



ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

**AN INVESTIGATION OF VOCABULARY LEARNING STRATEGIES
USED BY EFL STUDENTS: THE CASE OF 10TH GRADE HIGH AND
LOW ACHIEVERS AT AMBO SECONDARY SCHOOL**

BY

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Abstract

This study was designed to investigate vocabulary-learning strategies used by High and Low achiever students at Ambo Secondary School. The research questions asked were: what the similarities and differences between high and low achievers in using vocabulary learning strategies?, what the most and the least used sub-categories of vocabulary learning strategy for the high achiever?, and was there the relation between use of vocabulary learning strategies and language learning achievement? A questionnaire was administered to 130 students of whom 65 were high achievers and 65 were low achievers, from Ambo Secondary School. A questionnaire was designed using Schmitt (1997) model modification. Descriptive data analysis was used to analysis data. Both qualitative and quantitative data analysis were used to describe the information taken from the questionnaire. This thesis implies that there was a relationship between vocabulary learning strategy use and language learning achievement. The analysis of data showed that the most frequently used strategy of vocabulary learning strategy by high achievers was 'the strategy of taking vocabulary note in class' the mean of '4.1538' and the least strategy used by high achievers was the strategy 'I use physical action when I learn a word (mean=2.3538). On the low achievers side, the most frequently used strategy were 'I write new English words several times (Mean=3.6462), I take vocabulary note in class (Mean=3.5846). In opposite to these strategies, the least vocabulary learning strategies used by low achievers were 'I make my sound a loud while study words (Mean=2.2923).

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List of Abbreviations used and Acronyms

FL Foreign language

EFL English as a Foreign Language

ESL English as a Second Language

LLS language learning strategies

SL Second language

SILL Strategy Inventory for Language Learning

TEFL Teaching English as a foreign language

VLS Vocabulary learning strategies

CHAPTER ONE

1. Introduction

This chapter presents background of the study, statement of the problem, general objective, and specific objectives. It also presents research questions, significance of the study, scope the study, limitation of the study, definition of words in this study and organization of the study.

1.1. Background of the Study

English is the most widely learned, read, and spoken language the world has ever known. Thus, lexical knowledge is considered as an important part and the foundation of learning English as a Second Language (ESL) and English as a Foreign Language (EFL). Mastering a new word certainly involves such abilities as form recognition (pronunciation, spelling, derivations) and knowing its dictionary meaning. McCarthy (2001) explained that “vocabulary forms the biggest part of the meaning of any language, and vocabulary is the biggest problem for most learners” (P.12). However, the history of language learning in ancient time was not considered how vocabularies play in language learning. Vocabulary learning strategies (VLS) are a part of language learning strategies which are receiving more attention since the late 1970s and their investigation has advanced our understanding of the processes learners use to develop their skills in a second or foreign language.

The amount of second language vocabulary knowledge (L2) can help as a predictor of L2 learners’ knowledge. Therefore, in present time, vocabulary learning is given consideration. This is because of understanding how vocabulary plays a key role in the whole process of second language (L2) or foreign language (FL) learning. One cannot speak, understand, read or write a foreign language without knowing a lot of words (Rubin and Thompson, 1994). Because of this, vocabulary is considered as basic unit of language forms. This mean, without knowing sufficient vocabulary, learners rarely

communicate or express their ideas effectively. Therefore, vocabulary is generally considered by researchers as an essential factor in language competence.

Nowadays, communicative approach of language teaching has emphasized and recognized that the vocabulary learning strategies that students use have greater impact on the success of their vocabulary learning (Hatch and Brown, 1995 P.44). Teaching English as a foreign language (TEFL) is challenging. Vocabulary is the one that is difficult to teach. Simpson (2009) claimed that a vocabulary teaching comprises four different kinds of vocabulary: first, aural vocabulary-the words we hear. Second, reading vocabulary- the words we read. Third, spoken vocabulary – the words we speak and fourth, writing vocabulary- the words we write (P.38).

Thus, learning vocabulary is very significant to know the meaning of words in order to perform effective communication in English language. It also helps learners to expand their knowledge of vocabulary in second language learning. As a result, the researcher thinks that if the learners use various approaches to vocabulary learning as well as if they realize appropriate sense relations of words while they are learning English vocabulary in the classroom, then, the learners can easily recognize the vocabulary of the language.

In this regard, Harmer (1991) states that the importance of vocabulary in learning is to help the learners know the meaning of new words and its usage (i.e. knowledge of collocations, metaphors, synonyms, idioms, connotations, denotations, etc.). It also helps them for word formation (for instance, to know affixes such as prefixes, suffixes, etc). This means, learning vocabulary is considered as an essential part when communicating in second or foreign language. Beside, vocabulary learning strategies (VLSs) are very important steps taken by the learners who studies English language to acquire new English words. Therefore, language learners must have knowledge of vocabulary learning strategies, and use them in learning vocabulary in order to achieve success in language learning.

According to Gu and Johnson (1996), the most successful learners use a wide range of vocabulary learning strategies and this in turn help them be successful vocabulary learners and language learners in general. By contrast, less successful learners use limited range of vocabulary learning strategies inappropriately (P.98).

The students learn English for four periods per week for forty minutes in each period. The students have no exposure to English outside the classroom which is very essential to improve their vocabulary as well as their English language proficiency. Inadequacy in vocabulary may be one factor that affects the students' language achievement negatively. As the experience of the researcher, still many of them cannot express their ideas fluently, and cannot do English examinations well.

The basic issue which needs to be emphasized here is to give attention at investigating vocabulary learning strategies used by high and low while attempting to learn new vocabularies.

1.2. Statement of the Problem

According to Allen (1983), students not only communicate in words but also they do most of their thinking in words because words are the tools they use to think, to express ideas and feelings, as well as to explore and analyze the world around them(P.82). Thus vocabulary knowledge should be a priority goal for learners, who wish to be independent and successful in their studies since without vocabulary there is no communication. In other words, vocabulary knowledge allows the learners to use the language in the way they want.

On the other hand, vocabulary-learning strategies are important element in foreign language learning because if learners have an interest in learning English vocabulary by using the most frequently used strategies, they can easily recognize the meaning of new words in English language. Using variety of language learning strategies in general and vocabulary learning strategies in particular are some among the various factors that

contribute a lot to successful foreign language learning. Although there are many factors that make students successful or unsuccessful in language learning, using or not using appropriate vocabulary learning strategies might be one among them. Further, unable to use appropriate vocabulary learning strategies may lead students not to have sufficient vocabularies and this may lead our students to lose interest in learning English language. As a result, most of our students are weak in using English for communication.

Thus, the purpose of this research as a language teacher was to investigate vocabulary learning strategies used by EFL students in the case of 10th grade high and low achievers at Ambo Secondary School. The reason that initiated the researcher to carry out this study was the researcher frequently observed that students encountered difficulties in using foreign language vocabularies in their daily live communication. In addition to this, the researcher himself faced the same difficulty when he was a high school student. The researcher also often hears teachers complaining that the students do not use enough vocabulary to communicate with their group in group discussions.

1.3. Objectives of the Study

The study had the following objectives.

1.3.1. General objective

The general objective of this study was to find out vocabulary learning strategies used by high and low achievers and see the relationship between vocabulary learning strategy use and learning achievement.

1.3.2. Specific Objectives

The specific objectives of the study were:

- ❖ Investigate the similarities and the differences between high and low achievers in using vocabulary learning strategies.
- ❖ Assess the most and the least used sub-categories of vocabulary learning strategy for the high achievers and for the low achievers.
- ❖ See the relationship between use of vocabulary learning strategies and language learning achievement.

1.4. Research Questions

To carry out the study, the researcher proposed the following questions:

1. What similarities and differences existed between high and low achievers in using vocabulary learning strategy?
2. What were the most and the least frequently used Sub-categories of vocabulary learning strategies used by high and low achievers?
3. Was there strong relationship between vocabulary learning strategy use and language learning achievement?

1.5. Significance of the Study

It hoped that the findings of this study have the following significances. First, the study help the teachers to identify most frequently used vocabulary learning strategies that would be used by high and low achievers with the reasons behind their choices of vocabulary learning strategies use. Having the knowledge of frequently used vocabulary learning strategies by high-achieving students, teachers can set examples for low-achieving students through peer learning of vocabulary strategies. Secondly, the findings of the study may be hopefully contribute to the process of teaching and learning English by providing hints on the vocabulary learning strategies that can be implemented inside

the classroom and may also help our students to increase their comprehension ability. Thus, investigating the type of vocabulary learning strategies employed by our students may be important on the problems that students come upon in learning vocabulary. Thirdly, the study may serve as a base for the other researchers that are going to conduct further studies on such type of related problem.

1.6. Scope of the Study

The study focuses on investigating vocabulary learning strategies used by EFL students in the case of grade 10th high and low achievers students at Ambo Secondary School. Sixteen classrooms have 625 students. To make this study manageable, the researcher is delimited to grade ten students at Ambo Secondary School found in Ambo town about 125km west of Addis Abeba. The reason for this restriction was that the researcher has been teaching there and familiar with the situation in that school.

1.7. Limitation of the Study

Some of the challenges that were encountered during the study were the following: Firstly, a number of participants who took part in the study were selected only from Ambo Secondary School due to time constraints. This is not enough to generalize about the whole high school students in Ambo town. Secondly, the examinations whose results were used to categorize the respondents into high and low achievers were not standardized ones since they were prepared by the classroom teacher. However, the researcher used the role to separate high and low achievers. Therefore, it was difficult to check the validity of the examinations. Thirdly, although there was lack of internet access because of the announcement of state emergency in Ethiopia and absence of reference materials the researcher went to Addis Abeba University for internet access and reference materials.

1.8. Organization of the study

This thesis embodies five chapters. Chapter one deals with introduction of the study, which contains background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope the study, limitation of the study and definition of words used in this study. Chapter two deals with the review of related literature more importantly, it explains the importance of the vocabulary, vocabulary learning strategies, taxonomies of vocabulary learning strategies as well as review of empirical studies. Chapter three of this study is concerned with research methodology. Specifically, research design, research setting, target population of the study, sample and sampling techniques, instrument of data collection, data gathering procedures and data analysis method are discussed in this chapter. Chapter four consists of data analysis and interpretation. Lastly, Chapter Five presents the summary, conclusions and recommendations of the study.

1.9. Definition of words used in this study

Language Achievement: a success in learning a language as a foreign language or proficiency in learning a foreign language. In this study, English language achievement was referred to the target students' the sum of two semester of 9 Grade English language results of 2008 E.C.

Language learning strategies: "...any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information" (Rubin, 1987, p. 19).

Vocabulary learning strategies: "knowledge about the mechanisms (processes, strategies) used in order to learn vocabulary as well as steps or actions taken by students (a) to find out the meanings of unknown words, (b) to retain them in the long term memory, (c) to recall them at will, and (d) to use them in oral or written mode" (Catalan, 2003, P. 53).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. Introduction

This chapter is a review of literature in the field of vocabulary learning strategy. It presents about definitions of vocabulary, definition of vocabulary learning strategy, the importance of the vocabulary and vocabulary learning strategy, taxonomy of vocabulary learning strategies and review of empirical studies at international and local level.

2.1. Definition of Vocabulary

Vocabulary is the collection of words a person knows and uses in human communications and assumed as the stock of words employed by the language group or individual knowledge. Similarly, Sokmen (1997: 237) states that vocabulary has in fact assumed even as the central role in learning a second language during the 21st century. That is why, most of second language teachers are facing with the challenges of how best to help students learn and use new words.

From the scholars' points of view above, the researcher believes that if the learners have the knowledge of vocabulary as well as if they effectively use the various strategies while studying/learning English vocabulary, they can easily understand the meaning of new words/ vocabulary of the language. As a result, vocabulary knowledge is essential in second language because it is not possible to communicate effectively without knowing enough number of words. Hence, if students are aware of the importance of vocabulary in language learning strategy, it helps them to actively participate in vocabulary learning strategies.

2.2. Definition of Vocabulary Learning Strategies

A strategy comprises rules and guidelines on how to select the best strategies and determine their use. However, scholars have different ways of defining VLSs. Takač (2008) explains that VLS are “specific strategies utilized in the isolated task of learning vocabulary in the target language” (p.52) and adds that learners could, in fact, use them in any other field of language learning. He also points to four characteristics where by VLS (1) require selection on the learners’ part, (2) exhibit complexity and necessitate certain processes, (3) depend upon learners’ understanding and can further develop through instruction, and (4) make learning and using vocabulary in L2 more efficient.

Cameroon (2001) also defines VLSs as “Actions that learners take to help themselves understanding and remembering vocabulary” (p.92). Catalanon (2003) on the other hand stated that VLSs are knowledge about the mechanisms employed to (1) discover the meaning of words, (2) store the words in long term memory, (3) retrieve the words when necessary, and (4) use the words in speaking and writing (p.56).

On the other hand, Intaraprasert, (2004) defined VLSs as “ Any set of techniques or learning behaviors, which language learners reported using in order to figure out the meaning of a new word, to retain the knowledge of newly-learned words, and to enrich one’s knowledge of vocabulary” (p.53). It can be proposed that VLSs mean actions taken by language learners to understand, remember, as well as enrich vocabulary items. It also includes learners’ ability to use vocabulary items appropriately in speaking and writing. Schmitt’s (1997) definition of vocabulary learning strategies reflects Rubin’s (1987) understanding of learning. Rubin (1987) views learning as “The process by which information is obtained, stored, retrieved, and used” (p.9). According to Schmitt (1997) “Vocabulary learning strategies could be any action which affects this rather broadly-defined process” (P. 203). Similarly, Nation (2001) says that, “Vocabulary learning strategies are language learning strategies which in turn are part of general learning strategies” (p.217).

Therefore, vocabulary learning strategies have great contribution to learn language successfully. They are the means that students use to develop their vocabulary knowledge to solve their problems in language learning. In line with this, Hatch and Brown (1995:373) describe five essential steps of vocabulary learning strategies. These are:

- ❖ Having sources for encountering new words,
- ❖ Getting a clear image, whether visual or auditory or both, for the forms of the new word,
- ❖ Learning the meaning of words,
- ❖ Making a strong memory connection between the forms and meanings of the words, and
- ❖ Using the words.

Various definitions given above by different scholars show that VLSs are specific techniques preferred by L2 EFL learners for the acquisition of new words in the target language, for the consolidation of words once one has faced, and retrieval and use of those words. Therefore, Vocabulary learning strategies are part of language learning strategies.

2.3. The Importance of Vocabulary and Vocabulary learning Strategies

2.3.1. The Importance of Vocabulary

Vocabulary plays the key role in the whole process of second language learning. It 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 (p.82).

This implies that one cannot speak, understand, read or write a second language without knowing a lot of words. 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.

Moreover, ranging from words to sentence level; we find different vocabulary, which plays a vital role for making language meaningful. Vocabulary is thus, useful to create a communicative environment. Regarding this Wallace (1982) 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 (p.9).

Vocabulary is also very crucial for the achievement 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 claims that 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 that: 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) also writes “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh” (p.53). 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. In general, vocabulary is vital to guarantee communication between and among people. It is the basic unit of language form without a sufficient vocabulary; one cannot communicate effectively or express ideas. Having a limited vocabulary is also a barrier that prevents students from learning a foreign language. Cameron (2001:92) says that "Vocabulary is fundamental to using the foreign language as discourse, since vocabulary is both learnt from participating in discourse, it is essential to participating in it." Therefore, word knowledge is an essential component of communication and it is important for both production and comprehension in a foreign language (Seal (1991)). Knowing a word according to Richards (1976) and Nation (1990) involves knowing:

- ❖ a great deal about its general frequency of use, syntactic and situational limitations on its use
- ❖ its underlying form and the forms that can be derived from it,
- ❖ the network of its semantic features and,
- ❖ the various meanings associated with the item (Richard, 1976; Nation, 1990).

Knowing a word is also defined as knowing its spelling, pronunciation, collocations, that is, word it co-occurs with, and appropriateness (Nation, 1990).

2.3.2. The importance of Vocabulary Learning Strategies

It is known that mastery of vocabulary is a gradual process and needs an effort invested by the learners. To the second language learners, learning new vocabulary has always been challenging for them. It may not be possible for students to learn all new vocabulary items without understanding strategy of learning vocabulary. Furthermore, for students of second language, a large number of new vocabulary items can be acquired with the assistance of vocabulary learning strategies(Nation,2001).

Vocabulary learning strategies help stimulate explicit vocabulary learning which involves many aspects, such as making conscious efforts to notice new vocabulary items, selective, attending, and storing into long-term memory(Ellis, 1994).

Therefore, an important part of a student's vocabulary development depends on the ability to use his/her own strategies of vocabulary learning strategies for coping with new vocabulary in written or spoken texts. In addition, the importance of vocabulary learning strategies is also stated by Nation (2001:358). He states that vocabulary learning strategies allow learners to take control of their own learning and they are useful at every stage of vocabulary learning. Therefore, language learners must have knowledge of vocabulary learning strategies, and use them in learning vocabulary in order to achieve success in language learning.

2.4. Taxonomy of Vocabulary Learning Strategies

As a second language or foreign language teacher, it is important to know various vocabulary learning strategies. There are various classification of vocabulary learning strategies suggested among the researchers like Oxford(1990), Schmitt(1997)l and Gu and Johnson(1996).

Oxford (1990)attempts to present a comprehensive taxonomy of language learning strategies, the Strategy Inventory for Language Learning (SILL). This taxonomy makes distinction between 'direct strategies' (working with the language itself) and 'indirect strategies' (general management of learning). Direct strategies are divided into three subclasses: memory strategy (strategies to store and retrieve aspects of the target language), cognitive strategies (strategies for using the language and for understanding how it works), and compensation strategies (strategies for using the language despite gaps in knowledge). Indirect strategies include metacognitive strategies (strategies for planning, organizing and evaluating learning), affective strategies (Strategies for approaching the task positively), and social strategies (strategies for working with others to get input and practice).

According to GU and Johnson (1996) second language vocabulary learning strategies include:

- ❖ Metacognitive regulation
- ❖ Guessing strategies
- ❖ Dictionary strategies
- ❖ Memory strategies (rehearsal)
- ❖ Memory strategies (encoding)
- ❖ Activation strategies

GU and Johnson's (1996) metacognitive strategies entail selective attention and self-initiation strategies (P.643). Foreign language learners who employ selective attention strategies know which words are important for them to learn and are essential for adequate comprehension of a passage. Learners employing self-initiation strategies use a variety of means to make the meaning of vocabulary items clear. Cognitive strategies consist of guessing strategies, skillful use of dictionaries and note-taking strategies, learners using guessing strategies draw upon their background knowledge and use of linguistic clues like grammatical structures of a sentence to guess the meaning of a word. Memory strategies are classified into rehearsal and encoding strategies. Encoding strategies encompass such strategies as association, imaginings, visual, auditory, semantic and contextual encoding as well as word structure (i.e. analyzing a word in terms of prefixes, stems, and suffixes). Activation strategies are those strategies through which learners actually use new words in different contexts. For instance learners may set sentences using the words they have just learned.

On the other hand, Schmitt's classification is one of the classifications widely used among researchers. This classification system is one of the most essential contributions in the terms of the provision of general classification framework for vocabulary learning strategies. It has the comprehensive features in most learning aspects of vocabulary. This

classification system is based on the discovery, consolidation and categorized system (Oxford, 1990, pp. 17-21) in language learning strategies (LLS).

Generally, Schmitt has classified the vocabulary learning strategies into two primary groups which are a) discovery strategies, and b) consolidation strategies. The discovery strategies involved the early stage of learning towards the meaning of new words found whereas the consolidation strategies involved the learning activity and remembering the word meanings which are already known. These two main strategies are seen as similar to the different concept of Nation (1990) between the ‘enhancement of vocabulary’ strategy and ‘reinforcement of vocabulary’ strategy. Enhancing the vocabulary is when the students learn new words and then start their learning while reinforcing the vocabulary is to build and strengthen the prior knowledge that already existed.

The vocabulary learning strategies (VLS) in Schmitt’s classification model is also available in the second layer under two major strategies which are determination strategy, social strategy, memory strategy, cognitive strategy and meta-cognitive strategy. The determination and social strategies are put under the discovery strategies group while social, memory, cognitive and meta-cognitive strategies come under the group of consolidation strategies. Based on this statement, this study has used Schmitt’s (1977, pp. 207-208) VLS classification as the basis of the study.

Examples of Schmitt’s (1997) vocabulary learning strategies.

Category 1: Strategies for the discovery of a new word’s meaning

• Determination Strategies (DET)

- Analyze part of speech;
- Analyze affixes and roots;
- Analyze any available pictures or gestures;
- Guess meaning from textual context;

- Use a dictionary (bilingual or monolingual)

- **Social Strategies**

- Ask teacher for a synonym, paraphrase, or L1 translation of new word;
- Ask classmate for meaning

Category 2: Strategies for consolidating a word once it has been encountered

- **Social Strategies**

- Study and practice meaning in a group;
- Interact with native speaker

- **Memory Strategies**

- Connect word to a previous personal experience;
- Associate the word with its coordinates;
- Connect the word in its synonyms and antonyms;
- Use semantic maps;
- Image word form;
- Image word's meaning;
- Use Keyword Method;
- Group words together to study them;
- Study the spelling of a word;
- Say new word aloud when studying;
- Use physical action when learning a word

- **Cognitive Strategies**

- Verbal repetition;

- Written repetition;
- Word lists;
- Put English labels on physical objects;
- Keep a vocabulary notebook

• **Metacognitive strategies**

- Test one-self with word tests;
- Continue to study word over time

2.5. Review of Previous Studies on Vocabulary Learning Strategies

Attempts have been made by a few investigators to find out how learners cope with the difficulties that are presented by language learning. These investigations have produced different inventories of learning. But their lists of vocabulary learning strategies comprise more or less similar categories divided up in somewhat different ways (Stern, 1983).

2.5.1. Review of Previous Studies at International Level

As far as the researcher's concerned Noor & Amir (2009) investigated exploring the vocabulary learning Strategies of EFL learners. A sample of 35 respondents participated in the study. Data collection was carried out through questionnaire. The result revealed that there were distinctive strategy uses to vocabulary learning among the learners.

Rahimy& Shams (2012) investigated the effectiveness of vocabulary learning strategies on Iranian EFL learners' vocabulary test score. To achieve this aim, fifty Intermediate level students from Kish English Institute were randomly selected from among fifteen classes after administering the Oxford Placement Test (OPT). Then, an intermediate level vocabulary test of 20 questions based on their class textbook named Total English was given to them. A questionnaire of vocabulary learning strategies (VLSQ) was, then, distributed among students to find out how each learner learned new vocabulary and in

what way. The whole data gathered from OPT; vocabulary test and VLSQ were analyzed through SPSS by applying Chi-square and descriptive analysis. The findings showed that there is a significant effect of vocabulary learning strategies on EFL learners' performance in a vocabulary test.

2.5.2. Review of Previous Studies in Ethiopia

As far as the researcher's concerned, there are three studies on vocabulary acquisition studies, attempted in Ethiopia context.

1) Jeylan(1999)

The recent study that conducted by Jeylan (1999) on vocabulary learning strategies used by 80 grade 11 students at Menelik II Senior Secondary School in Addis Ababa. Jeylan used a self-report questionnaire adapted from Oxford's (1990) strategy classification. He also interviewed only 24 students to triangulate the results. Jeylan's study indicated that the majority of the sample populations seemed to rarely use most of the strategies investigation. However, compensation strategy and to some extent metacognitive strategies were claimed to be relatively well used; other types of strategies were reported to be rarely used.

2) Abebe(1997)

The other attempt was made by AbebeGebre-Tsadik (1997). His study focused on strategies of vocabulary learning employed by 143 students at Addis Ababa University. It provides detailed analysis of strategies of English vocabulary acquisition. Abebe used Oxford's (1990) language learning strategy questionnaire, English proficiency test, interviews, observations, daily study and think-aloud. His findings revealed that (a) a wide range of English vocabulary acquisition strategies were reported as being used by the subjects, (b) only a few of the strategies were reported to be used by a large number

of the students and (c) taken purely in quantitative terms, individual strategies varied accordingly to groups of students' level of performance on a formal tests.

3) Setegn(2007)

Another study is by Setegn(2007) that investigate vocabulary learning strategies employed by Somali speaking students. According to Setegn (2007), there is no statistically significant gender difference among learners in using vocabulary learning strategies.

As we can see from the above at local level, no study has dealt on vocabulary learning strategy at secondary school specifically grade 10th. Thus, the purpose of this study is to investigate vocabulary learning strategies used by EFL students the case of 10th grade high and low achievers at Ambo Secondary School.

CHAPTER THREE

METHODOLOGY OF THE STUDY

3. Introduction

This chapter discusses the design and methods that are used to carry out this study. It especially deals with the research design, research setting, target population, sample and sampling techniques, instruments of data collection and data analysis techniques.

3.1. Research Design

To accomplish this purpose, the researcher used descriptive type of research design by using questionnaire, and interviews learners for data collection. The major focus of this research was to investigate vocabulary learning strategies used by EFL students the case of grade 10th high and low achiever students at Ambo Secondary School. A mixed methods design was employed to conduct this study. The researcher favors this design because the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than one approach alone. Therefore, both qualitative and quantitative research method was used to collect data.

3.2. The Research Setting

The study focused on investigating vocabulary learning strategies (VLS) used by EFL Students the Case of 10th Grade High and Low Achievers at Ambo Secondary School. There are five government and one non-government secondary schools in Ambo town, but the researcher of this study mainly focuses on only Ambo secondary school. The population of the study includes grade ten students at Ambo Secondary School. The study was carried out at Ambo Secondary School in Western Showa Zone, Ambo Town 125km to the west of Addis Ababa. It is the center of West Showa Zone and is found in Western part of the country.

3.3. Target Population of the Study

The target populations of the study were grade ten students at Ambo Secondary School. The total numbers of students were 625 students (325 male and 300 female). From these total, 130(65 high and 65 low achievers) students were selected and engaged in the study.

3.4. Sample and Sampling Techniques

In this study, the researcher employed purposive sampling technique to select high and low achiever students. Of the total of 625 students, 130 (65 high and 65 low achievers) were selected using purposive sampling. The high and low achievers were selected based on their achievements of grade 9 English exam results (1st and 2nd semesters) which they also used as a reference for the respondents' English language achievement as it was determined by school officials on the basis of school records and subjective assessment.

3.5. Instruments of Data collection

There are several approaches to gathering information concerning vocabulary learning strategies depending on the specific research questions, the reliability and validity of the instrument as well as time constraints. Therefore, in order to address the research questions, two data collection instruments were employed: questionnaire and interview.

3.5.1. Questionnaire

The main instrument which was used in this study was questionnaire, which was adapted from Schmitt's (1997) categories. Schmitt's (1997) taxonomy of vocabulary learning strategies is probably the most extensive and has the advantage of being organized around an established scheme of language learning Strategies by Oxford (1990). Thus Schmitt's taxonomy served as a basic instrument for the current study.

Data was collected through questionnaire. Questionnaire directed toward student participants to gather data from the students on their vocabulary learning strategies. It contains close-ended and open –ended questions. The questionnaire was translated into Afan Oromo so that students understand and respond to the items easily. The translators take into consideration that the items retains their original meaning and that the translation will easily be understandable. This is used to maximize ease of administration and ensure greater accuracy of results. It also helps the students’ not stifle their ideas. The questionnaire used for assessing the frequency of vocabulary learning strategies used by students.

Therefore, questionnaire including three parts was designed to collect data. Part one was designed to collect demographic information. In part two students were asked to indicate the relative frequency with which they were using specific vocabulary learning strategies. Each item in part two was given in the form of Likert-scale statements on a 5 point scale of 1 = never, 2 = rarely, 3 = sometimes, and 4 = frequently and 5= always.

Part Three included two open-ended questions that required short written answers about vocabulary learning strategy use.

3.5.2. Interview

Interview was the second instrument of data collection performed by randomly selecting respondents from the high and the low achievers in order to gather more data on their VLSs preference to discover meanings of new English words, and to consolidate the words they have learned. Interview was used to gather more data from participants. A semi-structured interview was used to gather more data for cross-checking. Interviews were conducted with six low achievers and six high achievers. To facilitate clear understanding between the researcher and the participating students, the interview was held in Afan Oromo. The content of the interview was similar to the questionnaire in order to increase the validity of the study.

3.6. Data Gathering Procedures

The data for this study were gathered through questionnaire and interview. The questionnaire was administered after brief explanation of the purpose of the study. The participants of the study were informed that their participation was on voluntary basis. The researcher explained how to respond to the items by giving examples and the participants were free that they could ask any question if they found difficult to understand. The questionnaire was collected from the participant's right after they completed.

Before the interview, the students were informed about the nature of the interview, that there was no right or wrong answer. All the interviews were conducted approximately 10 minutes each.

3.7. Data Analysis

In order to answer the basic research questions, the data gathered from the target population through questionnaires and semi-structured interview were analyzed by taking the basic research questions in to account. The data gathered through questionnaires was organized and analyzed by using quantitative method whereas the data gathered by semi-structured interview and classroom observation were organized and analyzed by using qualitative method of data analysis. Hence, descriptive statistical methods were employed to analyze quantitative data by using frequencies and percentages. The reports of these data were analyzed by interpreting the observation, questionnaires and interview to provide an appropriate recommendation and conclusion.

CHAPTER FOUR

RESULTS AND DISCUSSION

4. Introduction

This chapter is devoted to present and discuss the major findings of the study gained through questionnaire and interview.

In this section the data collected from questionnaire was analyzed and presented in accordance with the research questions. Descriptive analysis was used to provide an overall picture of the questions under investigation.

Table1: Strategies Used to Discover Meanings of New Words(Determination strategies)

	N O .	Questionnaire	High achievers										Low achievers									
			Responses										Responses									
			Never		Rarely		Sometimes		Frequently		Always		Never		Rarely		Sometimes		Frequently		Always	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Determination Strategy	2	I analyze part of speech of new word to explore its meaning.	3	4.6	13	20	19	29.2	18	27.7	12	18.5	10	15.4	17	26.2	19	29.2	13	20	6	9.2
	3	I analyze affixes and roots to guess the meaning of words (eg.replay- re means do it again).	3	4.6	15	23.1	15	23.1	24	36.9	8	12.5	9	13.8	15	23.1	21	32.3	11	16.9	9	13.8
	4	I guess the meaning of new words by analyzing any available picture.	3	4.6	14	21.5	23	35.4	13	20	12	18.5	15	23.1	15	23.1	17	26.2	13	20	5	7.7
	5	I guess the meaning of words from textual context.	2	3.1	9	13.8	13	20	25	38.5	16	24.6	9	13.8	16	24.6	20	30.8	10	15.4	10	15.4
	6	I learn meaning of word by looking up in English- English dictionary.	3	4.6	10	15.4	14	21.5	17	26.2	21	32.3	8	12.3	16	24.6	19	29.2	13	20	9	13.8
	7	I learn meaning of word by looking up in English- Afan Oromo.	5	7.7	14	21.5	13	20	15	23.1	18	27.7	6	9.2	13	20	15	23.1	14	21.5	17	26.2

In Schmitt's (1997) taxonomy, strategies of determination are strongly linked with the discovery of a new word, notably, its meaning: these are the strategies learners apply when they are faced with new words. As indicated in the Table 1 in the part of determination strategy, the majority of the high achievers students use the strategies to analyze parts of speech of new words to explore its meaning. 19 (29.2%), 18 (27.7%) and 12 (18.5%) of high achievers respectively said that they "sometimes", "frequently", and "always" use the strategy of analyzing part of speech of words while 3 (4.6%) and 13 (20%) high achievers said never and rarely respectively. Only 6 (9.2%) of low achievers said that 'always' to discover meaning of words.

As can be seen from the Table 1, the majority of high achievers use the strategy to analyze affixes and roots of words to get the meaning of words from the given sentences. Here 24 (36.9%) and 8 (12.3%) high achievers said that "frequently" and "always" respectively. However, only 11 (16.9%) and 9 (13.8%) of low achievers said that "frequently" and 'always' respectively. This shows that low achievers rarely use this strategy.

Furthermore, the data in the Table 1 shows, 23 (35.4%) high achievers indicated that they 'sometimes' learn new word by analyzing any available picture while 13 (20%) and 12 (18.5%) students noted that they 'frequently' and 'always' use respectively. On the other hand, only 5 (7.7%) low achiever students said that they "always" use the strategy of analyzing available picture to know the meaning of new words. 15 (23.1%), 15 (23.1%) and 17 (26.2%) said that they use this strategy "Never", "rarely" and "sometimes" respectively. This implies that high achievers 'always' use this strategy than low achievers.

With guessing the meaning of words from textual context, the result suggest that 16 (24.6%), 25 (38.5%) and 13 (20%) of high achievers said that they use 'always', 'frequently' and 'sometimes' respectively. However, only 10 (15.4%), 10 (15.4%) and 20 (30%) of low achievers said that they use 'always', 'frequently' and 'rarely' respectively. This indicates that high achievers use this strategy than the low achievers. The highest score of high achievers was achieved by learning meaning of words by looking up in English-English dictionary, as

21(32.3%) of the students said that ‘Always’ to this strategy while only 9(13.8%) low achievers said that “always” to this strategy. However, in using English-Afan Oromo dictionary, there is no difference between high and low achievers as almost an equal number of students learn new word using English-Afan Oromo dictionary.

Table 2.Group Statistics of High Achievers and Low Achievers

Group Statistics					
	Items	Group	N	Mean	Std. Deviation
2	I use part of speech to learn vocabulary	High	65	3.3538	1.13785
		Low	65	2.8154	1.19755
3	I guess meaning of words by looking at their affixes and roots	High	65	3.2923	1.10004
		Low	65	2.9385	1.23588
4	I guess meaning of words by analyzing any available picture	High	65	3.2615	1.13574
		Low	65	2.6615	1.25346
5	I guess meaning of words by using contextual	High	65	3.6769	1.09127
		Low	65	2.9385	1.26091
6	I learn meaning of word by looking up in English-English dictionary.	High	65	3.6615	1.21549
		Low	65	2.9846	1.23101
7	I learn meaning of word by looking up in English-Afan Oromo dictionary.	High	65	3.4154	1.30973
		Low	65	3.3538	1.31614

Table show the result of the comparison of high and low achievers in using determination strategies of vocabulary learning strategy. As can be seen from the two tables high achievers use the strategy of guessing the meaning of words from textual context (mean of High=3.676 and Low=2.938) and learning meaning of word by looking up in English- English dictionary (mean of high=3.6615 and low=2.9846) than low achievers.

Table 3: Strategies Used to Discover Meanings of New Words (Social Strategies)

	NO.	Questionnaire	High achievers										Low achievers									
			Responses										Responses									
			Never		Rarely		Sometimes		Frequently		Always		Never		Rarely		Sometimes		Frequently		Always	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Social Strategy	8	I ask classmate to explain the meaning of new words for me.	2	3.1	19	29.2	23	35.4	12	18.5	9	13.8	3	4.6	15	23.1	25	38.5	14	21.5	8	12.3
	9	I ask my teacher to translate the meaning of words that I do not understand.	10	15.4	14	21.5	19	29.2	12	18.5	10	15.4	17	26.2	18	27.7	16	24.6	6	9.2	8	12.3
	10	I ask my classmate to explain the meanings of new words I do not know.	6	9.2	12	18.5	26	40	13	20	8	12.3	7	10.8	16	24.6	19	29.2	16	24.6	7	10.8
	11	I work in group to discover meaning of words.	5	7.7	17	26.2	12	18.5	16	24.6	15	23.1	6	9.2	16	24.6	15	23.1	15	23.1	13	20

As can be seen from Table 3, 23(35.4%), 12(18.5%) and 9(13.8%) of high achievers said that they sometimes, frequently and always use the strategy to ask classmate to explain the meaning of words respectively. Similarly, 25(38.5%) of low achievers said sometimes, 14(21.5%) said frequently and 8(12.3%) said always. This shows high and low achievers almost have similar experience toward using the strategy of asking classmate to explain the meaning of words.

Table4.Group statisticsof High Achievers and Low Achievers.

		Group	N	Mean	Std. Deviation
8	I ask classmate to explain the meaning of new words.	High	65	3.1077	1.07708
		Low	65	3.1385	1.05885
9	I ask my teacher to translate the meaning of words that I do not understand	High	65	2.9692	1.28658
		Low	65	2.5385	1.31193
10	I ask my classmate to explain the meanings of new words.	High	65	3.0769	1.12233
		Low	65	3.0000	1.17260
11	I work in group to discover meaning of words.	High	65	3.2923	1.29570
		Low	65	3.2000	1.27720

According to the frequency of social strategies for discovery, the results show that to interact with other people in vocabulary learning, the strategy, which the student use most frequently by high achievers were item 11; “I work in group to discover meaning of words.” (Mean=3.29). While the least used strategy was item 9; “I ask my teacher to translate the meaning of words that I do not understand.” (Mean=2.969). It is similar with low achievers.

As can be seen from Table 4, there was no significant difference between low and high achievers in using social strategies of vocabulary learning as the mean of both high and low achievers are almost similar.

Table 5: strategies used to consolidate meanings of words (Memory strategy)

	NO	Questionnaire	High achievers										Low achievers									
			Responses										Responses									
			Never		Rarely		Some times		Frequently		Always		Never		Rarely		Some times		Frequently		Always	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Memory Strategy	12	I create mental image of the words meaning.	9	13.8	14	21.5	16	24.6	13	20	13	20	14	21.5	14	21.5	19	29.2	7	10.8	11	16.9
	13	I associate new words with those I already know.	5	7.7	14	21.	13	20	18	27.	15	23.	4	6.2	10	15.	23	35.	15	23.	13	20
	14	I connect words to my personal experience to remember a word.	-		10	15.	13	20	24	36.	18	27.	5	7.7	18	27.	17	26.	18	27.	7	10.8
	15	I group words to their synonyms (happy-glad) and antonyms (happy-Sad).	6	9.2	15	23.1	20	30.8	18	27.7	6	9.2	13	20	18	27.7	17	26.2	11	16.9	6	9.2
	16	I use new words in sentences and in conversations so I can remember them.	5	7.7	12	18.5	12	18.5	21	32.3	15	23.1	3	4.6	9	13.8	17	26.2	22	33.8	14	21.5
	17	I study the spelling of words.	8	12.3	9	13.8	25	38.9	12	18.5	11	16.9	9	13.8	13	20	17	26.2	9	13.8	17	26.2
	18	I use semantic maps to remember new English words. (e.g. Fruits- Mangoes, Bananas, etc.	16	24.6	10	15.4	17	26.2	18	27.7	4	6.2	19	29.2	11	16.9	18	27.7	12	18.5	5	7.7
	19	I remember a new word by remembering its location where I first saw or heard it.	7	10.8	6	9.2	20	30.8	17	26.2	15	23.1	13	20	15	23.1	14	21.5	15	23.1	8	12.3
	20	I use physical action when learning word (Ex.I will dance to remember the meaning of the word ‘‘dance’’.	24	36.9	14	21.5	13	20	8	12.3	6	9.2	16	24.6	12	18.5	15	23.1	11	16.9	11	16.9

Items 12 to 20 were designed to investigate how frequently the high and the low achievers use Memorization Strategies to remember and consolidate the meanings of the words they have encountered them once.

As shown in Table 5, high achievers said that 13(20%) “Always” create the image of the meanings of words in their mind while 7(10.8%) of low achievers said they frequently use this strategy. Data in the table show that 9(13.8%),14(21.5%), 13(20%) and 16(24.6%) of high achiever create the image of the meanings of words in their mind ”never”, “rarely”, ”sometimes” and ”frequently” respectively. Furthermore, this table indicated that 11(16.9%) of low achievers said that “always” create mental image of word meaning in their mind while 14(21.5%),14(21.5%), 19(29.2%) and 7(10.8%) of low achievers said that “never”, “rarely”, Sometimes” and “frequently” respectively.

Regarding associating new words with the word they already know, the result shows that 5(7.7%), 14(21.5%),18(27.7%)and 15(23.1%)of high achievers said they “never”, “rarely”, “sometimes” ,”frequently” use it respectively while 4(6.2%),10(15.4%), 23(35.4%), 15(23.1%) and 13(20%)of low achievers said that they “never”,”rarely”,”sometimes”, “frequently” and “always” associate new words with the word they already know.

Item 14 was designed to assess how frequently they connect new words to their personal experience to remember a word or so as to learn them. As it can be seen from the Table5,18(27.7%),24(36.9%), 13(20%) and 10(15.4%) of high achievers said that they “rarely”, “sometimes”, “frequently” and “always” use the strategy of connecting new words to their personal experience to remember a word or so as to learn them. No one said that “never” from high achievers respondents. On the other hand, 5(7.7%), 18(27.7%), 17(26.2%), 18(27.7%) and 7(10.8%) of low achievers said that they “never”, “rarely”, “sometimes”, “frequently” and “always” use this strategy to learn new words respectively. This implies that high achievers use this strategy than low achievers.

Item 15 was developed to ask how frequently both high and low achievers use using a group of words to their synonyms and antonyms to understand the meaning of new words. The result indicated that 6(9.2%) of high achievers said that they use the strategy ‘always’, and 6(9.2%) of low achievers said they ‘always’ use the strategy to understand the meaning of new words. On the other hand, 18(27.7%) of high achievers and 11(16.9%) of low achievers said that they ‘frequently’ use the strategy to group words together in to their synonyms and antonyms to understand meanings of new words. 20(30.8%), 15(23.1%) and 6(9.2%) of high achievers reported that they ‘sometimes’, ‘rarely’ and ‘never’ use this strategy while 17(26.2%), 18(27.7%) and 13(20%) of low achievers said respectively ‘sometimes’, ‘rarely’ and ‘never’.

Thus, the data show almost high and low achievers organize words to their similar or opposite meaning of a word to consolidate word meaning. The next research question deals with the use of new words in a sentence and conversation in order to remember them to understand meaning of new words. As indicated in the Table 5 both high and low achievers use this strategy almost similarly. For example, 15(23.1%) of high achievers said that they ‘always’ use this strategy while 14(21.5%) of low achievers said that they use ‘always’ too. Most of both high and low achievers said that they ‘sometimes’ use the strategy of using a word in a sentence and conversation as almost equal number of the high and the low achievers said that ‘frequently’.

The intention of item 17 was to see how frequently the high and low achievers use strategy of studying spelling of words to understand meaning of words. As indicated in the Table 5 , 8(12.3%), 9(13.8%), 25(38.9%), 12(18.5%) and 11(16.9%) of high achievers said that they use ‘never’, ‘rarely’, ‘sometimes’, ‘frequently’ and ‘always’ respectively. On the other hand, 9(13.8%), 13(30%), 17(26.2%), 9(13.8%) and 17(26.2%) of low achievers said ‘never’, ‘rarely’, ‘sometimes’, ‘frequently’ and ‘always’ respectively. 25(38.9%) of high achievers which was the majority said that ‘sometimes’ and 17(26.2%) which was the majority of low achievers said ‘sometimes’. This implies that high achievers used this strategy than low achievers.

The purpose of item 18 was to determine how frequently students try to learn new words by using semantic map. The result showed in the Table 5 indicate that 16(24.6%) and 10(15.4%) of high achievers said that they ‘never’ and ‘rarely’ use this strategy. Similarly, 19(29.2%) and 11(16.9%) of low achievers said ‘never’ and ‘rarely’ use this strategy. The majority of high achievers said that they ‘frequently’ 18(27.7%) use semantic map to remember words. On the other hand, only 18(27.7%) which was the majority of low achievers said that they ‘sometimes’ use semantic map to learn new words.

The other strategy used to consolidate meaning of word is the strategy of remembering new words by remembering the location where they first saw or heard it. As can be seen from the table 5, 7(10.8%) of high achievers said they ‘never’ use this strategy while 13(20%) of low achievers said ‘never’ too. 6(9.2%) and 20(30.8%) of high achievers said ‘rarely’ and ‘sometimes’ respectively. However, 15(23.1%) and 14(21.3%) of low achievers said that ‘rarely’ and ‘sometimes’ use respectively. The rest of the respondents, i.e 17(26.2%) and 15(23.1%) of high achievers and 15(23.1%) and 8(12.3%) of low achievers said that they ‘frequently’ and ‘always’ use the strategy of remembering a new word by remembering where they first saw or heard it respectively. From this, the researcher understands that the majority of high achievers use this strategy than low achievers.

As it can be seen from Table 5, the majority of high achievers 24(36.9%) said that they ‘never’ use physical action to understand and remember a new word meaning. 14(21.5%) and 13(20%) of high achievers said ‘rarely’ and ‘sometimes’ respectively. Similarly, although the majority of low achievers 16(24.6%) said ‘never’, low achievers use this strategy than high achievers.

Table 6:Group statistics of high and low achievers

		Group Statistics			
		Group	N	Mean	Std. Deviation
12	I create mental image of the words meaning	High	65	3.1077	1.33607
		Low	65	2.8000	1.36015
13	I associate new words with the word I already know.	High	65	3.3692	1.26946
		Low	65	3.3538	1.15150
14	I connect words to my personal experience to remember them.	High	65	3.7692	1.02727
		Low	65	3.0615	1.14396
15	I group words to their synonyms and antonyms	High	65	3.0462	1.12404
		Low	65	2.6769	1.23880
16	I use new words in a sentence and conversations so I can remember them.	High	65	3.4462	1.25038
		Low	65	3.5385	1.11911
17	I study the spelling of words.	High	65	3.7538	5.09298
		Low	65	3.4615	2.61054
18	I use semantic map to remember new words.	High	65	2.7538	1.27513
		Low	65	2.5846	1.29774
19	I remember new word by remembering its location where I first saw or heard it.	High	65	3.4154	1.24865
		Low	65	2.8462	1.32560
20	I use physical action when I learn a word.	High	65	2.3538	1.33967
		Low	65	2.8308	1.42049

The results from the Table show that the Memory strategy which the respondents most frequently used for storing and retrieving new information by high achievers was item 14; “I connect words to my personal experience to remember them.” (Mean = 3.7692) while the least used strategy by the respondents was item 20; “I use physical action when I learn a word.” (Mean = 2.3538). On the other hand, the memory strategy which the respondents most frequently used for storing and retrieving new information by low achievers was item 16; “I use new words in a sentence and conversations so I can remember them.” (Mean=3.5385) while the least used strategy by the respondents was item 18: “I use semantic map to remember new.”(Mean=2.5846).

Table 7: Strategies Used to Consolidate Meaning of Words

(Social Strategies)

	N O.	Questionnaire	High achievers										Low achievers									
			Responses										Responses									
			Never		Rarely		Sometimes		Frequently		Always		Never		Rarely		Sometimes		Frequently		Always	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Social Strategy	21	I study and practice meaning in group.	6	9.2	8	12.3	6	9.2	22	33.8	23	35.4	6	9.2	14	21.5	18	27.7	13	20	14	21.5
	22	I interact with fluent speakers.	10	15.4	14	21.5	16	24.6	14	21.5	11	16.9	16	24.6	16	24.6	14	21.5	14	21.5	5	7.7

As revealed in Table 7, 22(33.8%) and 23(35.4%) of high achievers said that they use ‘frequently’ and ‘always’ respectively to consolidate meaning of words by studying and practicing meaning of words in group.

As shown in the Table, 13(20%) and 14(21.5%) of low achievers said that they use ‘frequently’ and ‘always’. However, the majority of high achievers 23(35.4%) said ‘always’ but 14(21.5%) of low achievers said ‘always’. This indicates that most of high achievers used the strategy of studying and practicing meaning of words in group than low achievers.

Even though there is no fluent speaker of English around us except foreigners, the majority of high achievers 16(24.6%) said that they ‘sometimes’ use the strategy of interacting with fluent speakers to learn meaning of words. As we can see from the above table, 16(24.6%) of

low achievers said that they ‘never’ use this strategy which was the majority of low achievers.

Table 8: Group Statistics of high and low achievers

Group Statistics					
		Group	N	Mean	Std. Deviation
21	I study and practice meaning of word in group	High	65	3.7385	1.31431
		Low	65	3.2308	1.27192
22	I interact with fluent speakers.	High	65	3.0308	1.32251
		Low	65	2.6308	1.28171

As it is indicated in Tables a) and b), we can observe that there is a mean score difference. The mean score of high achievers in using the strategy of studying and practice meaning of word in group was 3.7385, which was greater than the mean score of low achievers (3.2308).

Tables 9: Strategies used to consolidate Meanings of words (Cognitive Strategy Mean)

	NO.	Questionnaire	High achievers										Low achievers									
			Responses										Responses									
			Never		Rarely		Sometimes		Frequently		Always		Never		Rarely		Sometimes		Frequently		Always	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Cognitive Strategy	23	I use word lists to study and remember words.	18	27.7	16	24.6	8	12.3	14	21.5	9	13.8	12	18.5	15	23.1	24	36.9	9	13.8	7	7.7
	24	I say a new word aloud.	23	35.4	7	10.8	17	26.2	7	10.8	11	16.9	26	40	13	20	11	16.9	11	16.9	6	6.2
	25	I say a new English word several times.	3	4.6	12	18.5	16	24.6	16	24.6	18	27.7	2	3.1	17	26.2	17	26.2	15	23.1	11	21.5
	26	I write a new English word several times.	7	10.8	14	21.5	19	29.2	16	24.6	9	13.8	9	13.8	13	20	18	27.7	15	23.1	8	13.8
	27	I take vocabulary notes in class.	1	1.5	4	6.2	9	13.8	21	32.3	30	46.2	2	3.1	16	24.6	12	18.5	12	18.5	22	35.4

As it can be seen from table 9, the majority of high achievers 18(27.7%) said that they 'never' use the strategy of using word lists to study and remember words while the majority of low achievers 24(36.9%) said that they 'sometimes' use it. However, almost both high and low achievers use this strategy similarly.

The intention of item 24 was to see how frequently the high and low achievers the strategy of saying a new word aloud to learn new words. As can be seen from the table above, 23(35.4%), 7(10.8%), 17(26.2%), 7(10.8%) and 11(16.9%) of high achievers said that they 'never', 'rarely', 'sometimes', 'frequently' and 'always' use the strategy of saying a new word aloud to learn new words respectively. On the other hand, 26(40%), 13(20%), 11(16.9%), 11(16.9%) and 4(6.2%) of low achievers said that they 'never', 'rarely', 'sometimes', 'frequently' and 'always' use the strategy of saying a new word aloud to learn new words respectively.

The next research question was saying new English word several times. As revealed in Table 9, the majority of high achievers 18(27.7%) said that they 'always' use the strategy of Verbal repetition while the majority of low achievers 17(26.2%) said that they 'rarely' and 'sometimes' use it.

As we can observe from the table 9, the result suggest most of high achievers 19(29.2%) said that they 'sometime' use the strategy of writing new English word several times in order to learn new words. Similarly, 18(27.7%) of low achievers said that they use this strategy 'sometimes' too. As the result indicated in the table 9 both high and low achievers use this strategy similarly.

On the other hand, in line with the strategy of taking vocabulary words in class, the majority of high achievers 30(46.2%) said that they 'always' use it. Even though the majority of low achievers 23(35.4%) said that they 'always' use the strategy of taking vocabulary words in class, high achievers use it more than low achievers.

Table 10: Group Statistics of high and low achievers (Cognitive Strategy Mean)

Group statistics					
		Group	N	Mean	Std. Deviation
23	I use word list to study and remember words.	High	65	2.6923	1.43530
		Low	65	2.6923	1.15816
24	I make my sound a loud while study words	High	65	2.6308	1.48502
		Low	65	2.2923	1.31960
25	I say new English word several times.	High	65	3.5231	1.21331
		Low	65	3.3385	1.17629
26	I write new English words several times.	High	65	3.0923	1.20834
		Low	65	3.0308	1.24962
27	I take vocabulary note in class	High	65	4.1538	.98791
		Low	65	3.5846	1.28565

The most frequently used strategy of high achievers from table 10a is ‘I take vocabulary note in classes as its mean is 4.1538. The least frequently used strategy used by high achievers was ‘I make my sound a loud while study words’ as a mean score was 2.6308.

Regarding to the result of low achievers in Table 10 the most frequently used strategy under consolidating meanings of words they have already learned was ‘I write new English words several times’ as the mean score of 3.6462. In contrast to this, the least strategy used was ‘I make my sound a loud while study words’ as a mean score was 2.2923.

Table 11: Strategies Used to Consolidate Meanings of Word

(Meta Cognitive Strategies)

	N O.	Question naire	High achievers										Low achievers									
			Responses										Responses									
			Never		Rarely		Sometimes		Frequently		Always		Never		Rarely		Sometimes		Frequently		Always	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Meta cognitive strategies	28	I test myself with word test.	12	18.5	11	16.9	11	16.9	20	30.8	11	16.9	17	26.2	12	18.5	20	30.8	10	15.4	6	9.2
	29	I learn from my failure (mistakes).	4	6.2	13	20	17	26.2	19	29.2	12	18.5	7	10.8	20	30.8	18	27.7	13	30	7	10.8

Students use metacognitive strategy to control and evaluate their own learning. As the data indicated in table 11, 12(18.5%), 11(16.9%), 11(16.9%), 20(30.8%) and 11(16.9%) of high achievers said that they ‘never’, ‘rarely’, ‘sometimes’, ‘frequently’ and ‘always’ test themselves with words test. On the other hand, 17(26.2%), 12(18.5%), 20(30.8%), 10(15.4%) and 6(9.2%) of low achievers said that they ‘never’, ‘rarely’, ‘sometimes’, ‘frequently’ and ‘always’ test his or her own by word test.. Therefore, the result shows that most of 20(30.8%) of high achievers said that they ‘always’ use the strategy while most of 20(30.8%) of low achievers said that they ‘sometimes’ use the strategy of testing themselves with word test.

Lastly, the data in Table 11 show, 4(6.2%) of high achievers ‘never’ considered their mistake as they learned vocabulary. As indicated in the Table, the majority of high achievers 19(29.2%) said that they ‘frequently’ learn and consolidate meanings of words from their own mistakes while 20(30.8%) which was the majority of low achievers said that they ‘rarely’ use this strategy.

Table 12 Group Statistics of High and Low achievers (Metacognitive Strategy)

Group Statistics					
		Group	N	Mean	Std. Deviation
28	I test myself with word test.	High	65	3.1077	1.38206
		Low	65	2.6308	1.28171
29	I learn from my failure (mistake)	High	65	3.3385	1.17629
		Low	65	2.8923	1.17424

From Table 12 a) and b), we can deduce that the most frequently used strategy of high achievers was the strategy of learning from their mistake as the mean refers to 3.3385 and it was also true with low achievers too as it is mean 2.8923.

Table13.Summary of the Whole Result

No	Questioners	High Achievers			Low achievers		
		N	Mean	Std. deviation	N	Mean	Std. deviation
2	I use part of speech to learn vocabulary	65	3.3538	1.13785	65	2.8154	1.19
3	I guess meaning of words by looking at their affixes and roots	65	3.2923	1.10004	65	2.9385	1.23
4	I guess meaning of words by analyzing any available picture	65	3.2615	1.13574	65	2.6615	1.25346
5	I guess meaning of words by using contextual	65	3.6769	1.09127	65	2.9385	1.26091
6	I learn meaning of word by looking up in English- English dictionary.	65	3.6615	1.21549	65	2.9846	1.23101
7	I learn meaning of word by looking up in English-Afan Oromo dictionary.	65	3.4154	1.30973	65	3.3538	1.31614
8	I ask my classmate to explain the meaning of new word.	65	3.1077	1.07708	65	3.1385	1.05885
9	I ask my teacher to translate the meaning of word that I do not understand.	65	2.9692	1.28658	65	2.5385	1.31193
10	I ask my friend to explain the meaning of new word.	65	3.0769	1.12233	65	3.0000	1.17260
11	I work in group to discover the meaning of new word.	65	3.2923	1.29570	65	3.2000	1.27720
12	I create mental image of the words meaning.	65	3.1077	1.33607	65	2.8000	1.36015
13	I associate new words with the word I already know.	65	3.3692	1.26946	65	3.3538	1.15150
14	I connect words to my personal experience to remember them.	65	3.7692	1.02727	65	3.0615	1.14396
15	I group words to their synonyms and antonyms.	65	3.0462	1.12404	65	2.6769	1.23880
16	I use new words in a sentence and conversations so I can remember them.	65	3.4462	1.25038	65	3.5385	1.11911
17	I study the spelling of words.	65	3.1385	1.22317	65	3.4615	2.61054
18	I use semantic map to remember	65	2.7538	1.27513	65	2.5846	1.29774

	new words.						
19	I remember new word by remembering its location where I first saw or heard it.	65	3.4154	1.24865	65	2.8462	1.32560
20	I use physical action when I learn a word.	65	2.3538	1.33967	65	2.8308	1.42049
21	I study and practice meaning of word in group.	65	3.7385	1.31431	65	3.2308	1.27192
22	I interact with fluent speakers.	65	3.0308	1.32251	65	2.6308	1.28171
23	I use word list to study and remember words.	65	2.6923	1.43530	65	2.6923	1.15816
24	I make my sound a loud while study words.	65	2.6308	1.48502	65	2.2923	1.31960
25	I say new English word several times.	65	3.5231	1.21331	65	3.3385	1.17629
26	I write new English words several times.	65	3.0923	1.20834	65	3.6462	5.11258
27	I take vocabulary note in class.	65	4.1538	.98791	65	3.5846	1.28565
28	I test myself with word test.	65	3.1077	1.38206	65	2.6308	1.28171
29	I learn from my failure(mistake)	65	3.3385	1.17629	65	2.8923	1.17424

From Table 13, the researcher deduced that, the most frequently used strategy of vocabulary learning strategy by high achievers were ‘the strategy of taking vocabulary note in class’ the mean of ‘4.1538’. The second frequently used vocabulary learning strategy by high achievers were ‘the strategy of connecting words to their personal experience to remember them (Mean=3.7692). The third and fourth strategies that most high achievers used to learn meaning of words were the strategy of ‘I study and practice meaning of word in group (mean=3.7385) and I guess meaning of words by using contextual (mean=3.6769).’ these were the most frequently used by high achievers.

In contrast to these strategies, the least strategy used by high achievers was the strategy ‘I use physical action when I learn a word (mean=2.3538).’ the second and third strategies were ‘I use word list to study and remember words (Mean=2.6923) and I make my sound a loud while study words (2.6308)’ respectively.

On the low achievers side, the most frequently used strategy were ‘I write new English words several times (Mean=3.6462), I take vocabulary note in class (Mean=3.5846) and I use new words in a sentence and conversations so I can remember them (Mean=3.5385).’ in opposite to these strategies, the least vocabulary learning strategies used by low achievers were ‘ I make my sound a loud while study words (Mean=2.2923), I ask my teacher to translate the meaning of word that I do not understand(Mean=2.5385) and I use semantic map to remember new words(Mean=2.5846).

4. 1. Analysis of the Data from Open-ended Question

Items 30 and 31 were open-ended questions which were designed to examine if the highachievers and the low achievers have some more VLSs of their own other than the ones listed in the questionnaire.

Additionally, the intention of item 30 was to see some additional VLSs used by the respondents other than the strategies of vocabulary learning listed in the close-ended questionnaire in order to discover the meanings of new words. Most of the low achievers reported that they do not have any additional VLSs to discover the meanings of new words. Some of the VLSs the highachievers listed that they use to discover the meanings of new words include the following:

- ❖ They underlined new words they have faced while they read, write and speak.
- ❖ Practice words while they walk.
- ❖ Analyzing the meanings of new words by associating to situations.

Most of the low achievers said that they do not have any additional VLSs to discover the meanings of new words.

4. 2. Analysis of the Data from Interview

The questions designed for the interview are similar to the questions in the questionnaire since the purpose of this interview is to strengthen the responses of the respondents during questionnaire.

The first question was asked to know the VLSs that the high and the low achievers use to learn the meanings of new words they encountered in vocabulary learning. As the results of the interview show, all the high achievers responded that they have some VLSs like the strategy of taking vocabulary note in class, the strategy of connecting words to their personal experience to remember them, study and practice meaning of word in group, guessing from the context, and consulting a dictionary, while many of the low achievers said that they consult a dictionary to improve their vocabulary. The second question was asked to examine the respondents' VLSs to study and remember English words. The data collected from the respondents show that the high achievers usually use different strategies, such as working with their partners, having their own plan to study new words they have learned, etc. in order to study and remember English words they have learned once. On the other hand, most of (four of the six) the low achievers being interviewed said that they have few strategies in order to study and remember English words. This indicates that the high achievers use more VLSs that enhance consolidation of words than the low achievers do. This results support that of the questionnaire as the high achievers are better than the low achievers, according to the interviewees' responses, in using different strategies to study and remember new English words.

For the third question, the data show that all the high achievers being interviewed said that they plan to study English words to improve their vocabulary as well as their English language achievement. On the other hand, only 3 low achievers said that they sometimes plan to study English words to improve their vocabulary.

Related to question 4, the result shows that 5 of the high achievers said that learning English vocabulary is important to improve their English language achievement while one said I don't know. On the other hand, six of the low achievers said that to some extent.

For the fifth question, both high and low achievers agree that VLS plays a crucial role in English language achievement. However, high achievers said better than low achievers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5. Introduction

In this chapter, the findings were summarized, concluded and recommended.

5.1 Summary

The study aimed to answer the following research questions.

1. What similarities and differences existed between high and low achievers in using vocabulary learning strategy?
2. What were the most and the least frequently used Sub-categories of vocabulary learning strategies used by high and low achievers?
3. Was there strong relationship between vocabulary learning strategy use and language learning achievement?

In order to answer research questions stated above different books, related literatures and internet were read and analyzed to relate with the content. The study used mixed research method to analyze and interpret data. To gather data from the population, sampling tools such as questionnaire and interviews were developed by adapting and adopting from the literature and used in the research. 130 students were involved in the study from grade 10. After collecting data from participants, the researcher transcribed, categorized and identified to analyze quantitatively and qualitatively. The analysis of data showed that the most frequently used strategy of vocabulary learning strategy by high achievers was 'the strategy of taking vocabulary note in class' the mean of '4.1538' and the least strategy used by high achievers was the strategy 'I use physical action when I learn a word (mean=2.3538). On the low achievers side, the most frequently used strategy were 'I write new English words several times (Mean=3.6462), I take vocabulary note in class

(Mean=3.5846). In opposite to these strategies, the least vocabulary learning strategies used by low achievers were 'I make my sound a loud while study words (Mean=2.2923).

5.2. Conclusions

The following conclusions have been drawn from the data analyzed and discussed in the previous chapter:

5.2.1 The results obtained from the respondents' data indicate that there are differences between the high and the low achievers in using all the VLSs provided except some.

5.2.2 In this study, both groups have similarities in using strategies such as learning meanings of the new words by looking up in English –Afan Oromo dictionary, asking classmate to explain the meaning of new words asking friends work in group, associate new word with the word already know, use new words in a sentence and conversation, and use word lists to study and remember the meanings of words.

5.2.3 The significant difference between the high and the low achievers in using VLSs also implies that there is a relationship between VLSs preference and English language achievement. This can be inferred from the data presented previously, i.e. the high achievers seemed to use various VLSs 'Frequently' and 'Always' while the low achievers reported that they 'Never' and 'Rarely' use the strategies.

5.2.4 The most frequently used strategy of vocabulary learning strategy by high achievers was 'the strategy of taking vocabulary note in classes the mean of '4.1538'. The second frequently used vocabulary learning strategy by high achievers were 'the strategy of connecting words to their personal experience to remember them (Mean=3.7692). The third and fourth strategies that most high achievers used to learn meaning of words were the strategy of 'I study and practice meaning of word in group (mean=3.7385) and I guess meaning of words by using contextual (mean=3.6769).' these were the most frequently used by high achievers. The least strategy used by high achievers was the strategy 'I use physical action when I learn a word (mean=2.3538).' the second and third strategies were 'I use word list to study and remember words (Mean=2.6923) and I make my sound a loud while study words (2.6308)' respectively.

5.2.5 The most frequently used strategy were ‘I write new English words several times (Mean=3.6462), I take vocabulary note in class (Mean=3.5846) and I use new words in a sentence and conversations so I can remember them (Mean=3.5385).’ In opposite to these strategies, the least vocabulary learning strategies used by low achievers were ‘I make my sound a loud while study words (Mean=2.2923), I ask my teacher to translate the meaning of word that I do not understand (Mean=2.5385) and I use semantic map to remember new words (Mean=2.5846).

5.2. Recommendation

Based on the result of the study, the following recommendations have been made:

5.2.1 Learners need to become aware of vocabulary learning strategies through learning strategy instructions.

5.2.2 High achievers used different vocabulary strategies than low achievers to discover and consolidate new English words. This implies that high achievers frequently or always use more wide range of vocabulary learning strategies than low achievers. Therefore, English language teachers should facilitate the teaching learning conditions in which the high achievers and low achievers use and practice different vocabulary learning strategies to learn new words similarly.

5.2.3 Teachers should help low achievers by providing them different Vocabulary learning strategy use to help them to learn and consolidate new English words.

5.2.4 Teachers should help or encourage low achievers to share vocabulary learning strategies experiences of high achievers in order to learn and study new words as well as to enhance their English language achievement.

5.2.5 Textbook writers need to include a number of tasks, activities and exercises that encourage students to employ a wide range of vocabulary learning strategies.

5.2.6 There is a need for conducting further study to examine the relationship between the factors that affect the students' success and their vocabulary learning strategies.

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Appendix I

Yunivarsiitii Saayinsii Fi Teknoloojii Adaamaa

Muummee Afaan Ingliffaa

Sagantaa Digirii 2ffaa (MA in TEFL)

A Questionnaire for Students of High and Low Achievers - Afan Oromo Version

Qajeelfama Waliigalaa

Jaallatamtoota fi kabajaamtota barattoota mana barumsa keenya, gaafannoon

Armaan gadii kun kanqophaa'e dhimma qo'annoo fi qorannoo waa'ee toftaalee

Jechoota Afaan Ingliiziiitti barataan qo'achuuf qofaaf waan ta' eef yaanni isin

Kennitan gama kammiinuu dhiibbaa isin irratti hinq abaatu. Akka barataa Digirii

2ffaatti ulfina guddaa waliin gaaffii armaan gadiitti gaafatamtan akka guutanii fi

Deebii sirrii ta'ee hanga dandeesan akka kenitan isiniigaafa dha.

Odeeffannoo dhuunfaa: Odeeffannoo gaafatamte mallattoo () saanduqa keessa kaa'uun kan siif sirrii ta' e; akkasumas, koodii siif kenname bakka duwwaarratti guuti.

1. **Maqaa Mana Barumsaa**_____
2. **Saala Dhiira** _____ **dubara** _____ **Umurii** _____
3. **Koodii** _____

Himoota gabatee armaan gadii keessaa of-eeggannoon dubbisiitii tooftaalee jechoonni ittiin barataman (vocabulary learning strategies) ibsaman hagam deddeebitee akka fayyadamtu (how often) lakkofsota 1 - 5 kennaman keessaa itti maruun agarsiisi. Himoota kanaaf deebiin sirriidha jedhamu waan hin jirreef deebii kennituun kan hin madaalamne ta 'uun siif ibsa.

Himoota gabatee armaan gadii keessa jiraniif filannoowwan shanshan kennamaniiru.
Isaanis:

"5" jechuun, "Toofticha **yeroo hundaan (always)** fayyadama," jechuudha.

"4" jechuun, "Toofticha **yeroo baay'een (usually)** fayyadama," jechuudha.

"3" jechuun, "Toofticha **yeroo tokko tokkon (sometimes)** fayyadama," jechuudha.

"2" jechuun, "Toofticha **darbee darbee (rarely)** qofanfayyadama," jechuudha.

"1" jechuun, "Toofticha **gonkumaa (never)** hin fayyadamu," jechuudha.

T/L	Tooftaalee jechootni ittiin barataman	YerooH unda	Yeroo Baay'e	Yeroo okkoto kko	Darbe edarbe e	Gonk uma
1	Afaan Ingliffaa fooyyeffachuuf jechoota (vocabulary) Ingliffaa barachuun barbaachisaa dha.	5	4	3	2	1
2	Qaamolee dubbii (parts of speech) xiinxaluudhaan hiika jechoota haaraa baradha.	5	4	3	2	1
3	Hiika jechootaa tilmaamuuf Maxxantootaa (affixes) fi hundeewwan jechaa (roots) xiinxaluudhaan ilaala. (Fkn.Replay Re jechuun irradeebiin rawwachuu jechuu dha)	5	4	3	2	1
4	Suurawwan adda addaa ilaaluun hiika jechoota tilmaamuun baradha.	5	4	3	2	1
5	Hiika jechoota akkaataa galumsaarraan (textual context) fayyadameen tilmaama.	5	4	3	2	1
6	Hiika jechootaa kuusaa jechootaa English-English dictionary fayyadameen baradha.	5	4	3	2	1
7	Hiika jechootaa kuusaa jechootaa English-Afan Oromo fayyadameen baradha.	5	4	3	2	1
8	Hiika jechootaa hinbeeknee hiriyoonekoo akka naaf ibsan gaafachuunan baradha.	5	4	3	2	1
9	Hiika jechoota haaraa baruuf barsiisaan koo gaafadha akka hiika walfakkataa (synonyms) jechoota sana akkanaaf kennu gaafadha.	5	4	3	2	1
10	Hiiryoota dareekoo (classmates) gaafachuun hiika jechoota haaraa baradha.	5	4	3	2	1
11	Hojii garee hiriyootakoo waliin hojachuudhaan hiika jechoota baradha.	5	4	3	2	1
12	Sammuukoo keessatti suura jechoota bocuundhaan jechoota baradha.	5	4	3	2	1
13	Jecha haaraa barachuuf jecha kanaan dura beeku waliin walbiran qaba.	5	4	3	2	1
14	Muuxannoon dura qabu irraatti hundaa'uun jecha haaraa baradha.	5	4	3	2	1
15	Jechoota yaadachuuf jechoota hiika wal-fakkii (synonyms) fi hiika faallaa (antonyms) waliinan walitti firoomsa. Fkn rich wealthy, rich-poor.	5	4	3	2	1
16	Jecha haaraa hima keesati fayadamuu fi namoota waliin dubachuun baradha.	5	4	3	2	1
17	Jechoota haaraa yaadachuuf qubee isaanittiin barreeffamanin qo'adha.	5	4	3	2	1
18	Jechoota yaadachuuf maappiis emantikiin	5	4	3	2	1

	(sematic maps) fayyadama. E.g. Vegetable: Cabbage, carrot, Tomato, potato..					
19	Jechoota haaraa yaadachuuf bakkan jalqaba itti arge yookin agahe yaadachuun baradha.	5	4	3	2	1
20	Sochii qaamaa fayadamuun jecha haaraa yaada dha. FKN. Hiika jechaa Dance jedhu yaadachuuf nan shubisa.	5	4	3	2	1
21	Jecha haaraa yaadachuuf nan qowadha akasumas gareen nan shaakala.	5	4	3	2	1
22	Jecha haaraa yaadachuuf nama afaan Ingilizii sirriitti dubatu waliin dubachuun baradha.	5	4	3	2	1
23	Jechoota yaadachuuf jechoota tartiibesseen qowadha.	5	4	3	2	1
24	Jechoota haaraa yaadachuuf yeroon qo'adhu sagaleekoonolkaaseedubbisa.	5	4	3	2	1
25	Jechoota haaraa irra dedeebi'een sagaleessa.	5	4	3	2	1
26	Hiika jechoota haaraayaa dachuuf irra dedebi'een barreessa.	5	4	3	2	1
27	Daree keessati yaadannoo jechoota haaraa nan qabadha.	5	4	3	2	1
28	Jechoota barachuu fi yaadachuuf battalee (test) jechootaan ofiikoo of-qora.	5	4	3	2	1
29	Jechoota Ingliffaa haaraa irra deddeebi'een barreessa.	5	4	3	2	1

30.Kanneen armaan olitti tarreeffamaniin alatti tooftaalee ykn maloota jechoota

Ittiin barattu (Vocabulary Learning Strategies) kan biraa yoo qabaatte bakka

Duwwaa armaan gadi irratti tarreessi.

31.Kanneen armaan olitti tarreeffamaniin alatti tooftaalee ykn maloota jechoota

Ittiin yaadattu (Vocabulary Learning Strategies) kan biraa yoo qabaatte bakka

Duwwaa armaan gadiirratti tarreessi.

Af-gaaffii baratootaaf dhiyaate (High and Low Achievers) – Afan oromo Version

1. Toftaaleen jechoota haaraa ittiin baruufi ttifayadamtu (vocabulary learning strategy)hiika jechaa haaraa baruuf maal fa’i?
2. Toftaaleen jechoota haaraa ittiin qowattuu fii yaadatu maal faati?
3. Dandeetii jechoota haaraa qabachuuf karoora bafachuun jechoota afaan Inglizii ni dubistaa?
4. Dandeetii jechoota haaraa qabachuuf hiriyoota kee waliin barachuu fi qowachuun ni hojetta?
5. Fayidaa toftaalee jechoota haaraa ittiin barataman gahee in qabxii afaan Inglizii galmeesite keessatti qabu akkamitti ilaalta?

Appendix II

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

DEPARTMENT OF ENGLISH

GRADUATE PROGRAM (MA IN TEFL)

A Questionnaire for Students of High and Low Achievers- English Version

Questionnaire for Students

General Direction

Dear student, since this questionnaire is designed for a study purpose only, the response you are going to give has no negative influence on you. Further, as your response will be kept confidential, you are kindly requested to give your response freely.

I) Personal Information: put a tick (V) mark in the box next to male or female based on your gender, and

fill the blank space next to code No. with your code number.

1. School name_____
2. Sex: Male _____ Female _____ Age_____
3. CodeNo._____

II) Please read each statement carefully, and then, circle one of the numbers against each statement to indicate how often you use the strategies described in each statement. There is no right or wrong answer for each statement, and you are not evaluated based on your responses. Each statement has five options to choose from. There are 'Never', 'Rarely', 'Sometimes', 'Usually' and 'Always'. These are provided in the columns right in the form of statements and are represented by numbers ranging from 1-5 as follows:

"5" means "I always use it".

"4" means "I usually use it".

"2" means "I rarely use it".

"1" means "I never use it".

"3" means "I sometimes use it".

No	Vocabulary learning strategy	I use it almost always	I use it frequently	I use it sometimes	I use it Rarely	I never use it
1	To improve my English language achievement learning vocabulary is important.	5	4	3	2	1
2	I analyze part of speech of new word to explore its meaning.	5	4	3	2	1
3	I analyze affixes and roots to guess the meaning of words (eg.replay- re means do it again).	5	4	3	2	1
4	I guess the meaning of new words by analyzing any available picture.	5	4	3	2	1
5	I guess the meaning of words from textual context.	5	4	3	2	1
6	I learn meaning of word by looking up in English- English dictionary.	5	4	3	2	1
7	I learn meaning of word by looking up in English- Afan Oromo.	5	4	3	2	1
8	I ask classmate to explain the meaning of new words.	5	4	3	2	1

9	I ask my teacher to translate the meaning of words that I do not understand.	5	4	3	2	1
10	I ask my classmate to explain the meanings of new words.	5	4	3	2	1
11	I work in group to discover meaning of words.	5	4	3	2	1
12	I create mental image of the words meaning.	5	4	3	2	1
13	I associate new words with those I already know.	5	4	3	2	1
14	I connect words to my personal experience to remember a word.	5	4	3	2	1
15	I group words to their synonyms (happy-glad) and antonyms (happy-Sad).	5	4	3	2	1
16	I use new words in sentences and in conversations so I can remember them.	5	4	3	2	1
17	I study the spelling of words.	5	4	3	2	1
18	I use semantic maps to remember new English words. (e.g. Fruits- Mangoes, Bananas, etc.	5	4	3	2	1
19	I remember a new word by remembering its location where I first saw or heard it.	5	4	3	2	1
20	I use physical action when learning world (Ex.I will dance to remember the meaning of the word ‘dance’).					
21	I study and practice meaning in group.	5	4	3	2	1
22	I interact with fluent speakers.	5	4	3	2	1
23	I use word lists to study and remember words.	5	4	3	2	1
24	I make my sound a loud when I study.	5	4	3	2	1
25	I say a new English word several times.	5	4	3	2	1

26	I write a new English word several times.	5	4	3	2	1
27	I take vocabulary notes in class.	5	4	3	2	1
28	I test myself with word test.	5	4	3	2	1
29	I learn from my failure (mistakes).	5	4	3	2	1

30. If you have any additional strategies apart from the ones listed above to learn the meaning of a new word, list them below.

31. If you have any additional strategies apart from the ones listed above to study and practice a word once you have encountered, list them below.

Interview Questions for the Students (High and Low Achievers) - English Version

1. What are the vocabulary learning strategies that you use to learn the meaning of newWords you have encountered it?
2. What are the strategies that you use to study and remember new words?
3. Do you plan to study English words to improve your vocabulary knowledge?
4. Do you work with your friends to learn and study English new words to improve your Vocabulary knowledge?
5. How do you see the importance of vocabulary learning in improving your EnglishLanguage achievement?

Appendix 3

High Achievers		Low Achievers	
Code No.	English language result of two semester	Code No.	English language result of two semester
A1	97	B1	59
A2	100	B2	55
A3	97	B3	58
A4	83	B4	54
A5	95	B5	50
A6	100	B6	56
A7	82	B7	51
A8	83	B8	59
A9	85	B9	54
A10	87	B10	54
A11	90	B11	59
A12	95	B12	54
A13	90	B13	58
A14	87	B14	59
A15	89	B15	57
A16	82	B16	53
A17	90	B17	59
A18	94	B18	57
A19	81	B19	56
A20	85	B20	55
A21	99	B21	51
A22	82	B22	56
A23	85	B23	50
A24	85	B24	51
A25	83	B25	58
A26	91	B26	56
A27	88	B27	52
A28	86	B28	56
A29	80	B29	53
A30	83	B30	51
A31	88	B31	52
A32	85	B32	55
A33	87	B33	53
A34	83	B34	51

A35	97	B35	56
A36	90	B36	58
A37	93	B37	58
A38	90	B38	54
A39	95	B39	52
A40	83	B40	59
A41	100	B41	56
A42	80	B42	53
A43	81	B43	53
A44	100	B44	58
A45	86	B45	58
A46	91	B46	56
A47	87	B47	59
A48	81	B48	51
A49	85	B49	39
A50	84	B50	48
A51	83	B51	50
A52	83	B52	57
A53	100	B53	51
A54	84	B54	51
A55	89	B55	54
A56	80	B56	54
A57	86	B57	52
A58	80	B58	55
A59	85	B59	51
A60	80	B60	52
A61	91	B61	53
A62	100	B62	57
A63	93	B63	53
A64	97	B64	59
A65	85	B65	59

DECLARATION

I declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

NAME: GULUMA SILESHI BEKANA

SIGNATURE: _____

PLACE: Adama Science and Technology University, Department of English

DATE: September, 2017