



Adama Science and Technology University
School of Humanities and Law
Department of English

**FACTORS AFFECTING VOCABULARY LEARNING
STRATEGIES AND USE OF STUDENTS: THE CASE OF AMBO
PREPARATORY SCHOOL**

By
Nigatu Tadesse Shumi

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FACTORS AFFECTING VOCABULARY LEARNING STRATEGIES AND USE OF
STUDENTS: THE CASE OF AMBO PREPARATORY SCHOOL GRADE 11 IN FOCUS.

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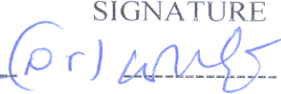
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ACRONYMS USED IN THIS PAPER

EFL : English as a Foreign Language

ESL: English as a second Language

TRA: Teacher Reading Academy

VA: Vocabulary Activity

VLS Vocabulary Learning Strategy

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Abstract

This study investigates **factors affecting vocabulary learning strategies and use**. The study was conducted at Ambo Preparatory School grade 11 students in focus using descriptive survey research design. One hundred and fifty students from the total of 1150 (one thousand, one hundred and fifty) were selected on the basis of systematic random sampling method and five teachers based on available sampling were made participants of the study. The data collecting tools employed were class room observation and interview for teachers. The questionnaire was dispatched to the students. The study found out that students do not have sufficient knowledge to all vocabulary learning strategies equally. Although students have some interest to learn vocabulary, they do not have enough awareness to implement vocabulary learning strategies. Besides, the study found out that teachers do not teach vocabulary learning strategies and their uses to students explicitly and their teaching could hardly say appropriate. The findings also display that teachers do not give any training for students on vocabulary learning strategies. Finally, summary and conclusions were drawn and recommendations were put forwarded to further remedies.

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1. Introduction

This chapter contains nine sections. They are presented and explained as follow: the background of the study, statement of the problem, objectives of the study, broad and specific research questions, delimitation of the study, significance of the study, limitation of the study, organization of the paper, and definition of operational terms. The explanation is available in each section.

1.1 Background of the Study

The history of second language learning traces back to Romans. During this period and afterwards different approaches to language learning, each with different perspectives on vocabulary learning, have been introduced. Sometimes, vocabulary has a good place in language teaching methodologies, other times it was completely neglected (Allen, 1983; Carter and McCarty, 1988; Taylor, 1991 and Schmitt, 2000). The method of language teaching has been changing from grammar translation to direct method and then to communicative approach. But it was only during the communicative approach that the prominent role of vocabulary knowledge in second or foreign language learning has been recognized by researchers in the field. The current popular communicative approach of language teaching has emphasized meaningful interactive activities over form. It also recognized that the vocabulary learning strategies that students use have greater impact on the success of their vocabulary learning (Hatch and Brown, 1995). 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. By contrast, less successful learners use limited range of vocabulary learning strategies.

As McCarty (1990) points out ,“no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider ranges of meanings, communication in L2 just cannot happen in any meaningful way.” According to McCarty, vocabulary is the key for both productive and receptive skills. Therefore, it is inconceivable to apprehend language learning without vocabulary power development and its use so that the

instruction of vocabulary should be given due emphasis. Researchers including Durkin (1979), Scott and Nagy (1997), and Biemiller (2005) have documented the small percent of instructional time dedicated to vocabulary teaching and the general absence of systematic, vocabulary instruction. Dutro & Moran (2003) or Gersten & Baker (2000) also suggest that the same situation exists in programs for surveying English language learners.

In the past, vocabulary instruction was often unplanned and incidental, primarily driven by student questions and - teachable moments. When students encountered an unfamiliar word, they were directed to the glossary or a dictionary, or were given a quick oral definition. These might be due to lack of vocabulary learning strategies

Scholars in the field of foreign language also argue that strategy of vocabulary instruction must be taught explicitly to the students to enable them to be effective in tackling their word problem in learning. Students also need multiple exposures towards multiple contexts before they understand, remember and apply them (Nagy, 2005).

In fact, there is no doubt that vocabulary is the important part of any language. Scholars in the field of EFL also witness that vocabulary is the fundamental aspect of language which needs a great deal of attention. Vocabulary learning and its practical implementation makes language learning easy and contributes a lot to mitigate problems. For example, Richards and Renandya (cited in Shokouhi & Aska 2002) hold that vocabulary is a core component of language proficiency and much of the basis for how well learners speak, listen, read, and write is provided by vocabulary. They maintain that learners, without an extensive vocabulary, often achieve less than their potential. Hiebert & Kamil as (cited in Moore2005) argue that students cannot understand what they read without understanding what most of the words mean. According to these writers, decades of research have confirmed the important role that vocabulary plays in reading comprehension and in student's overall academic success.

1.2. Statement of the Problem

Among the various factors that contribute a lot to a successful learning, using a variety of language learning strategies in general, and vocabulary learning strategies in particular are some that enhance to effective language learning. O'Malley and Chamot (1990) state that meaningful learning and teaching takes place when there is an active involvement of learners in the language learning process. Schmitt (1997:215) also states:

One approach of facilitating vocabulary learning that has attracted to increase attention is Vocabulary- learning strategies. Interest in vocabulary learning strategies has paralleled a movement away from a predominantly teaching- oriented perspective to one that includes interests in how the actions of the learners might affect their acquisition of language.

But unable to use appropriate vocabulary learning strategies may lead students not to have adequate vocabularies and this in turn also leads them to lose interest in learning English language. As a result, most of the students in Ethiopia are not good at using English for communication. Although there are many factors that make students successful or unsuccessful in language learning, not using appropriate vocabulary learning strategies might be one problem among them. The study conducted by Wondimu Gadisa (2015) from Ambo University on teachers perception and practice of vocabulary in context clues strategy as the findings indicated that teachers did not teach the context clues strategies in the secondary class and students knew nothing about context clues. Getinet Gidey (2016) from Addis Ababa University also studied if high achievers used VLS by far better than low achievers. In his findings using VLS made high achiever learners more successful than the lower ones.

However, as far as the present researcher's knowledge is concerned no study has dealt with the factors affecting vocabulary learning strategies and use in the preparatory level. The previous studies mainly focused on the secondary level but this research focused on preparatory level and the researcher tried to explore the factors that affect students' VLS and use. My daily observations on the teaching of vocabulary and its strategy triggered me to conduct this research. The teaching of vocabulary, the VLS, the training and the value of VLS instructions were the big concerns that drove me to conduct the research

1.3 Objectives of the Study

To address the problem stated above, the following broad and specific objectives were formulated

1.3.1 General Objectives

The general objectives of this study were to:

- Investigate factors affecting vocabulary learning and vocabulary strategy use of student
- Assess whether or not the appropriate vocabulary learning strategies were offered during the lesson to boost students' word capacity.

1.3.2 Specific Objectives

The specific objectives which the study tried to address were to:

- Assess what vocabulary learning and uses strategies were taught in class.
- Find out the value of vocabulary learning strategies students were using to learn the language.
- Explore students' interest in learning vocabulary learning strategies.
- Investigate whether or not the vocabulary learning strategies taught in class were appropriate or not.

1.4 Research Questions

The study tried to provide answer to the following broad and specific research questions:

1.4.1 Broad Research Questions

- What were the factors affecting vocabulary learning and use of students?
- Was the appropriate level of vocabulary learning strategies used?

1.4.2 Specific Research Questions

- What vocabulary learning strategies and use were taught during the English lesson?
- How helpful were the vocabulary learning strategies students were using to learn the language?
- Did the students have interest in learning vocabulary learning strategies?

- Were the vocabularies learning strategies taught in class appropriate?

1.5 Significance of the Study

The research that was conducted on factors affecting vocabulary learning strategies and use could benefit to alleviate and boost students' vocabulary capacity and their language proficiency. The outcome of this study was hoped to give tremendous benefits to concerned bodies, such as, EFL teachers, students, EFL material producers and researchers.

First, the finding of this research was hoped to provide insight and information to EFL teachers about possible factors affecting vocabulary learning strategies (VLS) and the types and amounts of VLS students were using and which ones they didn't use.

Next, the finding of this study would help raise the awareness of students towards the role of vocabulary learning strategies to apprehend words easily and made effective in communicative skills including to enhance efficient language learning. It would also make both teachers and students give due attention to vocabulary learning strategies and use.

Besides, the findings of this study would provide information to language experts and curriculum designers to give due attention to VLS in the context of the current EFL language teaching and learning materials and the VLS use and application of the learners to revise the existing textbooks. Finally, the finding of the study would serve as stepping stone to researchers to use the topic at other context or to use different research method to achieve different results.

1.6 Delimitation of the Study

This study was limited to Ambo Preparatory School, grade 11 students in focus, which is found in West Showa zone, Ambo town, and Oromiya Regional State. The research was delimited to exploring the factors affecting vocabulary learning strategies and use in EFL classes from the existing broad vocabulary learning strategies.

1.7 Limitation of the Study

Although vocabulary learning strategies were vast to figure out or to conduct the research, questionnaire, class observation and interviews were employed because of time constraint. Some unstable situations of the school and the town Ambo including inconsistent program of the teachers made class observations difficult. Grade eleven students were taken as a sample of the study for grade twelve were busy to prepare for the entrance exam and were unavailable in class in the second semester.

1.8 Organization of the Study

This research paper has five chapters that discuss the study which contains **Factors that Affect Vocabulary Learning Strategies and Use**. Chapter One presents the introduction, the background of the research and the objectives including definition of certain terms point out what the research intends to achieve. Chapter Two provides review of literature with respect to concepts and ideas included in the study. In fact, attempts are made to include theories and concepts related to vocabulary learning strategies and use to review previously made research studies. Chapter Three discusses the research design, the sampling procedure, the research instruments, the data collecting procedure and the data analysis methods together with the reasons for employing them. It is followed by Chapter Four, which is dedicated to the data analysis and the discussion of the results. The last chapter, Chapter Five, presents a brief summary of the whole study, draws conclusion from the investigation carried out and provides recommendations too.

1.9 Definitions of Key Terms

This section provides working definitions to the basic terms and concepts which were used during the study..The definitions were taken from the Oxford Dictionary.

Affecting: Means influencing or altering

Antonym: - Words that have the opposite meaning.

Association: The state of being associated; a connection to or an affiliation with something

Collocation: - A sequence of words or terms that co-occur more often than will be expected by chance or words that often go together.

Context: - The text in which a word or passage appears and which helps ascertain its meaning.

Factor: One of the elements, circumstances, or influences which contribute to produce a result.

Homonym: - Word that has the same spelling and pronunciation but has different meanings.

Homophone: Word which is pronounced the same as another word but differs in spelling or meaning.

Memorialization: The act of memorializing or creating memorial.

Strategy: - A plan of action intended to accomplish a specific goal.

Synonym: - Words that have the same or nearly the same meaning.

Vocabulary: - refers to a set of words that embed meaning and learned in classrooms

Word power: refers to word capacity.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. Introduction

This chapter provides detailed review of related literature about the role of vocabulary in the improvement of the students' reading comprehension, general vocabulary teaching strategies, and vocabulary learning and use. The types of vocabulary learning strategies as suggested by different scholars and their role in improving the learners' word power, determining the meaning of unfamiliar words and comprehension are also reviewed in detail.

2.1 Theoretical Framework of vocabulary Learning Strategies

According to Bromley (2000), cited in Hibbard (2009), vocabulary is a principal contributor to comprehension, fluency, and achievement. Vocabulary development is both an outcome of comprehension and a precursor to it, with word meanings making up as much as 70-80% of comprehension. Researchers have described the influential relationship between vocabulary and comprehension. Children who know the meaning of most of the words they hear and read comprehend more than those who do not (Freebody and Anderson, 1983). Those students who already know most of the words they are exposed to will not only be able to understand more but also can use the understanding to acquire new knowledge and the vocabulary to represent that knowledge.

The ability to read and write is imperative to learning. One of the literacy theories associated with contextual analysis is the Socio-cultural theory. Larson and Marsh (2005) stated that the socio-cultural theory is —learning through participation in social, cultural, and historical contexts that are mediated by interaction.

Thus students learn by participating in socio-cultural activities in both formal and informal contexts. They are able to develop higher order functions out of social interactions. Through the use of context clues, students learn how to work with one another as well as verbalize and discuss their work. This gives the students a chance to express their opinions and perform as an investigator of words. As part of the four dimensions of literacy, the student or learner acts as a scientist. When the learner is a scientist, he or she is learning language through data collection, rule generation, rule testing, and rule modification. A vital factor that takes place through the experimentation of

learning language is discovery. To help form a basic platform for understanding language, active engagement needs to occur within the educational environment.

When a child is learning language by having development as a recursive process, he or she is learning language through their mistakes, gaining understanding over time, and through interaction development. When students are taught to work together with effective learning strategies, the performance benefits can be seen at both the individual and group testing levels (Jones, Levin, & Beitzel, 2000). Having students working collectively to figure out an unknown word could be beneficial for their learning process.

2.2 Place and Role of Vocabulary in Language Learning

The researcher believes that vocabulary must be given the first place in language learning and teaching because neither learning nor teaching takes place without it. Vocabulary plays an important role both in learning to read and in comprehending text: readers cannot understand text without knowing what most of the words mean. Teaching vocabulary will not guarantee success in reading, just as learning to read words will not guarantee success in reading. However, lacking either adequate word identification skills or adequate vocabulary will ensure failure (Biemiller, 2005). Vocabulary is generically defined as the knowledge of words and word meanings.

More specifically, we use vocabulary to refer to the kind of words that students must know to read increasingly demanding text with comprehension (Kamil & Hiebert, 2005). It is something that expands and deepens over time. There is a close link between the learners' reading ability and vocabulary: reading expands vocabulary and this expansion improves reading ability.

2.3 Why are Vocabulary Instruction and Strategies Important?

The need for vocabulary instruction is triggered by its importance in reading comprehension. Several scholars in the field of EFL witness that vocabulary is a very essential component of any language. For example, Sedita S. (2005) states that vocabulary is one of the five core components of reading instruction that are essential to successfully teach children how to read. According to National Reading Panel (2000) cited in Sedita , these core components include phonemic

awareness, phonics, and word study, fluency, vocabulary, and comprehension. Vocabulary knowledge is important because it encompasses all the words we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts. Vocabulary is the glue that holds stories, ideas and content together making comprehension accessible for children (Rupley, Logan & Nichols, 1998/99).. Students' word knowledge is linked strongly to academic success because students who have large vocabularies can understand new ideas and concepts more quickly than students with limited vocabularies. The high correlation in the research literature of word knowledge with reading comprehension indicates that if students do not adequately and steadily grow their vocabulary knowledge, reading comprehension will be affected (Chall & Jacobs, 2003).

To overcome these obstacles, teachers need to engage the best kinds of vocabulary instruction and use technology that accommodates and supports that instruction. Students, therefore, need guidance to learn new tactics and strategies that will help them increase their vocabulary and reading comprehension. Without effective strategy instruction and intervention, readers often simply guess at unknown words in text (Pemberton, 2003). Cohen and Byrnes (2007) claimed that students can increase their new word knowledge and develop strategies over time with efficient instruction from the teacher. As educators, it is imperative to help the students learn how to problem solve when they come to unknown or unfamiliar words within a text. Pemberton (2003) stated that students may go wrong with their guessing of unknown words without an effective strategy instruction. *Context clues* could help support the students to find the correct word identification in a text without making a mere guess.

Teacher modeling is the first step to effective implementation. In Bromley's article (2007), it is said that it becomes contagious when teachers are inquisitive and passionate about words and share their enthusiasm with their students. Modeling is an effective way through which teachers can demonstrate how to interact with a text (Fisher, Frey, & Lapp, 2008). Teachers should assist the learning of context clues through modeling. When modeling is complete, the teacher should incorporate feedback and discussion to maximize student learning (Rhoder & Huerser, 2002). One way to implement context clues is by presenting students with single sentences first. It is more manageable and comprehensible for the student using a smaller chunk of a text (Buettner, 2002). Buettner suggested that students are able to focus on working on one sentence at a time and also so they can self-monitor while learning and practicing. When students begin to understand the

strategy of context clues, they can begin using larger text to find unknown words. It is important that students have multiple exposures to the use of context clues. Having students work in pairs may help to engage them in more meaningful discussion around identifying what a word is. Researchers have found students who studied and were tested as a pair were generally more confident in the correct answers they gave (Jones, Levin, & Beitzel, 2000). The same study produced the result that students who learned in pairs recalled more definitions and store information than those students who worked individually (Jones, Levin, & Beitzel, 2000). This could be considered an important component to effective context clue instruction. One last researcher suggested it is the job of the teacher to scaffold strategies that help develop independent readers (Pemberton, 2003). With effective instruction, students develop a greater use of word learning tools and strategies (Baumann, Ware, and Edwards, 2007).

Vocabulary conveys meaning which ensures an effective communication. This is to say that words are the basic unit of a language form without which one cannot communicate effectively or express ideas (Krashen, 1998) states: *Vocabulary is basic to communication. If acquirers do not recognize the meanings of the key words used by those who address them, they will be unable to participate in the conversation. And if they wish to express some ideas or ask for information, they must be able to produce lexical items to convey their meaning.* Similarly, Wilkins (1982:134) writes “Very little can be conveyed without grammar but nothing can be conveyed without vocabulary.” This is to mean that if someone knows the morphology and syntax of an utterance addressed to him/her, but doesn’t know the meanings of the key lexical items, he/she will not be able to participate in the communication, Krashen (1998), Carter and McCarthy (1988).

Moreover, Taylor (1990) says that ranging from words to sentence level; we find different vocabulary, which plays an indispensable role for making language meaningful. Vocabulary is thus, useful to create a communicative environment. Regarding this Wallace (1982: 9) indicates that:

It has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary, because there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language (Wallace, 1982:9).

Vocabulary is also very indispensable for the acquisition process. Cameron (2001: 82) states “Vocabulary has been considered as a major resource for language use.” Early foreign language learning offers the chance for learners to build up a solid core of words useful for further learning. Harmer (1991) and Krashen (1998) also indicates language students need to learn the lexis of the language and need to learn what words mean and how they are used. Regarding the importance of vocabulary, McCarthy (1990: VII) states, ” No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way.”

Harmer (1991:53) also writes “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.” An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words (vocabularies) are used. Vocabulary knowledge of a language is very vital in order to understand or convey message in communication and to pursue and succeed in one’s learning. Zhihong (2000) states that vocabulary is vital to guarantee communication between and among people. It is the basic unit of language form without a sufficient vocabulary; one can not communicate effectively or express ideas.

2.4 When to Use and when not to Use Context Clue Strategy

Context alone cannot substitute for direct vocabulary instruction. Some words will need to be taught before readers can comprehend a text. Some researchers found that students who read grade-level texts under natural conditions have about a one in twenty chance of learning meaning from context. Others agree that learning words through context clues is limited at best. They offer several cautions about word learning through context: Context clues are relatively ineffective means for inferring the meaning of specific words; students are more apt to learn specific new vocabulary when definitional information is combined with contextual clues than when contextual analysis is used in isolation. Research on teaching contextual analysis as a transferable and generalizable strategy for word learning is promising, but limited.

When determining which words should be directly taught, a four-step process may prove helpful:

1. Determine what you want your students to learn from the reading of the content; in other words, the theme of the unit of study.

2. Identify key terms that are related to the unit's theme.
3. Decide on appropriate strategies to introduce and reinforce the words (e.g., a graphic organizer)
4. Identify the general words that are not necessarily central to the theme of the unit, but that lend themselves to various word-learning strategies that promote independence (e.g., modeling words in context).

2.5 Overview of Vocabulary Instruction Strategies

Vocabulary instruction experts all recommend a multi-component approach to developing vocabulary knowledge. Graves (2000) has advocated a four-part program that includes wide reading, teaching individual words, teaching word learning strategies, and fostering word consciousness. Stahl's model (1999) sees vocabulary instruction as an ongoing process that involves using different approaches:

1. Including both definitional and contextual information about each word's meaning.
2. Involving children more actively in word learning.
3. Providing multiple exposures to meaningful information about the word.

The TRA (Teacher Reading Academy, 2002) professional development materials were developed by the University of Texas Center for Reading and Language Arts in Austin and distributed throughout the country through the federally sponsored Reading First program (part of the No Child Left Behind legislation). The TRA materials identify the following research-based components for effective vocabulary instruction:

1. Encourage wide reading
 2. Expose students to high-quality oral language
 3. Promote word consciousness
 4. Teach word meaning directly
 5. Teach independent word-learning strategies, including the use of context clues, the use of word parts, and the efficient use of the dictionary

6 Specific Vocabulary Instruction Strategies.

There are various vocabulary learning strategies in EFL / ESL. Some of the strategies are as follow.

2.6.1 Indirect Vocabulary Instruction

Wide reading: The more you read the more vocabulary you learn. The amount of students' reading is strongly related to their vocabulary knowledge. Students learn new words by encountering them in text, either through their own reading or by being read to. Increasing the opportunities for such encounters improves students' vocabulary knowledge, which in turn improves their ability to read more complex text. In short, the single most important thing you can do to improve students' vocabulary is to get them to read more. (Texas Reading Initiative, 2002). Students should read different types of text at different levels, including text that is simple and enjoyable, and some that is challenging.

As noted above, students will not be able to comprehend text that has too many unfamiliar words (more than 10%); on the other hand, students will not encounter many new words if they read text that is below grade level. Listening to reading aloud can be just as good a source of word meanings as reading, especially for students with learning disabilities. Stahl (2004) found that sixth-grade children learned word meanings from a read aloud at the same rate that children typically learned words from written context. They suggest that listening to stories can be a rich source of word learning, and listening may substitute for some of the reading that children with learning disabilities do not do.

2.6.2 Multiple Exposures to Words

The growth of word knowledge is slow and incremental, requiring multiple exposures to words (Hirsch, 2003; Stahl, 2004). This does not mean simply repeating the word and a definition or synonym, but seeing the word in different contexts. How are words learned incrementally over multiple exposures? Every time we encounter a word in context, we remember something about the word. As we encounter a word repeatedly, more and more information accumulates about that word until we have a vague notion of what it means. As we get more information we are able to define that word. Vocabulary knowledge seems to grow gradually moving from simple to complex.

2.7 Factors Affecting Vocabulary Learning Strategies

A number of research works on VLS have pointed out several factors that constitute as the source of variation in learners' VLS and use. The frequency and type of VLS employed by learners has been found to vary depending on such factors. The factors affecting learners' VLS use discussed in this paper have been grouped under Ellis's framework (1994). Three broad categories are presented as follows:

2.7.1 Learner Individual Difference Factors

Learner individual difference factors constitute one sort of the variation in the use of VLSs. These factors include belief, attitude, motivation and language learning experience.

Belief has been singled out as one of the clear factors affecting learners' VLS use. A study done by Gu and Johnson (1996) found that Chinese university students devalued rote memorization strategies and they employed more meaning-oriented strategies than rote strategies. Recently, Sixiang and Srikhao (2009) discovered that Miao students (an ethnic group in China) who believed that words should be studied and put to use, employed a wide range of VLSs.

According to Gu and Johnson's and Sixiang and Srikhao's, learners' strategy use seems to relate to what they believed. On the contrary, Wei (2007) discovered the opposite results indicating that what students believed did not yield their actual VLS use. That is, students believed that knowing a word means the ability to use such words in appropriate context. However, they concentrated too much on isolated short-term retention of form and meaning.

Among individual learner difference factors, attitude does appear to positively correlate with learners' VLS use. Apart from belief, Wei (2007) took attitude into account as another factor influencing learners' VLS use. The findings showed that Chinese college students with positive attitudes towards vocabulary learning employed VLSs more frequently than those with negative attitudes in four categories, i.e. dictionary, activation, guessing and management. The findings were consistent with Zhi-liang's (2010) study revealing that Chinese students with positive attitudes tended to employ a large variety of VLSs either to discover the meaning of the new words or to consolidate the use of the words.

Students' motivation also seems to positively correlate with their VLS. For example, Fu's (2003) study revealed that inherent interest motivation (learners' inherent interest in vocabulary learning) positively correlated with student's VLS use. The other research work that confirms the relationship between motivation and learners' VLS use is Marttinen's (2008), indicating that Finnish ESL students with high motivation employed a wider range of VLSs than those with low motivation.

In addition to motivation, language learning experience is considered as a factor that affects learners' VLS use. For example, Porte (1988) discovered that EFL students studying in language schools in London used the VLSs they had used at schools in their native countries. More recently, Stoffer (1995) found that EFL students' VLS use was significantly related to their previous language learning experience. Regarding the Thai context, Siriwan (2007) examined the students' VLS use and their language learning experience indicating that the more experienced students made more use of VLS than the less experienced ones.

2.7.2 Social and Situational Factors

Social and situational factors are other sources that influence the learners' VLS use. Social and situational variables comprise the field of study, course type, class level, gender and language learning environment.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3. Introduction

The aim of this chapter is to present discussion concerning the research design, the samples and the sampling techniques and the data collection methods used. It also presents the data collection procedures and the data analysis method used in the study.

3.1. Research Design

Since the aim of this study was exploring factors affecting vocabulary learning strategies and use, I employed a descriptive survey design in which mixed method was used to figure out the core issues of the research work. Descriptive study was useful when a researcher wanted to consider a phenomenon or a process in its natural context to get its overall picture (Seliger and Shohamy 1989). Moreover, the study adopted a survey approach because surveys are useful for collecting data from large group of subjects and aim at describing the characteristics of a population by examining a sample of that group (Seliger and Shohamy 1989, Dornyei 2007). In view of this, a descriptive survey was appropriate to answer the research questions raised in this study.

In the selected research problem, the researcher used a mixed method approach in which both quantitative and qualitative method to answer the research questions were used. This research design was used since social phenomena are very complex and different kind of methods are needed to understand best such complexities and to get comprehensive information in studying the proposed problems than using quantitative and qualitative method alone, which help to strengthen the assessment of the issue by supplementing one approach with others (Best and Kahn, 1993). Moreover, it helps the researcher to freely use different research methods in order to get through data in studying the proposed problem.

3.2 Research Site

This research was conducted in Ambo Preparatory School which is found in West Oromia Regional State, Ambo Special Zone, Ambo town is located at 125 km west of Addis Ababa, the capital city.

Ambo Preparatory School is the first public Preparatory School in Ambo town. It was established in 1948 E.C. The town has four secondary schools and two public preparatory schools and one private preparatory school. The study was conducted in the first preparatory school which is the oldest and popular in every thing. Well experienced teachers and students were available. This school is preferred for a research site for it is the researcher's working place so that it is easy to obtain the willing and collaborative populations

3.3 Participants

The researcher used teachers and students as sources of information to explore factors affecting vocabulary learning strategies and use.

3.3.1 Teachers

Teachers were the secondary sources of information for this study. They knew more about the importance of vocabulary to develop language proficiency for they are language experts. For this reason, the researcher took all grade 11 English teachers in Ambo Preparatory School. They are in fact five in numbers, one female and four male teachers. The input gained from teachers supported to the success of the study. Teachers collaborated for class observation and interview after explaining the purpose of the research.

3.3.2 Students

Students were other participants of the study so as to obtain relevant data from them. Hence involving the students could result in accessing authentic and reliable input that would in turn contribute for the success of the study. The students took part in the study by filling the questionnaire distributed to them. It was practically impossible to undertake a research on all of them, and it was not necessary as far as a correct representation was achieved. Thus, a reasonable sample size from the population was selected for the study. For that matter 150 students, who could

be a good representative of 1,150 grade 11 students of Ambo preparatory school were chosen and participated in the study filling the questionnaire after being observed in the class room while learning. The selection of the students was taken without bias and 70 female students whereas 80 male students from high achievers to the low achievers after observing the first semester result from the record office. The researcher expected the students a real participant for the area of the research mainly concerned the vocabulary learning and use of the students.

3.4 Sampling Techniques and Sample Size

In conducting this research, both probability and non-probability sampling techniques were employed. Probability sampling is based on the concept of random selection where every member of the population non- zero probability of being selected. In other words, all members of the population had an equal chance of being included in the sample. In addition, a non probability sampling was used to gather data from key respondents (Kothari 2004).

3.4.1 Sampling Technique Used for the Teacher Participants

To select the teacher participants, the researcher used a convenience sampling technique because all the available English teachers for grade 11 at Ambo preparatory school were taken as the participants. Thus, they are five English teachers in the school and all were included in the study as the participants of interview and to be observed in classroom.

3.4.2 Sampling Technique Used for Student Participants

There were 1,150 grade 11 students in Ambo Preparatory School. On this base, 150 (one hundred fifty) students out of 1,150 (one thousand one hundred fifty) students were selected and participated in the study.

To select student participants, the researcher employed probability sampling technique in which systematic sampling was used. Systematic sampling was the kind of random sampling in which the selection of the first unit of the sample from the population was based on randomization. If a population could be accurately listed, or was finite, a type of systematic selection provided what approximated a random sample. A systematic sampling consists of the selection of each n th term

from a list (Best and Kahn, 2005). Accordingly the researcher randomly selected the first sample from each room and picked every nth student.

3.5 Data Collection Tools

The researcher used research tools such as observation; interview and questionnaire to gather reliable information. The explanations of each tool were stated as follow.

3.5.1 Observation

Responses may not correctly represent what the respondents do in actual situation. To substantiate and strengthen the data gathered through questionnaire and interview, classroom observation was used as a vital data collection tool. It is important in descriptive qualitative research for collecting genuine and pertinent data from the participants' behavior in their actual setting (Seliger and Shohamy, 1989 and Cresswell, 1994). Relevant information was collected using observation. For this purpose, five teachers were taken and each was observed three times to obtain what vocabulary learning strategy teachers implement and encouraged to teach. This technique was used to observe and collect data on what VLS teachers employed to teach vocabulary. For this purpose, the researcher observed five classroom and used classroom observation checklist. The checklist contained the detail of classroom observation items and presence of the items with 'yes' / 'no' and the observation was conducted manually in each section for forty minutes and a total of six hundred (600) minutes observation was made.

3.5.2 Questionnaire

Questionnaire was one of the data elicitation techniques used for securing pertinent information for the study. The questionnaire was used for the fact that it allows the researcher to collect data on a variety of issues in a relatively short time, less cost and wide coverage (Dornyei 2007). It was used to collect data only from students. Students' questionnaire items were designed in the way it can elicit information that helps to explore the students' vocabulary learning strategy and use. In fact, the questionnaire comprises three parts: aims and instruction of the questionnaire, respondents background information and items about VLS taught in class respectively.

Questionnaire was employed to collect data from hundred and fifty students regarding students' VLS and use in EFL class.

3.5.3 Interview

Interview method was used to collect a closer and deep data collection and as a way of checking and validating the information solicited via questionnaire. Interview also allows the researcher flexibility to probe respondents' response more deeply (Dornyei Z. 2007).

An interview was designed for teachers. The interview was used to collect more information on the students' vocabulary learning strategy and use. Therefore, a semi- structured interview was used to collect pertinent information from five (5) teachers. A semi-structured interview was employed as it allows a wider freedom to ask further questions. It also helps control the direction of the interview to elicit the desired data. Moreover, it enables the interviewees to express their ideas and yet its semi –structured nature saves them being off the point (Nunan, 1992). Nine interview guides were prepared to interview five (5) teachers that are purposefully selected. In addition, the interview was conducted after the classroom observations were over to avoid the risk of sensitizing the teachers.

3.6 Data Collecting Procedure

The researcher preferred to conduct class observations to get the true teaching practice in which unrealistic and superficial practices were prevented as much as possible. He used checklist that contained how the teacher teaches vocabulary and what vocabulary strategies the teacher employed to deliver the vocabulary lesson.

Next to the class room observation, the questionnaires for students were dispatched after clear orientation was given. The students were assured that the responses gathered through the questionnaires were used only for the research purpose and they were encouraged to provide their genuine response to the best of their understanding without any reservation. One hundred and fifty (150) students were randomly selected and divided in gender. Orientation was given for each group separately to minimize possible misunderstanding and to increase the opportunity of the students to ask questions and looked for clarifications easily where and when ever necessary. The

orientation was made by the conductor moving among the rooms while the rest was supervised by the other willing teachers of the school.

Lastly, the interview was used for the teachers in particular to the English language teachers. In fact, it was explained the purpose of the study to convince them in order to get their willingness to take part in the interview. Then, the voice was recorded to remind the interpreter mainly due to data analysis was made.

3.7 Method of Data Analysis and Interpretation

The researcher employed descriptive statistics such as frequency, percent, table and statement for quantitative data analysis whereas for qualitative data thematic data analysis were given.

Since the data required involved both qualitative and quantitative information, the qualitative data were described using verbal analytical explanations. The quantitative data were also involved numerical calculations mainly percentage and graphic representations where necessary.

The data that were gathered through observation, questionnaire and interview were carefully analyzed, sorted in kind, counted and interpreted using both verbal explanations and numerical values.

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CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF THE FINDINGS

4. Introduction

In this chapter, the researcher presents the data analysis and the finding of the study on “**Factors affecting vocabulary learning strategies and use of students.**” The first section deals with the analysis of the questionnaire data. The second section discusses the data analysis of the classroom observation checklist data. The third section presents the average data of the questionnaire and class observation with chart and the final section discusses the interpretation of the data obtained from the interview.

4.1 Data Screening and Response Rate

After the validity of the questionnaire and interview were reviewed, the researcher conducted data collection among students of Ambo Preparatory School. First, after questionnaire data were collected, they were cleaned, coded and entered into a data summary sheet based on their categories for editing. Data entered into the summary sheet were checked for completeness. As Creswell (2003) suggests, before commencing to analyze the data, it is essential to examine the quality of data you have collected to avoid any error, which may have been committed while entering the data into the summary sheet. Then, the negative items which used to avoid bias were reversed. Then the number of valid cases, missing cases and inconsistent cases were checked for correctness.

In such a way, from the total 150 (one hundred and fifty) questionnaire distributed to sampled Grade eleven Ambo Preparatory School students, 150 (one hundred and fifty) respondents completed and returned the questionnaires. This resulted in 100% response rate and all the questionnaire was filled correctly for the clear and consistent orientation was given to the students.

4.2 Analysis of Students’ Questionnaire Data

The questionnaire has three parts. The first part contains the aims and instructions of the questionnaire and the second part has the respondents background information with five sections: the gender, grades, their English language interest, vocabulary interest to learn and techniques to

learn vocabularies. The last part contains items about vocabulary learning strategies taught in class with five sections: Items on vocabulary learning strategy lesson, items on vocabulary activities, items on students use of vocabulary learning strategies and items on students not using vocabulary strategies respectively. The data in these sections were analyzed and interpreted as follow.

4.2.1 Respondents' Background Information

This part of the research contained Ambo Preparatory School grade 11 students' interest to learn English and their vocabulary interest. The interpretation and the analysis were explained and discussed according to the data obtained in the tables below.

4.2.1.1 Students' Interest to Learn English

To obtain the current position and interest of the learners in the English language competency, the data in the table could portray students' interest to some extent.

Table 4.1 Students' Response regarding their Interest to Learn English

Options	Number of respondents and percentages	
	Frequency	Percentage
Very high	86	57.33
High	53	35.33
Undecided	3	2
Low	8	5.33
Very low	0	0

As table 4.1 indicates 86 (57.33%) and 53 (35.33%) of the students had very high and high stage interest respectively to learn English which is encouraging whereas few who failed to decide their interest and not more than 5% had low interest to learn English language. Nevertheless, none of the respondents confirmed of a very low interest to learn English language.

As it can be seen in the table that the data implied the majority of students did not have least interest to learn English language while the high and more interest are encouraging if these implied the present state of students' vocabulary learning interest.

4.2.1.2 Students' Interest to Learn English Vocabulary

Table 4.2 Students' Response regarding their Interest to Learn Vocabulary

Options	Number of respondents and percentages	
	Figure	Percentage
Very high	67	44.67
High	61	40.67
Undecided	11	7.33
Low	13	8.67
Very low	0	0

As Table 4.2 denotes for the question “What is your interest to learn English vocabulary?” 67 (44.67 %) of the students had a very high interest to learn English vocabulary and 61 (40.67 %) of them still had high interest to boost their word power. However, 11 (7.33%) of the students failed to decide their interest of learning vocabulary or they were unable to recognize their word interest position. Some students who are 13 (8.67%) explicitly described that they had low interest to learn English vocabulary. In fact, none of them had a very low interest to learn English vocabulary.

As we could see in table 4.2 that a large number of the students had desire to learn English vocabulary but the small number demand was not as such a top figure. The researcher apprehended from the data that some students had strong vocabulary demand to boost their word power. How far they employed the vocabulary learning techniques can be feasible and depict the clear picture in the next part of the research.

4.2.1.3 Techniques Employed by the Students to Learn New Vocabulary

This part of the research mainly focused on techniques employed by the students to learn new vocabulary. The interpretation and discussion were displayed in the table below.

Table 4.3 Techniques employed by the students to learn new vocabulary

Options	Number of respondents and percentages	
	Figure	%
Always	39	26
Often	39	26
Sometimes	66	44
Rarely	6	4

Table 4.3 shows the response of the respondents for the questions “ Have you used any techniques (ways) to learn new vocabularies ? “ Some 39 (26%) of the students always employed vocabulary learning techniques (VLT) to learn new vocabularies and the other 26% frequently used them. Majority of them sometimes used vocabulary learning techniques whereas not more than 4% of the respondents utilized VLT.

As the researcher comprehended from the exiting data in the table above and from the present position of the students concerning their word capacity, the reasons or factors affecting vocabulary development and use were the failure to employ vocabulary learning techniques frequently. What vocabulary learning strategies taught in class was expounded in the next part of the research.

4.2.2 Items on Vocabulary Lesson

This part of the research discusses mainly what strategies teachers employed to teach vocabularies and what the students responded for each items stated in the questionnaire. The interpretation and the analyses of the data well expounded below the table.

Table 4.4 Students' Response Regarding Items on Vocabulary Lesson

The English Teacher...	Number of Respondents										Total	
	Always		Often		Undecided		Rarely		Never			
	No	%	No	%	No	%	No	%	No	%	No	%
Explains the aim and purpose of each vocabulary lesson,	55	36.67	55	36.67	15	10	18	12	7	4.67	150	100
Provides the definition of new vocabularies in each lesson,	62	41.33	44	29.33	13	8.67	21	14	10	6.67	150	100
Relates the meaning of new words to students' prior knowledge,	51	34	50	33.33	22	14.67	22	14.67	6	4	150	100
Explains clearly vocabulary learning strategies from the text,	58	38.67	46	30.67	16	10.67	20	13.33	10	6.67	150	100
Encourages students'to use their own ways to learn new words,	33	22	41	27.33	23	15.33	34	22.67	19	12.67	150	100
Provides vocabulary lessons from other materials,	31	22.67	41	27.33	26	17.33	24	16	28	18.67	150	100
Presents vocabulary strategies students already know,	22	14.67	47	31.33	29	19.33	30	20	24	16	150	100

Table 4.4 above shows that some of the respondents confirmed how often the teachers conveyed the vocabulary lesson. Some 55 (36.67%) assured that the teacher always explained the aim and purpose of vocabulary lesson and at the same time the same number of respondents said that the teachers often expounded the purpose of vocabulary lesson. Even so 15 (10%) of the respondents were unable to decide whether the English teachers explained the purpose of vocabulary lesson or not. The remaining respondents 18 (12%) and 7 (4.67%) pointed out that the teachers almost did not explain and never explained respectively the purpose or aim of vocabulary lesson.

The researcher perceived that explaining the purpose of vocabulary lesson is a highway to boost students' word power and played a leading role to make learners implement their new vocabularies. Almost more than 16 % of the respondents confirmed that teachers' reluctant position not to explain the purpose of learning vocabulary.

Concerning providing definition for the new vocabularies, the majority as the table 4.4 above indicates 66 (41.33%) and 44 (29.33%) of the students clearly pointed out that the English teachers always provided and frequently presented the definition of new words during vocabulary lesson respectively whereas few respondents which is 13 (8.67%) were failed to decide or were not sure that teacher defined the new word or not. Although many respondents confirmed that teachers provided definition for new vocabularies, other respondents which is more than 20% almost did not or completely did not confirm such position.

As a researcher and subject teacher, the student text itself provides definition from the first unit to the last . It is a very prevalent approach of the book. Even more than 70% of the respondents stated that the teacher provided definition for the new vocabularies.

Concerning to the prior word knowledge of the students, 51 (34%) and 50 (33.33%) of the respondents replied that the teacher always or often related to the new vocabularies to the students' prior word knowledge while teaching respectively whereas 22 (14.67%) students were unable to decided to such strategies and another 22 (14.67%) students replied as the teachers almost did not relate the new vocabularies with their background knowledge. In fact, 6 (4%) of the students responded that there was no connection to their prior vocabulary knowledge during vocabulary lesson.

Do the teachers explain clearly about VLS from the text? As the data showed 58 (38.36%) and 46 (30.33%) of the respondents respectively approved that the teacher always and often explained VLS from the text respectively yet 16 (10.67%) students had doubt that the English teacher expounded VLS from the text. A few students, 20 (13.33%), replied that teacher rarely explained the vocabulary learning strategy (VLS) from the text and still a small number of respondents that are 10 (6.67%) disapproved that the teacher never explained about VLS from the text. The data implied that there are some efforts to expound VLS from the text but there are also observed some insufficient efforts to inculcate the strategies into the students' mind. This might have an eventual

impact to reduce the word capacity of the students. If they did not learn the purpose why the students learnt vocabularies, they would not bother about their importance.

Do they really encourage the students to use their own way to learn the new word? As the data from the table denotes 74 (49.33%) of the students confirmed that the teachers frequently encouraged their students to use their way to learn new words while 53 (35.34%) respondents disapproved that almost no encouragement they got from their teachers to employ their own way to learn the new words. Still 23 (15.33%) of the students were unable to decide whether their teachers encouraged them to use their own way to learn the new word. More than 76 (50%)of the respondents did not confirm the idea of encouragement from their respective teachers to employ their own way to learn the new words. These might be harassing. Teachers are expected to encourage their own students to use their own way to learn the new vocabularies. This enhanced them to utilize the vocabulary learning strategies.

Do the teachers use other material to teach vocabularies? Concerning teaching vocabulary from other materials, as the table clearly shows 72 or almost 50% of the students replied that their teachers even employed other materials to teach them vocabularies while the other 75 (50%) of the respondents had doubt or rarely or never employed other materials to teach them vocabularies. These implied that there might be some teachers who used other materials to teach vocabularies whereas others might not employ.

Do teachers present vocabulary strategies students know? As the data in the table shows 69 students or more than 45% of them replied that teachers presented vocabulary strategies (VS) they knew ; however, 54 students or 36% of them responded that teachers did not present the VS they knew and 29 (19.33%) of the respondents failed to decided. These implied that most teachers almost did not present VS students knew. These might be one factor that affected learners' word capacity.

4.2.3 Items on Vocabulary Activities

This part of the research mainly discusses what types of activities teachers presented to teach vocabularies. The data were vividly pointed out and interpreted with brief analyses as follow below the table.

Table 4.5 The Students' Responses Regarding Items on Vocabulary Activities

The English Teacher Gives VA ...	Number of Respondents										Total	
	Always		Often		Undecided		Rarely		Never			
	No	%	No	%	No	%	No	%	No	%	No	%
As classroom work,	38	25.33	60	40	14	9.33	24	16	14	9.33	150	100
As homework	71	47.33	36	24	11	7.33	20	13.33	12	8	150	100
So that students can use what has been learned in situations,	34	22.67	43	28.67	36	24	18	12	19	12.67	150	100
For individual work,	37	24.67	39	26	23	15.33	29	19.33	22	14.67	150	100
For group work,	30	20	63	42	10	6.67	32	21.33	15	10	150	100
In every test,	40	26.67	49	32.67	19	12.67	29	19.33	13	8.67	150	100
In every exam,	49	32.67	47	31.33	17	11.33	25	16.67	12	8	150	100

The table 4.5 clearly depicts that teachers give VA as a class work. 38 (25.33%) and 60 (40%) of the respondents replied that the teachers gave VA as a class work while 14 (9.33%) of the students did not decide whether the teacher gave them word exercises or not and even the 14 (9.33%) responded that the teacher did not give VA as a class work. The remaining respondents who are 24 (16%) were almost unable to confirm that there was classroom activities concerning vocabularies. In fact, majority students confirmed that teachers gave VA in the class but still few students did not seem well satisfied for one could easily infer from the data.

Concerning giving VA as a homework, the table showed that 71 (47.33%) of the respondents approved the teachers always gave homework concerning word activities and 36 (24%) of them still confirmed that the teachers often gave VA as a homework; even so 11 (7.33%) undecided, 20 (13.33%) rarely and 12 (8%) never, the respondents did not as such showed any confirmation. We might deduce that students needed further effort to perform VA giving value for every activity that actually motivates the learners.

As a researcher and subject teacher performing every vocabulary task might be inconvenient because of large class size and time constraint or due to teachers' negligence. In fact, VA gives students a big opportunity to implement VLS to capacitate their word power. Word demand arises when there is a room for a new word to employ in the communicative skill.

How far students get opportunity to employ the vocabulary they have learnt in a certain situation can be one basic issue to know the factor that affects learners' vocabulary development and use. A few 34 (22.67%) respondents actually replied that they always used the vocabulary they have learnt in certain situation whereas 19 (12.67%) students never used the word they have learnt in any circumstance. Others, the 43 (28.67%), often used the vocabulary they have learnt but 18 (12%) students rarely used the words in any situation and still 36 (24%) of them are not sure whether they employ the vocabulary they have learnt in any situations . This implies that almost nearly half of the respondents confirm that they did not use the vocabulary they have learnt in any situations. There is no doubt that failing to implement the vocabulary they have learnt hampers to boost their word capacity.

As for individual work, some 37 (24.67%) students confirmed that the teacher always gave vocabulary question individually and 39 (26%) students approved their teacher often gave them vocabulary activity privately. However, 22 (14.67%) of them replied that the teacher did not give vocabulary task individually and others ,29 (19.33%) , rarely gives and 23 (15.33%) undecided. The data shows that more than 50% approves that they are given vocabulary task individually and even so there is a clear gap that there are time in which individual work may not be given. This may affect individual word competence.

Concerning group work, the data also implies that 93 (62%) of the respondents confirm that the teacher gave group work. Nevertheless, 32 (21.33%) and 15 (10%) students responded rarely and never, and the remaining 10 (6.67%) were unable to decided. In fact. as a subject teacher, the researcher himself knew that most continuous assessments were performed using group work.

Do teachers use vocabularies in every test? As the caption above shows 40 (26.67%) and 49 (32.67%) respondents approve that the teacher always and often used vocabulary in every test but there are still other respondents, 29 (19.33%) and 13 (8.67%) the inclusion of vocabulary in every test is rarely and never at all respectively. The remaining 19 (12.67 %) was unable to decide

whether vocabulary exists in every test or not. However, students encountered vocabulary in every exam. It can be vocabulary from the text or vocabulary from the reading passage in the exam. High number of respondents, 96 (64%), confirms that the teacher uses vocabulary in the exam. However, other few respondents 12 (8%) never confirmed this fact and still 25 (16. 67%) rarely approved the existence vocabulary in the exam. Yet 17 (11.33%) students had doubt for the appearance of vocabulary in the exam.

4.2.4 Items on Vocabulary Learning Strategy Lesson

This part of the research focuses on items on vocabulary learning strategy lesson. The researcher interprets and analyses according to the data mentioned in the table below.

Table 4.6 Students' Responses Regarding Items on Vocabulary Learning Strategies

Students learned VLS such as...	Number of Respondents										Total	
	Always		Often		Undecided		Rarely		Never			
	No	%	No	%	No	%	No	%	No	%	No	%
Contextual clues (get meaning from words, phrases, sentences...),	66	44	47	31.33	11	7.33	12	8	14	9.33	150	100
Synonyms (words of similar meanings),	36	24	69	46	15	10	23	15.33	7	4.67	150	100
Antonyms (words of opposite meanings),	30	20	65	43.33	13	8.67	29	19.33	13	8.67	150	100
Homonyms (words of same spelling but of different meanings),	24	16	60	40	27	18	25	16.67	19	12.67	150	100
Homophones (words having same sounds),	23	15.33	60	40	18	12	32	21.33	12	8	150	100
Collocates (words that go together),	22	14.67	43	28.67	22	14.67	28	18.67	35	23.33	150	100
Affixes (word part or parts),	36	24	56	37.33	17	11.33	20	13.33	16	10.67	150	100
Dictionary,	42	28	39	26	25	16.67	21	14	24	16	150	100

Word notebooks (to record new words),	44	29.33	39	26	20	13.33	31	20.67	16	10.67	150	100
Help from friends,	33	22	39	26	23	15.33	34	22.67	21	14	150	100
Memorize new words,	29	19.33	50	33.33	25	16.67	27	18	21	14	150	100
Associations (relating words of same meaning or sound),	21	14	39	26	19	12.67	31	20.67	40	30	150	100

As table 4.6 depicts that 66 (44%) and 47 (31.33%) of the respondents confirm that they have learnt the contextual strategy to find out the meaning of the new word . They always and often learn this strategy respectively. The researcher has doubt that such a large number of respondents really know the context clues. In fact, 11 (7.33%) undecided, 12 (8%) rarely confirmed and 14 (9.33%) never show that they had any ideas of contextual clues.

Although the student text itself contains no sufficient approach to teach contextual clues, the data depict that students have the knowledge of context clue strategy to learn the new vocabulary. As Cohen and Byrnes (2007) claimed that students can increase their new word knowledge and develop strategies over time with efficient instruction from the teacher. That is why without a clear instruction of the use of contextual clues in their text, the teachers support might contribute for the learners well background on this strategy.

Synonyms are another strategy to learn vocabulary. As the data shows 36 (24%) of the respondents approved they have always learnt synonyms whereas 7 (4.67%) did not accept this idea. Another 69 (46%) respondents responded that they often learned synonym as VLS and yet 15 (10%) were unable to decide and the remaining 23 (15.33%) rarely supported the learning of synonyms as vocabulary learning strategy.

Concerning the antonyms 30 (20%) and 65 (43.33%) of the respondents respectively replied that they have always and often learnt antonyms as VLS while 13 (8.67%) knew nothing about antonyms and 29 (19.33%) rarely had knowledge about this strategy and the remaining 13 (8.67%) of the respondents were undecided. This implies that certain students have almost no ideas of

antonyms as VLS. This shows that further awareness should be given on this strategy although many students knew about it.

For homonyms, 24 (16%) and 19 (12.67%) respondents replied that they always or often learned while others they never at all. This denotes that learning homonyms as a strategy to study vocabulary contains a clear doubt respectively . The remaining respondents 60 (40%) approves that they have often learnt homonyms to learn new vocabulary ; however, 18 (12%) students were failed to decide whether they have learnt homonyms as VLS. Homonyms might be connected with their background knowledge but the researcher do not believe this strategy really exist in the student text book. Teachers might use this VLS to teach their students.

Concerning homophones more than 82 (55%) of the respondents confirm that they have learnt frequently whereas more than 43 (29%) of them almost did not. They have no ideas of homophones. Other respondents 27 (18%) became unable to decide. Even though many confirms, students need further explanation to employ homophones as VLS

As collocation, more than 82 (55%) of the respondents replied that they almost no ideas of collocation. This strategy was not taught as the students witnessed. In fact, less than 45%of the students confirmed they learnt collocation as VLS. The researcher as a subject teacher perceives that collocating words almost neglected and even did not frequently appear in the students' text books.

Affixes are also one of VLS and the way in which one builds up his/her word capacity. As the data shows 36 (24%) and 57 (37.33%) students replied that they have always and often learnt affixes to study vocabulary respectively while 16 (10.67%) of them responded that they never learnt affixes as VLS to boost their word capacity. Other respondents which are 17 (11.33%) were unable to decide and still other 20 (13.33%) of them disapproved they have rarely learnt affixes. Affixes are a very common vocabulary strategies that majority of the preparatory students well acquainted but the data do not depict that reality. In fact, teachers might give insufficient emphasis and this might be one factor for failure to implement words properly and fail to increase their word power.

Concerning dictionary, 54% of the students replied that they always and often learned how to use dictionary while 16% of them responded that they did not learn how to use dictionary. In fact, it

is not recommended to depend on dictionary as long as other vocabulary learning strategies are available. For instance Nuttall (1982) says, —The first thing to be said about dictionary is _don't use it'. The reason she gives for this is that if readers keep stopping to look up every unfamiliar word they encounter any time, this may actually make them less effective readers and their thought can be easily interrupted . Teaching students how to use it is unquestionable.16.67% of the students undecided and 14% of them rarely learn dictionary as VLS to develop their word ability. Sometimes it is difficult to get the meaning of certain word by others VLS so that we compelled to look up dictionary and even scholars did not ban the use of dictionary totally.

Concerning word notebooks more than 82 (55%) of the students learnt how to use note books to catch up words and to implement them. Nevertheless.16 (10.67%) had no idea of using note books and 31 (20.67%) of them rarely used and the remaining 20 (13.33%) of the students were unable to decide. Note books are important to remind the words they have learnt so far but nearly 45% of the students are not learnt yet to use notebooks to record vocabulary.

The other VLS is to get help from friends. 72 (48%) of the respondents replied that they have almost always learnt to get help from friends; however 21 (14%) of them responded they got no help from friends. The other 23 (15.33%)undecided and 34 (22.67%) rarely got help from friends. As the data shows more than 50% of the respondents confirmed that they have not learnt to work together or to help each other to boost their word power. This can be one factor that affects students' word capacity. Do the students learn how to memorize the new words?

As memorization of the new words, more than 79 (52%) of the students replied that they have learnt frequently while others 21 (14%) responded they never learnt to memorize new words. On the one hand 25 (16.67%) respondents undecided on the other hand 27 (18%) of the students rarely confirmed. In fact, memorization is a technique we use to keep the new word in our memory with its meaning. Even so almost 72 (48%) of the students did not learn to memorize the new vocabulary. This might reduce the word capacity of the learners.

Concerning association, some respondents 21 (14%) and 39 (26%) replied that they always and often learnt association as VLS respectively whereas others 31 (20.67%) confirmed rarely and 40 (30%) never approved or they did not learn association as VLS and the remaining 19 (12.67 %) of the respondents were unable to decide. Altogether more than 62% of the respondents confirmed

that they have not learnt association as a VLS. This data implies that students have insufficient knowledge of association as one of vocabulary learning strategies. Although teachers have made a significant contribution to teach all VLS, still a lot of efforts are needed to alleviate the problems

4.2.5 Items on Students' Use of Vocabulary Learning Strategy

In 4.2.4 part of the research mainly focused what strategies teachers taught their students and this part encompassed what VLS students use. The interpretation and the analyses were explained in the table below.

Table 4.7 Students' Responses Regarding Items on Students Use of Vocabulary Learning Strategy

Students’ Using VLS such as...	Number of Respondents										Total	
	Always		Often		Undecided		Rarely		Never			
	No	%	No	%	No	%	No	%	No	%	No	%
Contextual clues (get meaning from words, phrases, sentences...),	60	40	59	39.33	9	6	13	9.33	12	8	150	100
Synonyms (words of similar meanings),	43	28.67	59	39.33	13	8.67	26	17.33	9	6	150	100
Antonyms (words of opposite meanings),	37	24.67	56	37.33	22	14.67	24	16	11	7.33	150	100
Homonyms (words of same spelling but of different meanings),	33	22	56	37.33	17	11.33	32	21.33	12	8	150	100
Homophones (words having same sounds),	33	22	50	33.33	26	17.33	32	21.33	9	6	150	100
Collocates (words that go together),	27	18	41	27.33	25	16.67	35	23.33	21	14	150	100
Affixes (word part or parts),	28	18.67	57	38	18	12	34	22.67	13	8.67	150	100
Dictionary,	50	33.33	50	33.33	17	11.33	17	11.33	16	10.67	150	100
Word notebooks(to	34	22.67	41	27.33	23	15.33	41	27.33	11	7.33	150	100

record new words),													
Help from friends,	30	20	36	24	30	20	42	28	12	8	150	100	
Memorize new words,	22	14.67	48	32	31	20.67	33	22	16	10.67	150	100	
Associations (relating words of same meaning or sound),	33	22	36	24	21	14	38	25.33	22	14.67	150	100	

In the table 4.7 there are a clear data that depicts the number of respondents and their percentage which elicit the VLS students employed to boost their word capacity. Concerning contextual clues, 60 (40%) and 59 (39.33%) of the respondents confirm that they have always or often used contextual clues to find out the meaning of new words respectively. These data imply that nearly 80% of the students practically employed this strategy to learn vocabulary. As a subject teacher, the data do not show the existing situation because there is no clear position in the students' text book that display the contextual clue VLS explicitly. Teachers might teach contextual clue strategy that is why students used it. However, 12 (8%) of the students replied that they never used this strategy and 13 (9 %) of them rarely used, still 9 (6%) were unable to decide. Altogether not more than 20% of the respondents does not normally use the contextual clues to learn new vocabularies.

As for synonyms one of the VLS, 43 (28.67%) and 59 (39.33%) of the students replied that they always and often used synonyms to learn new words respectively while few students, 9 (6%), never employed this strategy to learn vocabulary and 26 (17.33%) of them rarely used and still the remaining 13 (8.67%) were unable to decide. From these data we can deduce that many students use synonyms to learn new vocabulary or we can say that many of them had good awareness of this strategy.

Concerning antonyms, some 83 (51%) of the students confirm that they used this VLS whereas 11 (7.33%) of them never at all employed it and 16% respondents rarely used and 22 (14.67%) of them were undecided. From these data one can infer that this strategy is not implemented by 49% of the students to learn new vocabularies. This might be one factor that affects students' word power development.

As for homonyms, 33 (22%) and 56 (33.33%) of the respondents replied that they always and often used this strategy to learn new vocabulary respectively while 12 (8%) respondents never used this strategy at all and 32 (21.33%) rarely used and still other respondents 17 (11.33%) were undecided. We can infer from these data more than 40% of the students did not implement this VLS to capacitate their word power although more than 55% used it.

Concerning homophones, more than 89 (55%) of the respondents employed this VLS to see the sound relation of words while other 9 (6%) never and 32 (21.33%) rarely used this strategy to learn vocabulary and still some other respondents 26 (17.33%) were unable to decide. Around 45% of the respondents almost did not implement homophones to study vocabulary. This might have some impact that affect students' word power development.

As for collocation, 27 (18%) and 41 (27.33%) of the students responded that they always and often used this vocabulary learning strategy to boost their word power respectively whereas 21 (14%) of them never used collocation and 35 (23.33%) rarely employed, and the remaining 25 (16.67%) were undecided whether they used this strategy or not. We can deduce from the data that more than 55% of the students almost did not use collocation to study vocabulary. The researcher as a subject teacher, collocation almost was not included as a VLS in the students' text book. Some teacher might include collocation when they are teaching that is why some 45% of the respondents approved they used collocation as vocabulary learning strategy.

One major word building method is affixes. More than 89 (55%) of the respondents replied that they used this strategy to learn vocabulary. However, 13 (8.67%) of the students never used this strategy to capacitate their word power and 34 (22.67%) rarely employed. The remaining 18 (12%) of them were undecided. In fact, affixes are a prevalent vocabulary learning strategy that many a time depicted in the students text book. Even so nearly 45% of the students gave insufficient emphasis to this strategy to learn vocabulary. Hence this might create an impact to hamper students' word capacity.

Concerning using dictionary, 50 (33.33%) and 50 (33.33%) of the respondents replied that they always and often used dictionary to find the meaning of new vocabulary equally and respectively. Nevertheless, 16 (10.67%) of the students never used it to find out the meaning of new words and 17 (11.33%) rarely used and the remaining 17 (11.33%) were unable to decide. We can infer

from these data that more than 66% of the students are dependent on dictionary to learn the meaning of the new vocabulary, which is not as such a recommended strategy to study words as some scholars suggested.. It seems a paradox that in a position where nearly 80% of the students using contextual clues, we never expect such percentage of the students are dictionary dependent.

Do the students use note books to record new vocabulary for a study purpose? Concerning note book, 75 (50%) of the students had the experience to use note book to record new vocabulary they encounter whereas 11 (7.33%) never and 41 (27.33%) rarely employed note book to record new words. Having not experienced using note books could be factors that affect students' word capacity.

As for getting help from friends, some 44% of the students confirm that they get help from friends always and often to learn vocabulary while 12 (8%) never and 42 (28%) rarely get help from friends to learn new vocabulary. The remaining 30 (20%) did not decide whether get help from friends or not. Team work should have been encouraged but 56% of the respondents did not get help from friends to learn new vocabulary. If they use this strategy, they can get the two side advantages. They can learn how to use the new vocabulary and make it unforgettable

To memorize new words, 22 (14.67%) and 48 (32%) of the students replied that they always and often used memorization to make the new vocabulary part of their words. However, 16 (10.67%) of the students never used to memorize new vocabulary and 33 (22%) rarely. Still others 31 (20.33%) were unable to decide. In fact this strategy is helpful if they use it; however, more than 50% did not use memorization to study new vocabulary. This might be the factor for the discouraging word capacity of the learners.

Do students use association to boost their word power? As for association, some 69 (46%) of the respondents confirm that they used association to learn new vocabulary while 10.65% never at all used this strategy and 38 (25.33%) rarely. Still others 21 (14%) did not decide whether they used association or not. We can infer from the data that majority of them do not use this vocabulary learning strategy. Associating words either to the meaning or sounds of the new vocabulary gives students good opportunity to relate one word with another. The researcher witnesses that this strategy did not directly use in the students' text book and the students did not learn this strategy.

In general, students use each vocabulary learning strategy to some extent and contextual clues to a large extent whereas they employ association and collocation to a minor extent. There is no 100% implementation of VLS in any way. These or the inconsistent uses could be feasible factors that affect students' vocabulary development and use.

4.2.6 Items on Students Not Using Vocabulary Learning Strategy

What hinders students use VLS to increase their word power is discussed and analyzed below this table.

Table 4.8 Students' Responses Regarding Items on Reasons for Students Not Using Vocabulary Learning Strategy

Students Not Using VLS due to Lack of ...	Number of Respondents										Total	
	Always		Often		Undecided		Rarely		Never			
	No	%	No	%	No	%	No	%	No	%	No	%
Sufficient strategy lesson,	33	22	32	21.33	21	14	33	22	31	20.67	150	100
Self confidence,	33	22	32	21.33	20	13.33	19	12.67	48	32	150	100
Interest to learn them,	36	24	23	15.33	19	12.67	20	13.33	42	28	150	100
Enough word knowledge,	21	14	26	17.33	33	22	38	25.33	32	21.33	150	100
Strategy use training,	35	23.33	36	24	29	19.33	36	24	23	15.33	150	100
Support and encouragement,	27	18	36	24	23	15.33	38	25.33	26	17.33	150	100
Sufficient classroom practice,	32	21.33	31	20.67	23	15.33	34	22.67	30	20	150	100

In table 4.8, more than 64 (43%)of the respondents always and often had lack of sufficient VLS lesson so that they were unable to implement the strategies whereas 31 (20.67%) of the students confirm that they had no lack of adequate VLS lesson and another 33(22%)rare had lack of sufficient VLS. Some 21 (14%) were unable to decide whether due to lack of sufficient VLS or *not. They failed to determine.* The data infer that almost 57% of the students had sufficient VLS lesson. However, we can clearly observe that these students had problems in their implementation

of the strategies as discussed in the caption 4.7. The other 19 (12.67%) rarely had confidence and the remaining 13.33% were unable to decide. Altogether around 57% had confidence to employ VLS. If they had such number of confidence so what would be the reason for not using VLS?

As for self confidence, again 43% of the students had lack of self confidence in using VLS to increase their word power while 32% never had lack of self confidence in using VLS. If students had confidence, they would implement the VLS to boost their word capacity. Nevertheless, in the tabulate 4.7 displays to a large extent that students almost do not use the VLS such as collocation and association to capacitate their word knowledge. The researcher thought that they might have confidence but insufficient awareness to utilize the VLS properly.

Concerning word interest, 36 (24%) and 23 (15.33%) respectively had lack of interest to learn vocabulary and that is why they are unable to use VLS while 42 (28%) had no lack of interest to learn and implement the VLS and 20 (13.33%) rarely had lack of interest to learn and use it. The remaining 19 (12.67%) were unable to decide whether they had lack of interest to learn and implement VLS. As the data display high number of respondents had interest to learn and use VLS. As mentioned in table 4.2 students had high interest in learning vocabulary whereas concerning its implementation only to some extent agreeable in table 4.7.

As far as word knowledge is concerned not more than 31% of the respondents replied that they had lack of word knowledge always and often respectively while 21.33% never had lack of word knowledge and 25.33% rarely had and still others 22% were uncertain. We can infer from this data that many students had no lack of enough words. Although students confirmed that they had no lack of word knowledge, the students' word capacity did not confirm this truth. As a subject teacher I can witness that students' word knowledge is eventually deteriorating and reaches a shocking stage.

Do students get training on VLS? More than 71 (47%) of the respondents replied that they had lack of training on VLS always and often respectively whereas 23 (15.33%) responded that they had no lack of training on VLS and 36 (24%) rarely had lack of training ,and still others 36 (19.33%)were uncertain. There is no clear curriculum in the preparatory level to train students on the issues VLS and students might infer the training what the teacher employed in the class the strategies depicted in the text book.

Did the students get support and encouragement to use VLS? Giving support and encouragement makes students more alert to use the vocabulary learning strategy. However, 27 (18%) and 36 (24%) of the respondents always and often had lack of support and encouragement to implement VLS respectively while 26 (17.33%) never had lack of support and encouragement and 38 (25.33%) rarely had. The remaining 23 (15.33%) were unable to decide. This implied that to a large extent students get support and encouragement to use VLS so what hampers students to implement the strategies? Is it lack of sufficient practice?

More than 41% of the students confirmed that they always and often had lack of sufficient practice respectively. Practice is a royal road to perfection. We cannot imagine sufficient word capacity without adequate practice. In fact, 20% proved that they had sufficient classroom practices and other students 22.67% rarely had lack of practice. 15.33% of the students had doubt whether they made classroom practice on VLS or not. Anyhow, classroom practice is observable as the data displayed to some extent.

As the researcher observed and knew the present situation of the learners, word practice and implementation are a deep-rooted problem that students face day- by- day due to insufficient vocabulary strategy training and the approach of the students' text book is not impressive. This can be the other feasible or tangible reasons for the deteriorating word capacity of the students. In fact, students might learn vocabulary but they have little or no room to employ the new vocabulary they have learnt and implementation of VLS to learn the new word is not focused; however, the more the students know the vocabulary learning strategy, the better they easily capacitate their word potential and the easier they learn the language as Schmitt (1977) indicated.

4.3 Interpretation and Analysis of Data Obtained from Classroom Observation Checklist

Observation is one of the key tools to figure out the existing situation or current circumstance of teaching and learning. To know **the factors that affect vocabulary learning strategy and use**, class observation makes the research outcome tangible and feasible. Using the following observation checklist, the researcher has made a clear and precise interpretation and discussion of each table with respect to the observation I have made.

4.3.1 What the Teachers Do during the Lesson

Language teachers in Ambo Preparatory School are almost all MA holders in TEFL so that they should be well aware of what they do during the lesson. The researcher has observed five grade 11 English teachers when they teach the vocabulary lessons. I gave them code (A,B,C,D and E) for each teacher to differentiate them easily what I observed and in order to get convenience for research interpretation and discussion.

During the first week observations on 25-7-2009, the researcher made classroom observation of the each class teachers under code A, B ,C, D and E the lesson ‘**Words and expressions**’ from the passage ‘ **The tale of a tap**’ on page 199-201.

Lesson 1

Exercise 6: Explain the following in your own words

1. A light heart (line 1)
2. A foggy head (line 1)
3. A humming and hawing (line 9)
4. Out of the corner of my eye (line 19)
5. On a collision course (line 24)
6. Gurgle (line 25)
7. Taken anything for granted (line 55)

Correct answer:

- No worries
- Inability to think clearly...
- Beating about the bush
- Without looking directly at him
- Heading for the same place and about to collide
- A soft weak sound in the back of the throat made before dying
- Expecting something and not even giving a second chance ...

I observed while teachers were conveying the lesson and I noticed each teacher had a different approach. Code A, D and E drew the students to look back each word and expression where they appeared to guess or explain the meanings whereas code C focused on giving feedback. I observed that code B gave opportunity to implement the words or expressions properly in their own sentences. The data obtained from observation checklist might clarify more for the outcome of my class observation.

After a week I made another classroom observation on April 2, 2009. Lesson delivered on page 222-224 and the third classroom observation also on the reading part which is poem '**WHY THE OLD WOMEN LIMPS**' the vocabulary lesson taken from this poem on page 252-253 focusing on **exercise 7** and the words such as **tether, graze, pound and mend** are observed after a week. The bodies of the two lessons are stated as a sample despite the last.

Lesson 2

Passages: **Disability is no obstacle to success**

The passages are about Kibuuka, Prudence and Helen . They are all disabled people but competent. The lesson focused on vocabularies.

Exercise 3 **Find words and expressions with these meanings in the text**

- a. Long narrow piece of wood or plastic that you fasten to boots so you can move across snow. (Kibuuka)
- b. An international sports event for disabled people (Kibuuka)
- c. Something that causes trouble or harm that has been about by an evil spirit (Prudence)
- d. When something or someone is not looked after well (Prudence)
- e. Something that prevents danger, loss or failure (Prudence)
- f. Became very successful (Prudence)
- g. Something that affects someone in an unpleasant way and makes them suffer. (Helen)

Feedback:

- Skis
- Paralympics Game
- Curse
- Neglected
- Salvation
- Thrived
- Affliction

Despite giving feedback I observed when the teachers gave opportunity to implement the words in their own sentences and I also noticed when the teachers used some of VLS in particular the contextual clues.

In fact, the students also made effort to look for appropriate words or phrases that fit with the definitions given above. The observations have been taken in such a way three times each teacher and the interpretation and the analysis was taken the average in the table.

Table 4.9 What the teachers do during the lesson

During the lesson the teacher ...	Presence of Items					
	Yes	%	No	%	total	%
Introduces the new vocabulary lesson,	4	80	1	20	5	100
Explains clearly the aims / purposes,	4	80	1	20	5	100
Defines the meanings of the new words,	4	80	1	20	5	100
Relates new words to students prior knowledge,	4	80	1	20	5	100
Explains strategy use,	2	40	3	60	5	100

As the researcher observed, 4 (80%) of the teachers introduced, explained, defined and related the new vocabulary to the students prior knowledge. However, one teacher did not entirely accomplish these VLS. Despite two teachers, I couldn't clearly see when teachers had emphasis to explain the vocabulary learning strategy. These might be one factor that made students reluctant not to employ the vocabulary learning strategies.

4.3.2 What Materials the Teachers Used for the Lessons

Table 4.10 What Materials the Teachers Used during the Lesson

Materials used for the Lessons	Presence of Items					
	Yes	%	No	%	total	%
Students textbook,	4	80	1	20	5	100
Other sources,	1	20	4	80	5	100

As the table shown above and the observations taken indicated that teachers were highly dependent on students' text while 20% was used from other sources. The researcher noticed from class observation that teachers used their own experiences to clarify or inculcate the meaning of certain words or expressions.

For example:

- Light heart: no worries
- Heavyhearted: sad
- Stonyhearted: cruel
- broken heart: grief

The text contains only the expression **light heart** but the researcher observed when one of the teachers strived to connect with the antonyms VLS in the first lesson and second part of the lesson the word **salvation** defined in both secular and spiritual ways to mean deliverance from danger and from the power of sin respectively.

4.3.3 How the Vocabulary Activity Done

Table 4.11 How the Vocabulary Activity Done

On Vocabulary Activity Type	Presence of Items					
	Yes	%	No	%	Total	%
Individual work,	4	80	1	20	5	100
Group work,	4	80	1	20	5	100
Whole class work,	1	20	4	80	5	100
Classroom work,	4	80	1	20	5	100
Homework,	3	60	2	40	5	100

The researcher observed that teachers in each code focused 80% on individual, group and classroom work whereas whole class work was rarely observed. I noticed that three teachers under code A,D and E gave homework to make sentences of their own. This in fact gave students opportunity to implement the new vocabularies.

4.3.4 Amount of Activity Given

Table 4.12 Amount of Activity Given

Amount of Activity Given	Presence of Items					
	Yes	%	No	%	total	%
Once only,	2	40	3	60	5	100
More than once,	3	60	2	40	5	100

I observed when two teachers gave students vocabulary exercises in the class once only and the other three teachers gave them even more than once. Time constraint and the large class size might be the case not to bear more exercises as I observed.

4.3.5 Activity Given for Vocabulary Strategy Uses

Table 4.13 Activity Given for Vocabulary Strategy Use

Activity Given for VLS Uses	Presence of Items					
	Yes	%	No	%	total	%
Contextual clues,	4	80	1	20	5	100
Synonyms,	3	60	2	40	5	100
Antonyms,	3	60	2	20	5	100
Homonyms,	2	40	3	60	5	100
Homophones,,	1	20	4	80	5	100
Collocates,	1	20	4	80	5	100
Affixes,	4	80	1	20	5	100
Dictionary,	0	0	5	100	5	100
Word notebooks,	0	0	5	100	5	100
Help from friends,	3	60	2	40	5	100
Memorization,	3	60	2	40	5	100
Associations,	1	20	4	80	5	100
Others...	1	20	4	80	5	100

Concerning activity given for vocabulary strategy use, I observed that teachers mainly focused 80% on strategies such as contextual clues, synonyms antonyms and affixes while I did not observe

when teachers taught the importance of dictionary and word notebooks. Homophones, collocations, associations and others were seldom focused. I also noticed that teachers asked students to define or say the meanings of the words orally which encourages memorization and to help each other.

4.3.6 Training Given on Vocabulary Strategy

Table 4.14 Training Given on Vocabulary Strategy

On Vocabulary strategy training	Presence of Items					
	yes	%	No	%	total	%
Contextual clues,	4	80	1	20	5	100
Synonyms,	3	60	2	40	5	100
Antonyms,	3	60	2	40	5	100
Homonyms,	3	60	2	40	5	100
Homophones,,	2	40	3	60	5	100
Collocates,	2	40	3	60	5	100
Affixes,	4	80	1	20	5	100
Dictionary,	1	20	4	80	5	100
Word notebooks,	1	20	4	80	5	100
Help from friends,	2	40	3	60	5	100
Memorization,	2	40	3	60	5	100
Associations,	1	20	4	80	5	100
Any other,	1	20	4	80	5	100

The researcher did not observe when teachers gave training on vocabulary learning strategy directly but implicitly they taught how to find out words meaning contextually and how synonyms, anonyms and affixes are pertinent to figure out meaning of new words. Nevertheless, dictionary, word notebooks , collocations and others were rarely taught their significance. In general, there is no formal vocabulary learning strategy training given.

4.3.7 How the Teachers Give Help and Support during Activities

Table 4.15 How Teachers Give Help and Support during the Activities

On help and support during activities, the teacher...	Presence of Items					
	Yes	%	No	%	total	%
Encourages students,	3	60	2	40	5	100
Supports students,	2	40	3	60	5	100
Gives feedback to students,	5	100	0	0	5	100

I observed that three teachers under code A ,D and E encouraged students to implement VLS and all gave feedback to the students at the end of the lesson; however, I noticed that supports given by the teachers were not sufficient. This might lead to failure not to use VLS and to boost their new vocabulary capacity.

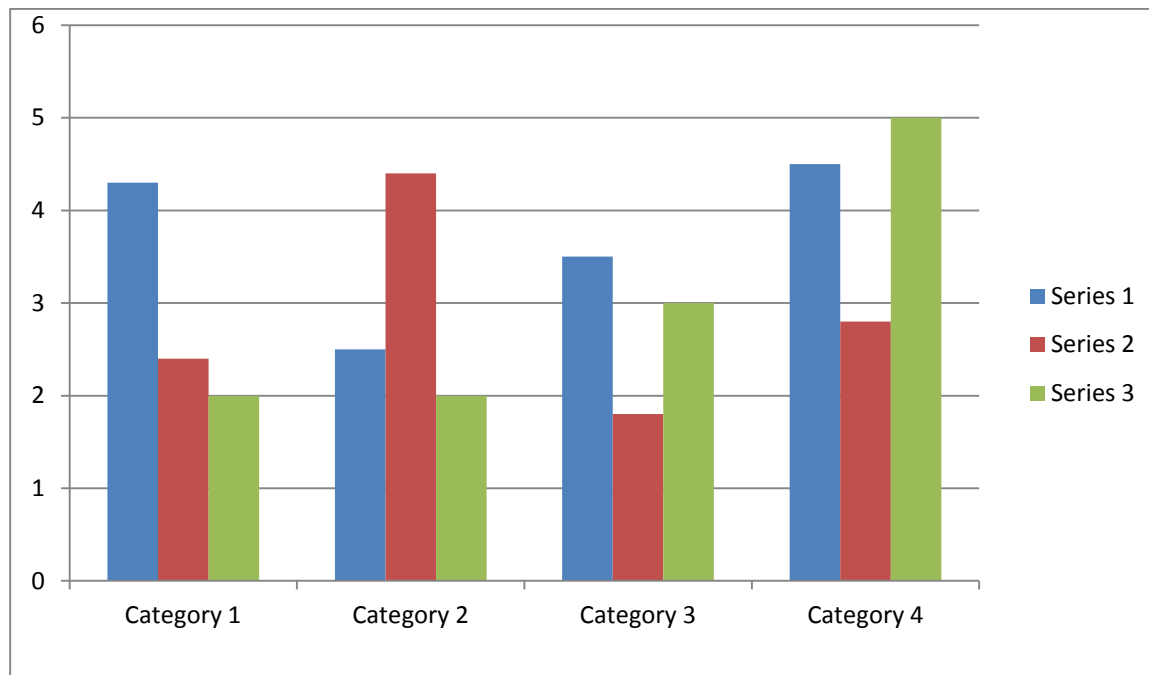
4.3.8 The Types of Vocabulary Strategy Students Used

Table 4.16 The Types of Vocabulary Strategy Students Used

Types of VS Students used	Presence of Items					
	Yes	%	No	%	Total	%
Contextual clues,	4	80	1	20	5	100
Synonyms,	4	80	1	20	5	100
Antonyms,	3	60	2	40	5	100
Homonyms,	3	60	2	40	5	100
Homophones,,	2	40	3	60	5	100
Collocates,	1	20	4	80	5	100
Affixes,	3	60	4	40	5	100
Dictionary,	1	20	4	80	5	100
Word notebooks,	2	40	3	60	5	100
Help from friends,	2	40	3	60	5	100
Memorization,	3	60	2	40	5	100
Associations,	1	20	4	80	5	100
Any other,	1	20	4	80	5	100

During class session I observed when students attempted to implement contextual clues, synonyms, homonyms and affixes efficiently more than 60% and above. They in fact tried to memorize the new vocabularies. However, Collocation and association were rarely used.

4.4 Charts on Average Data Obtained from Questionnaire and Class Observation



Category 1

- ❖ Synonyms : 54.34 %
- ❖ Memorization : 27.34%
- ❖ Association : 21%

Category 3

- Antonyms: 52.34%
- Collocation: 29%
- Homophones: 31%

Category 4

- Homonyms: 41%
- Help from friends: 30%
- Context Clues: 60%

Category 2

- ❖ Dictionary: 33.33%
- ❖ Affixes : 49.34%
- ❖ Word Notebooks : 21.34%

This chart indicated an estimated average data of questionnaire from table 4.7 **Items on Students Use of Vocabulary Learning Strategy** and data obtained from class observation checklist on table 4.13 **Activity Given for Vocabulary Strategy Use**. The horizontal denotes the series and the vertical shows the category. Under series 3 category 4 the context clues depicted the peak which is the highest point indicated that students used widely to figure out the meaning of the new words. Through class observation and the questionnaire confirmed by the students the average of

yes and **always**, the researcher noticed that 60% of the students employed the contextual clues whereas the average of **no** and **never** 14% still did not use this VLS.

Synonyms under series 1 and category 1 displayed in the chart 54.34% students always employed this vocabulary learning strategy and this has been confirmed by class observation whereas 37% collocation and 47.34% association students did not use properly these VLS. 55.34% dictionary, 43.67% word notebooks and 35.34 memorization respectively students did not use these vocabulary learning strategies.

Therefore, we can deduce from the average data given above implied that students had some awareness to implement VLS such as contextual clues, synonyms, and affixes but did not properly used and learnt others VLS. As a researcher these could be the factors that affect students' word capacity and deteriorating their language proficiency because we cannot imagine the effective progress of students' receptive and productive skills without sufficient vocabulary knowledge.

4.5 Interpretation and Analysis of Data Obtained from Teachers' Interview

Interview is another data tool that gives opportunity for the researcher to meet the interviewees face-to-face to obtain credible information in related to the title of the research- **Factors Affecting Students' Vocabulary Learning Strategy and Use**. The interpretation and the analysis of the data obtained from the interview are thoroughly discussed below the table 4.17.

Table 4.17 Data Obtained from the Interview

Nos	Items	Interviewees' Responses				
		Code A	Code B	Code C	Code D	Code E
1	How often VLS you teach	occasionally	Twice a week	Once a week	Frequently	At the beginning of the unit
2	Students' Interest to VLS	moderate	High	Moderate	High	Low
3a	Students Vocabulary Capacity	Capable to Learn	Low	Moderate	Very poor	Low
3b	Students' VLS	Insufficient	Almost have no	A few	Insufficient	Not enough
4a	Students' strong side	Eager to learn	Try to use	Make effort	Have strong ambition	Show effort

4b	Students' weak side	Unable to use	Rely on their text only	Lack of Confidence in Using	Reluctant to implement	Lack of implementing
5	How often you give activities	Once a week	Twice a week	Once a week	Twice a week	Once a week
6	Materials used	Text book	Text book	Text book	Text book and reference	Text book only
7	How often is training given to students	Not given	Once a week	Not given	Not given	Not given
8a	Strategies' students used most	guessing	Gap filling	Context clues	Synonyms and affixes	Context clues and affixes
8b	Strategies' students used least	association	dialogue	Collocation	Association and memorization	Collocation and association
9	Comment or question about the interview	No comment	Nice but the text needs change	If practicable, it contributes for a change	Better to share this for the department	Make me aware to implement the VLS

Through the interview the researcher noticed that all language teachers implemented the VLS but they employed differently. This might be due to their work experience or disparity in word exposure.

For the interview question ‘ how do you often teach VLS ?’ Each answered differently. Code A replied that VLS is taught occasionally and code D frequently. Teacher under code B, however, he taught VLS twice a week and code C once a week whereas code E is teaching VLS at the beginning of every unit. Thus we can deduce that teachers do not give equal focuses to teach VLS. Do students have interest to learn vocabulary?

Code B and D confirmed that students had high interest in vocabulary and code A and C replied they had moderate interest while code E did not agree and said that they had low interest in vocabulary learning. The evidence obtained from the students under table 4.2 and teachers in the interview can coincide to some extent that students had high interest in vocabulary learning. This actually made the research more reliable and valid.

Other than code A and C, all teachers confirmed that students had low vocabulary capacity. Yet two teachers explained that students had moderate vocabulary knowledge and capable to learn. Concerning students' VLS, despite teacher under code C, all teachers explained that students had insufficient vocabulary learning strategies. This actually had impact to have adequate word capacity. We cannot imagine high word capacity with poor knowledge of VLS. In fact, it is undeniable that a small number in each class may have some awareness concerning the importance of vocabulary learning strategies as teacher under code C indicated, so what can be students, strong side?

In the interview all teachers confirmed in one accord that Ambo Preparatory students had strong side in making effort to learn, having strong ambition, eager to learn and show effort. Such strong side never at all made the class dizzy but there are still weak side which can be the revealed factor for the current deteriorating vocabulary capacity of the students. As the teachers denoted or pointed out that students had three basic weakness:

- They have lack of confidence in using new vocabularies.
- They are reluctant to implement the words they have learnt so far.
- They rely on the text only.

Practice is the royal road to perfection. Without implementing the vocabularies they have learnt, we cannot assure that they have top word capacity. The interviewees clearly pointed out that the current word demand of the students and its implementations were not encouraging. Reading other literature books gives them more opportunity to bolster their word power but the students rely on the text only.

The more the practice is done, the more the students get opportunity to master the new vocabularies. I asked the interviewees if they gave plenty vocabulary exercises so as to practice but they answered they gave once or twice a week. This insufficient practice can hamper students' word power progress as the researcher perceived.

Concerning material used all the interviewees answered that they used mainly the text. As a researcher I commented that utilizing only the text is not adequate to build up students' word capacity. Teachers should use other material for word development.

As for giving training, almost all teachers replied that they did not give students training on vocabulary learning strategy formally but a teacher under code B said that he gave training on VLS once a week which is unbelievable. The reason is that there is no clear stated curriculum that enhances teachers to train students concerning VLS.

However, the students used guessing, contextual clues, synonyms and affixes to learn the new vocabularies as the teachers confirmed. The data pointed out in the students' questionnaire, in class observation and in the interview they employed largely, in particular the context clues whereas students rarely used VLS such as association and collocation.

At last, the interviewees made comment on the interview that the students' text needed change to focus on vocabularies and VLS. As they pointed out such research interview made awareness and contributed a lot to bring some changes. Neglecting vocabulary entangles language learning success in all aspects. In fact, teacher under code A reserved to give comment.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5. Introduction

This chapter dealt with the overall summary of the paper. It stated the overview of problem under investigation, the broad and specific objectives set to achieve its outcome, the methodology employed to conduct the research, how data was presented and analyzed, the findings and recommendations forwarded to alleviate the problems

5.1 Summary

The study was carried out to explore factors affecting students' vocabulary learning strategies and use in EFL class in Ambo Preparatory School grade eleven in focus, so that a workable and effective solution may be found and recommended.

In particular, the purposes of the study were to:

- Assess what vocabulary learning and uses strategies were taught in class.
- Find out the value of vocabulary learning strategies students were using to learn the language.
- Explore students' interest in learning vocabulary learning strategies.
- Investigate whether or not the vocabulary learning strategies taught in class were appropriate or not.

In order to attain or achieve the above research objectives, relevant data were gathered through, classroom observation, questionnaire and interview. The quantitative and qualitative data obtained through questionnaire, class observation and interview respectively were analyzed with the aid of descriptive statistics such as frequency, and percentage.

The results of the study depicted that there was no consistent emphasis given by EFL teachers for vocabulary learning strategies despite some strategies such as contextual clues, synonyms, and affixes whereas collocations and associations were almost neglected.

As the findings indicated that students did not have equal awareness concerning VLS and hardly implemented the vocabularies they have learnt. They did not properly use the new vocabulary in the productive skills. This could be the factors that hamper to capacitate their word power.

The study also revealed that students had the interest in vocabulary learning but lack of implementation was observed. Frequent attention was not given to boost their word capacity and clear interest on VLS was not seen for they did not properly learn about the importance of vocabulary leaning strategies with emphasis.

The findings pointed out that EFL teachers taught vocabulary but did not train how to use vocabulary learning strategies.

To put in a nut shell, VLS and word implementation did not go hand-in-hand and these could be the factors affecting students' word capacity as the current vocabulary capacity of the students indicated.

5.2 Conclusion

Based on the discussion of the data, the following conclusions were drawn:

The findings showed that vocabulary learning and uses of strategies was not taught in class. Vocabulary is indispensable part of the language component. We cannot imagine effective language proficiency without sufficient word capacity. In both receptive and productive skills, vocabulary plays a significant role to make students efficient and proficient in the language mastery.

The researcher has already noticed from the outcomes of the findings displayed that each teacher has different emphasis and attention to vocabulary and vocabulary learning strategies. Secondly, students have insufficient awareness to the importance of vocabulary learning strategies and the implementation of new vocabulary to capacitate their word power. In fact, they have some knowledge to certain vocabulary learning strategies such as contextual clues, synonyms and affixes as the research findings displayed,

This research project pointed out that students do not have sufficient knowledge about vocabulary learning strategies such as collocation and association ,and even teachers have hardly given attentions to these strategies . Moreover, the student text contained none of them

As the study showed the current vocabulary teaching was not satisfactory and they did not learn the vocabulary learning strategies properly and in focus. In fact, students have insufficient awareness to the importance of vocabulary learning strategies and the implementation of new vocabulary to capacitate their word power.

Finally, teachers also did not give formal training on vocabulary learning strategies and this can be factors that affect students' vocabulary learning strategy and use. As the researcher perceives this can be a problem in all Ethiopian schools.

5.3 Recommendations

The following recommendation points have been suggested and stated to all the concerned bodies such as curriculum designers, universities, teachers and students to alleviate the problems:

5.3.1 Recommendations on VLS

- Knowing the current word capacity of the students, government should wake up all the concerned bodies to alleviate the problems.
- Curriculum and syllabus designers should include all vocabulary learning strategies in particular collocation and association in the students' text book and change the vocabulary learning approach in a more palatable and impressive ways for the activities in the text are not as such enhancing students to implement.
- It would be advisable if universities gave vocabulary learning strategies as an independent course for language teachers.
- In-service training should be given for teachers to bring awareness and focus to the vocabulary learning strategy.
- Teachers must pay equal attention to vocabulary learning strategies and train their students how to implement.
- It would be advisable if students should use all the available vocabulary learning strategies to boost their word power.

5.3.2 Recommendation on Future Study

- Further study needs to be carried out on vocabulary learning strategies and use on a large scale to reach a more reliable conclusion
- Assessing the current vocabulary capacity of students in a large scale research in connection with VLS and how to encourage learners to implement the new words in productive skills.

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Appendix 1

STUDENT QUESTIONNAIRE

Part I: - Aims and Instructions of the Questionnaire

Dear students, this questionnaire are designed for the purpose of educational research for post graduate study at Adama Science and Technology University (ASTU), School of Social Science and Humanities, Department of English. Its main aim is **to assess factors affecting students' use of vocabulary learning strategies at Ambo Preparatory School.** Therefore, your genuine responses to the entire questions are extremely valuable for the study.

The questionnaire has **4 (four)** pages, which are composed of instructions and different questions under **3 (three)** parts. **Part One** deals with the purposes of the study and instructions on how to complete the questionnaire. **Part Two**, which has **5 (five)** questions, is meant to obtain background information on respondents. Next, **Part Three**, which is consists of **various sub sections and** questions, is designed to obtain data for the study about factors affecting use of vocabulary learning strategies to learn the EFL lesson, in general.

So, you are politely requested to read all questions carefully and to respond honestly to provide the required information. You can provide your answer by making an “**X**” or “**√**” mark in the boxes given in front of the choices. Finally, the producer of the questionnaire likes to disclose that she/he is greatly indebted to all people, who will take part in providing information to the study by filling out the questionnaire. Moreover, the help received will be greatly acknowledged in the paper.

Thank You!

Part II: - Respondents Background Information

Direction: - The following items are prepared to get some information about, you, respondents. So, please provide your answer by making an “X” or “√” mark in one the boxes given in front of the choices.

2.1 Gender: - A. Male ☐ B. Female ☐

2.2 Grade level: - A. 11th ☐ B. 12th ☐

2.3 Your interest to learn English?

A. Very high ☐ B. High ☐ C. Undecided ☐ D. Low ☐ E. Very Low ☐

2.4 Your interest to learn English vocabularies?

A. Very high ☐ B. High ☐ C. Undecided ☐ D. Low ☐ E. Very Low ☐

2.5 Have you used any techniques (ways) to learn new vocabularies?

A. Always ☐ B. Often ☐ C. Sometimes ☐ D. Rarely ☐

Part III: - Items about Vocabulary Learning Strategies Taught in Class

Direction: - The following questions are about the types of vocabulary learning strategies you are taught in class during English lesson. So, please indicate your answer by making an “X” or a “√” mark only in one of the boxes given in front of the choices.

3.1 Items on Vocabulary Lesson

R.N		Always	Often	Undecided	Rarely	Never
	1. The English teacher					
1.1	Explains the aim and purpose of each vocabulary lesson,					
1.2	Provides the definition of new vocabularies in each lesson,					
1.3	Relates the meaning of new words to students' prior knowledge,					
1.4	Explains clearly vocabulary learning strategies from the text,					
1.5	Encourages students' to use their own ways to learn new words,					
1.6	Provides vocabulary lessons from other materials,					
1.7	Presents vocabulary strategies students already know,					

3.2 Items on Vocabulary Activities

R.N	2. The English teacher gives vocabulary questions.....	Always	Often	Undecided	Rarely	Never
2.1	As classroom work,					
2.2	As homework					
2.3	So that students can use what has been learned in situations,					
2.4	For individual work,					
2.5	For group work,					
2.6	In every test,					
2.7	In every exam,					

3.3 Items on Vocabulary Learning Strategy Lesson

R.N	3. I know we learned vocabulary strategies in English class, such as.....	Always	Often	Undecided	Rarely	Never
3.1	Contextual clues (get meaning from words, phrases, sentences...),					
3.2	Synonyms (words of similar meanings),					
3.3	Antonyms (words of opposite meanings),					
3.4	Homonyms (words of same spelling but of different meanings),					
3.5	Homophones (words having same sounds),					
3.6	Collocates (words that go together),					
3.7	Affixes (word part or parts),					
3.8	Dictionary,					
3.9	Word notebooks (to record new words),					
3.10	Help from friends,					
3.11	Memorize new words,					
3.12	Associations (relating words of same meaning or sound),					

3.4 Items on Students Use of Vocabulary Learning Strategies

		Always	Often	Undecided	Rarely	Never
R.N	4. I remember using vocabulary learning strategies, such as.....					
4.1	Contextual clues (get meaning from words, phrases, sentences...),					
4.2	Synonyms (words of similar meanings),					
4.3	Antonyms (words of opposite meanings),					
4.4	Homonyms (words of same spelling but of different meanings),					
4.5	Homophones (words having same sounds),					
4.6	Collocates (words that go together),					
4.7	Affixes (word part or parts),					
4.8	Dictionary,					
4.9	Word notebooks(to record new words),					
4.10	Help from friends,					
4.11	Memorize new words,					
4.12	Associations (relating words of same meaning or sound),					

3.5 Items on Students not Using Vocabulary Strategies

		Always	Often	Undecided	Rarely	Never
R.N	5. I haven't used vocabulary strategies, due to lack of.....					
5.1	Sufficient strategy lesson,					
5.2	Self confidence,					
5.3	Interest to learn them,					
5.4	Enough word knowledge,					
5.5	Strategy use training,					
5.6	Support and encouragement,					
5.7	Sufficient classroom practice,					

END OF QUESTIONNAIRE ITEMS
THANK YOU VERY MUCH

Appendix 2

CLASSROOM OBSERVATION CHECKLIST

School: - _____ Academic Year: - _____
 Semester: - _____ Grade Level: - _____ Section: - _____ Shift: - _____
 Chapter: - _____ Topic: - _____ Page: - _____
 Period: - _____ Duration: - _____ minutes, Date of Observation: - _____
 Class Teacher (Code): - _____ Observer: - _____

R.N	Detail of Classroom Observation Items	Presence of Item		Remark
		Yes	No	
1.	During the lesson, the teacher...			
1.1	Introduces the new vocabulary lesson,			
1.2	Explains clearly the aims / purposes,			
1.3	Defines the meanings of the new words,			
1.4	Relates new words to students prior knowledge,			
1.5	Explains strategy use,			
2.	For the lesson, the teacher used materials from....			
2.1	Students textbook,			
2.2	Other sources,			
3.	On vocabulary activity type....			
3.1	Individual work,			
3.2	Group work,			
3.3	Whole class work,			
3.4	Classroom work,			
3.5	Homework,			
4.	On amount of vocabulary activity....			
4.1	Once only,			
4.2	More than once,			
5.	Activity given for vocabulary strategy uses			
5.1	Contextual clues,			
5.2	Synonyms,			
5.3	Antonyms,			
5.4	Homonyms,			
5.5	Homophones,,			
5.6	Collocates,			
5.7	Affixes,			
5.8	Dictionary,			
5.9	Word notebooks,			
5.10	Help from friends,			
5.11	Memorization,			
5.12	Associations,			
5.13	Others...			
6.	On vocabulary strategy training....			
6.1	Contextual clues,			

	6.2	Synonyms,			
	6.3	Antonyms,			
	6.4	Homonyms,			
	6.5	Homophones,,			
	6.6	Collocates,			
	6.7	Affixes,			
	6.8	Dictionary,			
	6.9	Word notebooks,			
	6.10	Help from friends,			
	6.11	Memorization,			
	6.12	Associations,			
	6.13	Any other,			
7.	On help and support during activity, the teacher ...				
	7.1	Encourages students,			
	7.2	Supports students,			
	7.3	Gives feedback to students,			
8.	Type of vocabulary strategy students used....				
	8.1	Contextual clues,			
	8.2	Synonyms,			
	8.3	Antonyms,			
	8.4	Homonyms,			
	8.5	Homophones,,			
	8.6	Collocates,			
	8.7	Affixes,			
	8.8	Dictionary,			
	8.9	Word notebooks,			
	8.10	Help from friends,			
	8.11	Memorization,			
	8.12	Associations,			
	8.13	Any other,			

Appendix 3

INTERVIEW CONSENT FORM

Teacher Interview Agreement Form on Students' Vocabulary Strategy Use

Dear interviewee, this form is prepared to get your informed consent thereby to take part and provide data to the interview prepared for educational study for post graduate program at ASTU, School of Social Sciences and Humanities, Department of English. The aim of this face-to-face interview is to obtain data on factors affecting the use of vocabulary learning strategies, at Ambo Secondary and Preparatory School.

Therefore, your genuine responses to the entire interview are extremely valuable. So, when you are taking part in this interview session, you will be asked questions factors affecting the use of vocabulary learning strategies in EFL classes in the school.

The information you provide will be kept confidential and you won't be identified. You are also free to withdraw from the interview any time without any penalty. If you have any enquiry about the study and the procedures of providing data (answering questions), you are at liberty to ask the researcher at any time. You can also contact ASTU for any information on the study.

I understand that the data collected will be used to examine factors affecting the use of vocabulary learning strategies in EFL lessons. So, I consent that the data is going to be used in this manner only and I also saw the researcher sign to use the data for the purpose indicated.

If you wish to take part in this study please put your name and sign below.

Name_____, ***Sign***_____, ***Date***_____.

I, the researcher, consent to use the interview data as described above.

Name_____, ***Sign***_____, ***Date***_____.

Appendix 4

TEACHER INTERVIEW GUIDE

Dear teacher, welcome to this face-to-face interview session!

1. Please tell me how often you will teach vocabulary learning strategies?

2. Tell me also about your students' interest towards learning vocabulary strategies?

3. Now let me ask you two related questions, that is, about your students' English vocabulary capacity and their vocabulary learning strategy capacities?

3.1 Students' English vocabulary capacity?

3.2 Students' vocabulary learning strategy capacities?

4. Next, tell me about students' strong and weak sides in using vocabulary strategy?

4.1 Students' strong sides?

4.2 Students' weak sides?

5. How often do you give students activities to use vocabulary learning strategies?

6. What materials will you use to teach and give tasks on vocabulary strategy?

7. How often have you given training to students on vocabulary learning strategies?

8. Tell me about the vocabulary learning strategies students use the most and the least?

8.1 The strategies students use the most?

8.2 The strategies students use the least?

I have finished my questions. Let me give you the chance if you have any comments or questions about the interview.

Thank you!