursee si galateeffadha. Deebiin kee qorannoo kanaaf gumaacha guddaa waan qabuuf ragaa sirrii fi dhugaa ta'e akka naaf kennitu kabajaan gaafadha. Dhumarrattis deebiin ati kennitu hundi iccitiin kan qabamu ta'ee hojii qoranno kana qofaaf kan itt fayyadamu ta'uu siif ibsaa hirmaanna keetiif irra deebi'uun sigalateeffadha.

1. Jechoota haaraa baratuuftootaalee akkamii faayyadamtaa dubbisa Afaan Ingiliffaatiin qopha'e yoo dubbistu ykn osoo dhaggeeffachaa jirtu jechi haaraa tokko yoo si muudate hiika isaa beekuuf tooftaa akkamii fayyadamtaa?
2. Hima keessatti jechii haaraa si muudate haala galumsa isaa irra kaatee hiika isaa tilmaamuu hangam fayyadamtaa?
3. Galmee jechootaa (Dictionary) fayyadamtaa isa kamitti fayyadamtaa kan Ingiliffa-Afaan Oromootti hiiku moo kan Ingiliff-Ingiliffatti hiikuun fayyadamtaa? Maaliif?
4. Hiika jecha haara beektu tokko yeroo barbaaddutti fayyadamuu akka dandeessu tooftaalee akkamii fayyadamtaa?

- yaadannoo kee irratti barreessitaa?

- dabtara kee irratti bakka baay'eetti irra daddeebi'uun barreessitaa?

- jecha haara sana irra deddeebi'uun jechuu fi hiriyoota daree kee wajjiin ittin haassa'uuf itti fayyadamtaa?

5. Beekkumsa jechoota haraa Ingiliffa kee guddisuuf tooftaalee akka fayyadamtaa?

- barreeffamoota adda addaa, asoossamoota, gaazexaa fi kkf fayyadamtaa?

-midiyaalee Afaan Ingiliffaa kan akka Tedamtaaleviziinii, raadiyoonii, fiilmii fi kkf fayyadamtaa?

Galatoomaa.

Appendix F

Adama Science and Technology University

School of Humanities and Law

Department of English Language

ቃለ መጠይቅ ለተማሪዎች

ጤና ይስጥልኝ : ወንዳፍራሽ ደኑ አባላለሁ።በአዳማ ሳ/ቴ/ዩ የክረምት መረሀ ግብር የሁለተኛ ድግሪ ተማሪ ነኝ።የመጣሁት ተማሪዎች የቃላት መማሪያ ዘዴዎች (Vocabulary Learning Strategies) ምን ያህል ይጠቀማሉ በሚል ርዕስ ለማድረግው ጥናት እና ምርምር መረጃ ለመስብሰብ ነው።

በቃለ መጠይቁ ላይ ለመሳተፍ ፈቃደኛ በመሆንህ /ሽ በቅድሚያ ላመሰግንህ/ሽ እወዳለሁ።የምትሰጠኝ/ጪኝ ትክክለኛ ምላሽ ወይም አስተያየት ለጥናቴ አስተዋፅኦ ስላለው ሚዛናዊ እና እውነተኛ ምላሽ እንድትሰጠኝ/ጪኝ በትህትና እጠይቃለሁ።በመጨረሻም የምትሰጠኝ/ጪኝ ምላሽ በምስጢር ተጠብቆ ለጥናቴ ውጤት ብቻ የሚውል መሆኑን እየገለፅኩ ውድ ጊዜህን/ሽን ሰውተህ/ሽ በቃለ መጠይቁ ስለተባበርኩኝ/ሽኝ በድጋሜ አመሰግናለሁ።

1. አዳዲስ ቃላትን ለመማር ምን ምን ዘዴዎችን ትጠቀማለህ/ሽ? የእንግሊዘኛ ምንባብ ስታነብ ወይም ስታዳምጥ አዲስ ቃል ሲገጥምህ ትርጉሙን ለማወቅ ምን አይነት ዘዴን ትጠቀማለህ/ሽ?
2. በአ/ነገር ውስጥ ያጋጠመህን የአዲስ ቃል ትርጉም ከአገባቡ ተነስተህ/ሽ የመገመት ዘዴን ምን ያህል ትጠቀማለህ/ሽ? የቃሉን ትርጉም ለመገመት ምን አይነት ዘዴን ትጠቀማለህ/ሽ?
3. መዝገበ ቃላትን ትጠቀማለህ/ሽ? የትኛውን አይነት መዝገበ ቃላት ትጠቀማለህ/ሽ? እንግሊዘኛ-አማርኛ ወይስ እንግሊዘኛ-በእንግሊዘኛ? ለምን?
4. የአዳዲስ ቃላትን ትርጉም አውቀህ/ሽ በምትፈልገው/ጊው ጊዜ ለመጠቀም እንዲረዳህ/ሽ ምን ምን ዘዴዎችን ትጠቀማለህ/ሽ?

- በማስታወሻህ/ሽ ላይ ትፅፋለህ/ሽ?

- በደብተርህ/ሽ ላይ በተለያዩ ቦታዎች ላይ ደጋግመህ/ሽ ትፅፋለህ/ሽ?

- ቃሉን ደጋግመህ በማለት/በመናገር ከጓደኞችህ/ሽ ጋር ለመነጋገሪያ ትጠቀምበታለህ/ሽ?

5. የቃላት እውቀትህን ለማሳደግ ሌሎች ዘዴዎችን ትጠቀማለህ?

- ልዩ ልዩ ፅሁፎችን፣ ልብ-ወለዶችን ጋዜጦችን ወዘተ. ትጠቀማለህ?

- የእንግሊዘኛ መገናኛ ብዙሀን እንደ ቴሌቪዥን፣ሬዲዮ፣ፊልም ወዘተ. ትከታተላለህ?

አመሰግናለሁ።