

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

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**ACOMPARATIVE STUDY OF VOCABULARY LEARNING
STRATEGIES USE AMONG STUDENTS AT AMBO AND
BAKALCHA BARI SECONDARY SCHOOL: GRADE 9 IN FOCUS**

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SEPTEMBER, 2017

ADAMA, ETHIOPIA

A COMPARATIVE STUDY OF VOCABULARY LEARNING STRATEGIES USE AMONG STUDENTS AT AMBO AND BAKALCHA BARI SECONDARY SCHOOL: GRADE 9 IN FOCUS.

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BY

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**SEPTEMBER, 2017
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DECLARATION

I declare that this thesis entitled “ A Comparative Study of Vocabulary Learning Strategies Used among Students at Ambo and Bakalcha Bari secondary School: grade 9 in focus” Ambo town , West Shoa Zone , Oromia Region , Ethiopia is the results of my own research except as cited in reference s under my supervision of Dr Abebe Gemechu. This thesis work in part or in full has not been previously submitted to any other institution for the award of any degree or diploma.

Name of candidate

Signature

Date

DEDICATION

This work is dedicated to my father, Abebe Deresa and my mother, Diribe Bayisa for their concern, prayer, patience and love.

STATEMENT OF AUTHOR

First, I declare that this thesis is my Bonafide work and all source of materials used for the thesis have been duly acknowledged .This thesis has been submitted in partial fulfillments of required for MA degree at the Adama Science and Technology University and is deposited at the university library to be made available to borrowers under rules of the library. I solemnly declare that thesis is not submitted to any other institution anywhere for the award of any academic degree, diploma, or certificate.

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BIOGRAPHICAL SKETCH

The author was born in October, 1976 EC in Horo District of Horo Guduru Wollega Zone , Oromia National Regional State. She attended her primary and secondary education at the Sekela Elementary and Shambu Senior Secondary Schools, respectively, between 1990 and 1994. The author joined the Faculty of social science of Jimma College in 1995 and graduated with diploma in English in June 1997. Following her graduation with in diploma programmed Then, she immediately joined the Deber Berhan University in July 2000 and graduated with B.ED in English in September 2004.

She was then employed by Ministry of education as high school English teacher in the Dano and Seyo Senior Secondary School , West Shoa zone where she served six years. Besides to teaching profession, she assigned as, Department head of English, team leader of gender issue in school. Then, author was joined Adama science and Technology University of faculty of july, 2006.

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ABSTRACT

This study has attempted to assess vocabulary learning strategies used among students at Ambo and Bakalcha Bari secondary schools between the same grade level of students. Particularly, it tried to find out students' knowledge on the theoretical perspective of vocabulary learning strategies, examine to what extent students practically use vocabulary learning strategies in EFL classes and identify the major factors that might hamper the implementation of vocabulary learning strategies in EFL classes. To this end, the study employed comparative survey method, which involves both quantitative and qualitative methods. Accordingly, Ambo and Bakalcha Bari Secondary Schools were selected through purposive sampling. Then, eighty (80) respondents were proportionally taken (50:30) from the students of (Bakalch Bari) and (Ambo) secondary who were attending the schools in 2009 E.C. The instruments employed for data collection were questionnaire, interview and classroom observations. . Thus, descriptive statistics using frequencies and percentages were employed in analyzing the quantitative data and the qualitative method was used in analyzing qualitative data. Data obtained through questionnaire were analyzed manually for frequencies and percentages, and SPSS version 20.0 was used for generating mean, Standard Deviation and t-test values. The t-test values were used to see for the presence or absence of significant differences in VLSs use between the students of the two schools. The finding indicated that both Ambo and Bakalcha Bari students of the study area used all the 20 items (VLSs presented for them) with a slight difference of frequencies. Grade 9 students at Bakalcha Bari predominantly used three sub-categories of VLSs: determination, social for discovering the meaning of a word and memory strategies, whereas grade 9 students at Ambo used four of them: determination and cognitive strategies, social strategies used for word consolidation and memory. Finally, it was recommended that teachers of English language should identify their are teachers train about strategy use them on the areas they have problems.

Key words: vocabulary learning strategy, English as foreign language, English language learners

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Acronyms

BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
ELLS	English Language Learners
ESL	English as Second Language
EFL	English as Foreign Language
SILL	Strategy Inventory for Language Learning
L2	Second Language
VLSs	Vocabulary Learning Strategies
SPSS	Statistical Package for Social Sciences
EFL	English as a Foreign Language.
TEFL	Teaching English as a Foreign Language
SILL	Strategy Inventory for Language Learning
SOL	Speakers of other Language

Chapter One: Introduction

1.1 Background of the Study

A Second or foreign language learning began during the period of Romans. At that time Latin was the popular language which was given by Europeans and Grammar translation was the method of teaching. During this period and afterwards different approaches to language learning, each with different perspectives on vocabulary learning, have been introduced. Based on such perspectives the position given to vocabulary has been different through times. That means ,vocabulary sometimes received good attention in language teaching methodologies, other times, it was completely neglected (Allen, 1983; Carter & McCarty, 1988; Taylor, 1991).It has got good position in language teaching and learning with the development of the communicative approach to language teaching. As the approach emphasizes meaningful interactive activities over form, it recognizes that vocabulary learning strategies that students use have a greater impact on their success in vocabulary learning (Hatch & Brown, 1995).

Researchers are recently trying to change or shift the concern of vocabulary teaching to vocabulary learning. That means, they are trying to change responsibility from teacher to the students for their own language learning. As sources indicate, language learning strategies research abruptly began in the 1970s as a shift from a predominately teaching oriented perspective to the learner oriented view which mainly gives emphasis to how learner rather learn than how teachers teach. It believes that the actions of learners might affect their acquisition of language so the responsibility had to shift to learners. This is because, before that period, natural talent of students was considered as a major factor than the action of students in language learning success. Nonetheless, this time and afterwards it has been understood that language learning mainly depends on the individual learner's effort not on natural gift. This arose a greater interest in scholars to study how individual learners approached and controlled their own learning of language (Schmitt, 1997& Nation, 2001). Accordingly, many researchers invested their time and energy and come with a new compelling idea that language learning requires much effort on the part of the learner. To accomplish this responsibility, the learners should know the vocabulary

learning strategies, and the teachers should better train students on how to learn the language instead of teaching them the language itself. This realizes the proverb used by Griffiths to strengthen his argument about the potential use of vocabulary learning strategies in enhancing students' language learning.

These days, in Ethiopia, the curriculum is designed in this line and the practice has been begun. There are tasks and activities in the teaching materials that are developed in the way they help learners exercise meaningful, real life like communicative performances. There are also strategies of language learning in the materials though to discuss their sufficiency is not the concern of this study. However, there are considerable differences in students' achievement. Some achieves good result whereas, others achieve less than the expected result. This means, as the researcher saw from her own experience, many of the students cannot express their ideas fluently, and cannot do English examinations well.

Regarding this issue, scholars have conducted many studies in and out of the country and found out that students' achievement correlates with their vocabulary learning strategy use (Examples are: Ahmed, 1989; Getachew Seyoum & Getachew Bekele, 2014; Getnet Gidey, 2008; Gu & Johnson, 1996).

Getnet (2008, p. 58) states the relationship between VLSs and students achievement as "there is a relationship between language learning achievement and vocabulary-learning strategies, i.e. high achievers frequently or always use more wide range of vocabulary learning strategies than low achievers." Getachew Seyoum's and Getachew Bekele's (2014) finding also reflected the same result as that of Getnet's, i.e., their finding indicated the presence of a relationship between VLSs use and English language achievement. It depicted that the students who used VLSs most frequently achieved good results and the ones who used it rarely achieved poor results

Gu and Johnson (1996) arrived at the same conclusion as that of the above mentioned scholars, too. According to them, the most successful learners use a wide range of vocabulary learning strategies which help them to be successful in learning language in general, and in learning vocabulary in particular. By contrast, less successful learners use

limited range of vocabulary learning strategies inappropriately and became ineffective in vocabulary learning. In support of this assertion, noted that good language learners differ greatly from the poor language learners in two ways. One way of their difference concerns to their interest to learn the vocabulary. Second area of difference is choice of appropriate VLSs and use of varieties of VLSs in different contexts (Ahmed, 1989). He stated that the more successful learners differ from the less successful ones by using more strategies as well as the interest they have to learn words.

Many studies have shown that difference in vocabulary learning strategy use brings about achievement difference. This shows that vocabulary learning should be an important instructional goal and a critical research issue. It is with this understanding that this study has been proposed. The study aims to find out if the students' vocabulary learning strategy use across the same grade level. Specifically, it intends to assess vocabulary learning strategy use among grade 9 students at Ambo and Bakalcha Bari secondary school which found in west shoa, Zone at Ambo town. The searcher selected the two schools from other schools for different reasons. For example, students in Ambo secondary school come from different background. Some of them come from educated families, the other from sounding villages. On the other hand, students in Bakalch Bari secondary school were those in prisons and some students come from the societies. In addition to this, the former school had good facility than the later one. So the researcher aimed to compare the two schools of students in terms of these variables.

Vocabulary teaching and learning is a constant challenge for teachers as well as students because historically there has been minimal focus on vocabulary instruction in the ESL classroom. Due to this, an increased emphasis on vocabulary development is crucial for the English language learner in the process of language learning. According to (Adger, 2002 as cited in Colorado 2007) the average native English speaker enters nursery school knowing at least 5,000 words while the average English language learner may know 5,000 words in his/ her native language but only a few words in English. The reality is that native speakers continue to learn new words while English language learners face the double challenge of building that foundation and closing that language gap. Technical vocabulary is words or phrases that are primarily used in a specific line of work or

profession. For example, an electrician needs to know technical words such as capacitor and surge capacity, words that people outside that industry never use. Academic vocabulary on the other hand is the vocabulary critical to understanding the concepts of the content taught in schools (Stahl and Fairbanks, 1986 as cited in Zwiers, 2008). Another crucial point to consider is the amount of time it takes for English language learners (ELLs) to learn English and be ready for school. While it takes one to three years for ELLs to develop Basic Interpersonal Communication Skills (BICS), they need seven years to develop Cognitive Academic Language Proficiency (CALP) (Collier, 1999; Cummins, 2000, as cited in Adger, 2002).

1.2 Statement of the problem

There are numerous factors that can affect language learning. Among the various factors that contribute a lot to successful language learning, using a variety of language learning strategies in general, and vocabulary learning strategies in particular is the major one. Many research findings reflect that vocabulary teaching and learning has been the most challenging. Currently, one language journal reflects this truth by stating it as follows:

Vocabulary teaching and learning is a constant challenge for teachers as well as students because historically there has been minimal focus on vocabulary instruction in the ESL classroom. Due to this, an increased emphasis on vocabulary development is crucial for the English language learner in the process of language learning.

(TESL CANADA JOURNAL UREVUE TESL DU CANADA VOL. 12(1), WINTER 1999)

Some studies were conducted to understand students' efforts in using vocabulary learning strategies in Ethiopian context. For the purpose of this study, four of them are taken to see the areas they tried to assess and the recommendation they forwarded. Setting of from there, the researcher aimed to contribute his effort. One is a study carried out by Abebe G/ Tsadik (1997) on strategies of vocabulary learning employed by first year students at Addis Ababa University. The findings indicated that a wide range of English vocabulary acquisition strategies were reported by the sample students, but only few of the strategies were reported to be used by a large number of the students. The second study was

conducted on Grade 11 students of Menelik II Senior Secondary School in Addis Ababa by Jeylan Aman (1999). Jeylan found out that the majority of students rarely used most of the strategies investigated. The third study is the one conducted by Setegn Mayew (1997) that investigated vocabulary learning strategies employed by Somali speaking students. Setegn tried to see the difference in using language learning strategies between male and female students. According to Setegn (1997), there was no statistically significant gender difference among learners in using vocabulary learning strategies. The fourth study is the one conducted by Getnet Gidey (2008) at Addis Ababa University on the title “Vocabulary Learning Strategy Use: The Case of High And Low Achiever Students in Gondar College of Teacher Education.” As to his study, there was a relationship between language learning achievement and vocabulary learning strategies, i.e. high achievers frequently or always use more wide range of vocabulary learning strategies than low achievers.

According to, Gu and Johnson’s (1996) study showed that the most successful learners were those who actively drew on a wide range of vocabulary learning strategies. By contrast, the same study indicated that the least successful used much more limited range of vocabulary learning strategies. Such research findings lead to successive investigations into students’ use of vocabulary learning strategies in various contexts. From my own experiences of six years. Ambo and Bakalcha Bari Secondary School students show marked of differences in English language usage. A few students use the language at the maximum level, whereas most of them fail to use it even at the medium level. I saw few of them describe and communicate their ideas using surprising words without any difficulties, while the others fail to describe even simple thoughts.

The proposed study is believed to make a new contribution by assessing the application of vocabulary learning strategies among students in grade 9 between two different schools regarding this important educational goal.

1.3 Research Questions

The present study aimed to address the following basic questions.

- What vocabulary learning strategies are used by grade 9 students of Ambo and Bakalcha Bari secondary schools?
- What trends are observed in vocabulary learning strategy use in the same grade level at different School?
- Are there significant differences between students' vocabulary learning strategies in the two schools?

1.4 Objective of the Study

1.4.1 General Objective

The study generally attempts to compare Grade 9 students at Ambo and Bakalcha Bari Secondary School with respect to their use of vocabulary learning strategy.

1.4.2 Specific objectives

Particularly, the study tries to:

- find out the vocabulary learning strategies that are predominantly used by Grade 9 students ;
- identify trends in vocabulary learning strategies use across the same grade levels;
- examine if there are significant differences in vocabulary learning strategy use between Grade 9 at Ambo and Bakalcha Bari Secondary School students.

1.5 Significance of the study

The results of the study would help English language teachers and school leaders to create awareness about the vocabulary learning strategies play a significant role in helping students to learn vocabularies easily. Beside this, students were improved their vocabulary learning strategy use if the finding reflects the expected problem is lack of using the appropriate strategy. It also help concerned bodies were planned and give awareness raising on the new method(teaching vocabulary to teaching how to learn vocabulary) and the study can also initiate other researchers to conduct similar studies.

1.6 Delimitation of the study

The study conducted at Ambo and Bakalcha Bari secondary Schools of grade 9 students in focus which are found in Ethiopia, Oromia Regional State, West Shoa Zone, Ambo town. It was delimited to these two schools because of budget and the researcher experience on conducting research of many schools at the same time. It was done from July, 2016-September, 2017. The researcher had chosen these schools for two reasons. One reason is that the researcher is familiar with the school community which can ease the information gathering processes. The other reason is that as the area is where the researcher works the issues of shortage of time and resource can be minimized. Additionally, the study delimited to one aspect of LLS.

The researcher wants to carry out the study on many high schools in Ethiopia. However, due to shortage time and study is restricted to a small area for first trial. Thus, the study is confined to Grades 9 students at Ambo and Bakalcha Bari Secondary School.

1.7 Limitation

This study will provide useful findings for different parties in the education sector (students, teachers, curriculum designers, and researchers). The researcher would like to acknowledge that this study is far from being perfect in many aspects. For one thing, the study was confined to only two schools because of shortage of time and resources. The representative population and the section are too small; (80) students which are 10% of the total students in the two schools were selected to respond to the questionnaire, and only four sections were observed. The researcher feels that it would have been much better if more students from other grades and other schools had been involved in the study. Secondly, the instruments used to gather the information were also limited to two: questionnaire and classroom observation. While a questionnaire is used in eliciting learners' self-reports on what they generally do to learn the new language or what they do as they perform a specific language task (Chamot, 1987 & Cohen, 1987 as cited in Jeylam Aman, 1999), other instruments such as interview and focused group discussion with teachers could have been still used to supplement the questionnaire and the classroom

observation. . These were the limitations that can affect the generalizability of the findings of the study to large populations. Hence, future studies should consider these issues to gain the best result from it.

1.8 Definitions of key operation terms

Vocabulary: define vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions (Graves, 2000, as cited in Taylor, 1990)

Learning: Rubin (1987) views learning as, “the process by which information is obtained, stored, retrieved, and used” (p. 29).

Strategy: The word strategy comes from the ancient Greek word ‘Strategia’, which means steps or actions taken for the purpose of winning a war known as military strategy (Wikipedia, 2009). Retrieved from: <https://en.wikipedia.org/wiki/Strategy>

Vocabulary learning strategy: Oxford (1990) defined them as “strategies are operations which the learner applies “to aid the acquisition, storage, retrieval, and use of information” (p.4). She expands this definition by stating that learning strategies are “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations” (p. 8).

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 What is vocabulary?

Many scholars defined it in different ways. Some relate the definition to the general learning strategies, while others say that the general language learning strategies by themselves are a strategy for learning vocabulary too. To harvest a good view of the concept let us see both of them.

Language learning strategies are intentional behavior and thoughts that learners make use of during learning which help them understand. These may include focusing on certain aspects of new information, analyzing and organizing information during learning to increase comprehension, (Richards, 2001). Stern (2001,) explains it as, the concept of language learning strategy is based on the assumption that learners consciously engage in activities to achieve certain goals that they exercise ,choice, procedure, and that they undertake.

Schmitt's (1997) definition of vocabulary learning strategies reflects Rubin's (1987) understanding of learning. Views learning as, the process by which information is obtained, stored, retrieved, and used). According to Schmitt (1997), vocabulary learning strategies could be any action which affects the broadly defined process by Rubin. Similarly, Cameron (2001, p.92) defines vocabulary learning strategies as, actions that learners take to help themselves understand and remember vocabulary. Therefore, vocabulary learning strategies have great contribution to learn language successfully.

According to (Taylor, 1990) and Graves (2000) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also describes that the lexicon of a language is its vocabulary, which includes words and expressions. Krashen (1998, as cited in Herrel, 2004) extends Graves' definition further by stating that lexicon organizes the mental vocabulary in a speaker's mind. An individual's mental lexicon is that person's knowledge of vocabulary (Krashen, 1998, as cited in Herrel,

2004). Miller (1999, as cited in Zimmerman, 2007) states that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences.

2.2 Importance of vocabulary

These strategies are new methodologies which enable the students learn the new vocabularies they encountered during communication independently or in the absence of a teacher. As Nation and Schmitt tries to illustrate, there are many words on which teachers may not be able to spend time within the class time limits. Thus, if students have number of vocabulary learning strategies, they deal with these words on their own and as a result have access to large number of target language words (Nation, 2001 and Schmitt, 2000). Therefore, an important part of a student's vocabulary development depends on the ability to use vocabulary learning strategies for coping with new vocabulary in written or spoken texts (Atkins .et al, 1996).

The main importance gained from vocabulary learning strategies is that they enable learners to take more control of their own learning so that students can take more responsibility for their vocabulary learning. (Nation, 2001) consequently discussed that, vocabulary learning strategies foster “learner autonomy, independence, and self direction” (Oxford, 1990, p. 29). Equipped with a range of different vocabulary learning strategies, students can decide upon how exactly they would like to deal with unknown words. A good knowledge of the strategies and the ability to apply them in suitable situations might simplify the learning of new vocabulary for students (Schmitt, 2000; and Gu & Johnson, 2000).

2.3 Definition of vocabulary learning strategy

First let us see what the word ‘strategy’ and the phrase, ‘vocabulary learning strategy’ are. **Strategy:** The word strategy comes from the ancient Greek word *Strategia*, which means steps or actions taken for the purpose of winning a war known as military strategy (Wikipedia, 2009).

Vocabulary learning strategies: Many scholars defined it in different ways. Some relate the definition to the general learning strategies, while others say that the general language learning strategies by themselves are strategies for learning vocabulary, too. Under this topic two of the opinions are presented to see the similarities and the differences of the two ways of the definitions. Five scholars who defined it as general language learning strategies and four who defined it by adopting the general language strategies as specific to VLS are presented below. To harvest a good view of the concept let us see them as follows.

According to Richards, language learning strategies are intentional behaviors and thoughts that learners make use of during learning which help them understand, learn or remember new information. These may include focusing on certain aspects of new information, analyzing and organizing information during learning to increase comprehension, evaluating learning when it is completed to see if further action is needed. They may be applied to simple tasks such as learning a list of new words, or more complex tasks involving language comprehension and production (Richards, 1992).

According to Stern (1992) “the concept of language learning strategy is based on the assumption that learners consciously engage in activities to achieve certain goals. That means, they engage in exercises, choices, procedures in which they undertake” (, p.261).

Cohen (1990) states that “learning strategies are processes which are consciously selected by learners and which may result in actions taken to enhance the learning or use of a second or foreign language through the storage, retention, recall, and application of information about that language” (p. 4)

Rubin (1987) views learning as, “the process by which information is obtained, stored, retrieved, and used” (p. 29).

Schmitt’s (1997) definition of vocabulary learning strategies reflects Rubin’s (1987) understanding of learning. According to Schmitt (1997) vocabulary learning strategies could be any action which affects the broadly defined process by Rubin like obtaining, storing, retrieving and using information (p.203).

Similarly, Cameron (2001) defines vocabulary learning strategies as, “actions that learners take to help themselves understand and remember vocabulary” (p.92).

Oxford (1990) defined them as “strategies are operations which the learner applies “to aid the acquisition, storage, retrieval, and use of information” (p.4). She expands this definition by stating that learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations” (p.8). She revised and defined language learning strategies as “specific actions, behaviors, steps, or techniques, which can facilitate the internalization, storage, retrieval, or use of the new language learners employ to develop their L2 skills. These strategies are the tools for the self-directed involvement which is necessity for developing communicative ability” (Oxford, 1992, p.124).

Catalan (2003, p. 56) proposed a more concrete and thorough definition of vocabulary learning strategies by adopting Rubin’s (1987) and Oxford’s (1990) definitions of language learning strategy. She suggested the following definition. It is 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 meaning of unknown words, (b) to retain them in long-term memory, (c) to recall them at will, and (d) to use them in oral or written mode.

McCarty defined it based on what vocabulary learning strategies should take in to account. He stated that vocabulary learning strategies should not focus only on memorizing lexical items but also on using them in different contexts (McCarty,1984, as cited in Lu,2013, p.24).Therefore, it is necessary to incorporate “knowing a word” and “being able to define the word in to the list of vocabulary learning strategies”. For the learning process of L2 vocabulary, (Brown and Hatch 1995, p. 373) have identified five key steps: “a/having sources for encountering words, b/getting a clear image, either visual or auditory or both, of the forms of the words, c/learning the meaning of the word, d/making a strong memory connection between the forms and the meaning of the words, e /using the words”

In both cases the definitions concentrates around learner's role for language learning in general and vocabulary learning in particular. The common element in their definitions are processes and actions or operations students use to accomplish a language learning task. However, Oxford's definition sounds better as it is comprehensive and reflective of the feature of the strategies.

In sum, vocabulary learning strategies are the deliberate actions that learners perform and the mental processes that are exercised by them in the process of language learning. They are a special ways of processing information that improve comprehension, learning, or retention of the information. Therefore, students should be equipped with this very crucial tool in order to be successful in their vocabulary learning.

2.4 Importance of vocabulary learning strategies

Vocabulary learning strategies are new methodologies which enable the students learn the new words they encounter during communication independently or in the absence of a teacher. As Nation and Schmitt tries to illustrate, there are many words on which teachers may not be able to spend time within the class time limits. Thus, if students have number of vocabulary learning strategies, they deal with these words on their own and as a result have access to large number of target language words (Schmitt, 2000 and Nation, 2001).

Atkins et al. (1996) also discussed that the ability to use vocabulary learning strategies can improve students' vocabulary development and help them for coping with new vocabulary in written or spoken texts. The main benefit gained from vocabulary learning strategies is that they enable learners to take more control of their own learning so that students can take more responsibility for their vocabulary learning.

Nation (2001); Scharle and Szabo (2000) consequently discussed that the roles of vocabulary learning strategies by showing that vocabulary learning strategies foster learner autonomy, independence, and self direction. They say that if students are equipped with a range of different vocabulary learning strategies, they can decide upon how exactly they would like to deal with unknown words. Gu and Johnson, and Schmitt also strengthen the truth by saying a good knowledge of the strategies and the ability to apply

them in suitable situations might simplify the learning of new vocabulary for students /sick/ (Schmitt, 2000; & Gu & Johnson, 2000) The summary of the importance of vocabulary importance/sic/ is given by (Fan, 2003, cited in Yunhao,(2011, p. 5) “vocabulary forms the biggest part of the meaning of any language, and vocabulary is the biggest problem for most learners. So I’ve always been interested in ways of helping learners in building up a big vocabulary as fast as efficiently as possible.”

“Vocabulary is put in the central place in many linguistic theories. Lewis believes lexis to be the core of language (Lewis 1993, as cited in Yunhao, 2011, p. 5) He strongly discusses it by saying the lexicon is more important than any other component, and that it may be the most important language component for learners. The basic benefit gained from all learning strategies, including strategies for vocabulary learning, is the fact that they enable learners to take more control of their own learning so that learners can take more responsibility for their studies (Nation, 2001, as cited in Yunhao, 2011, p. 6)

2.5 Taxonomy of vocabulary learning strategies

Many language researchers have attempted to develop taxonomy of language learning strategies. For this research proposal purpose some of them are taken to lay down a strong background for it .Accordingly, let us see them one by one here.); O’Malley et.al (1985, Wenden and Rubin (1987); Oxford (1990); Gu and Johnson (1996), Schmitt (1997and Nation (2001), for example, propose taxonomy of vocabulary learning strategies based on the second or foreign learner’s various strategies to acquire the target language words(vocabularies). Oxford (1990) attempts to present a comprehensive taxonomy of language learning strategies called 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 met cognitive 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:

- meta cognitive regulation
- guessing strategies
- dictionary strategies
- memory strategies (rehearsal)
- memory strategies (encoding)
- activation strategies

Gu and Johnson's (1996) meta cognitive strategies entail selective attention and self initiation strategies. Second 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. Who employs self-initiation strategies use varieties 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 up on 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, imagery, 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.

Classification of Gu and Johnson's (1996 vocabulary learning strategies is summarized as follows:

- **Selective attentive-** identifying essential words for comprehension
- **Self-initiation:** using a variety of means to make the meaning of words clear
- **Guessing:** activating background knowledge, using linguistic items
- **Use of dictionary-** to know the meaning from dictionary
- **Note-taking-** by taking note the learner remember the meaning.
- **Rehearsal:** word list repetition, etc
- **Encoding:** association (imagery, visual, auditory, etc)
- **Using new words in different contexts**

Another comprehensive inventory of vocabulary learning strategies is developed by Schmitt (1997) which is based on Oxford's (1990) taxonomy of vocabulary learning strategies. He distinguishes the strategies into two groups, discovery strategies which are helpful to determine the meaning of new words when encountered for the first time and consolidation strategies which are helpful to remember meaning when encountered again. Schmitt's (1997) vocabulary learning strategies are further classified into six categories and fifty-eight individual strategies

Examples of Schmitt's (1997) vocabulary learning strategies

1. Strategies for the discovery of a new word's meaning

<i>Strategy group</i>	<i>strategy</i>
<i>I .determination</i>	<ul style="list-style-type: none"> -Analyzing parts of speech -Analyzing affixes, prefixes and roots -Analyze any available pictures or gestures -Guess meaning from textual context -Use a dictionary (bilingual or monolingual)
<i>II. Social</i> word	<ul style="list-style-type: none"> -Ask a teacher for a synonym, paraphrase, or L1 translation of new word - Ask classmates for meaning

2. Strategies for consolidating a word once it has been encountered. A Social strategies: -Study and practice meaning in a group

- Interact with native speakers

B. Memory Strategies: If I write them, I will keep them in my mind.

- Associate the word with its coordinate
- Use semantic maps
- Image word forms
- Use keyword method
- Group words together to study them
- Study the spelling of a word
- Say a new word aloud when studying
- Use physical action when learning a word

C. Cognitive Strategies:-Verbal repetition

- Written repetition
- Word lists
- Put English labels on physical objects
- Keep a vocabulary notebook
- Use semantic map for each word

D. Meta cognitive Strategies: - Use English language media (songs, movies and news)

- Skip or pass new word
- Continue to study word over time

Source: Schmitt (1997, p.207-208)

According to Schmitt (1997), ‘discovery strategies’ contain determination, and social strategies, and consolidation strategies contain cognitive, meta cognitive, memory and

social strategies. Schmitt (1997) includes social strategies in both categories since they can be used for both purposes. To Schmitt, determination strategies are used when learners are faced with discovering a new word's meaning without recourse to another person's experience (Schmitt 1997, p. 205). Hence, learners try to discover the meaning of a word by guessing it with the help of structural knowledge of language, context, and reference materials. For Schmitt, the second way to discover a new meaning is through employing the social strategies: asking someone for help with the unknown words. Besides, in the initial discovery of a word, learners need to employ varieties of strategies to practice and retain vocabulary. Learners thus, use a variety of social, memory, cognitive and meta cognitive strategies to consolidate their vocabulary knowledge. Cooperative group learning through which learners study and practice the meaning of new words in a group is an example of social strategies for consolidating a word.

Memory strategies, traditionally known as Mnemonics, (Thompson, 1987 and Stockmen, 1997) involve relating the word with some previously learned knowledge by using some form of imagery or grouping. Cognitive strategies in this taxonomy are similar to memory strategies but are not focused on manipulative mental processing. They include repetition and using mechanical means such as word lists, flash cards, and vocabulary notebooks to study words.

Finally, met cognitive strategies in Schmitt's taxonomy are defined as strategies used by learners to control and evaluate their own learning, by having an overview of the learning process in general. Testing oneself is an instance of met cognitive strategies which provides input to the effectiveness of one's choice of learning strategies, providing positive reinforcement if progress is being made or a signal to switch strategies if it is not (Schmitt 1997, p.205-216).

To Nation (2001), noticing involves seeing the word item to be learned. Strategies at this level include putting the word in a vocabulary notebook or list; putting the word onto a word card and orally and visually repeating the word. He argues that although these strategies are all of recording type, they are useful steps resulting in deeper processing of words. Retrieval involves recalling the item met before. It contains recalling knowledge in

the same way it was originally stored. Generating strategies include attaching new aspects of knowledge to what is known through instantiation (i.e., visualizing examples of words), word analysis, semantic mapping and using scales and grids. Generating strategies include rule driven generation, as well as; such as, creating context, collocations and sentences containing the new word. Besides, the mnemonic strategies and using the word in different context through four skills are also defined as generating strategies.

In general, although the taxonomies cited above slightly differ in terms of strategies they categorize, they all provide a list of widely applicable vocabulary learning strategies. Of course the taxonomies have many common elements. However, the researcher will focus on Schmitt's (1997) vocabulary learning strategies taxonomies as they incorporates the elements of the other strategies.

2.6 Research on vocabulary learning strategies

- Most of the researches on language learning strategies, the primary concern has been on identifying what good language learners do to learn a second or foreign language, or in some case, are observed doing while learning a second or foreign language as (Rubin and Wenden, 1987, cited in Hismanoglus, 2000). Stern (1983) has reported that there are four basic sets of strategies which good learners are likely to employ while less efficient learners employ them only weakly. According to him;
- The good language learners will select goals and sub goals, recognize stages and developmental sequences, and actively participate in the learning process.
- The good language learners employ an academic (explicit) learning strategy. They are prepared to study and practice.
- Good language learners are likely to employ a social learning strategy (they seek communicative contact with target language users through writing, media, in person, etc.)
- Good language learners use an effective strategy (they cope effectively with the emotional and motivational problems of language learning (Stern 1983, p. 411).

On the other hand, the underachieving learners used a smaller range of strategies than the good learners and tended to avoid active practice (Ahmed, 1989 and Nation, 2001).

Gu and Johnson's (1996) study noted that the most successful learners were those who actively drew on a wide range of vocabulary learning strategies. By contrast, the least successful used much more limited range of vocabulary learning strategies. Successful strategy users need a strategy for controlling their strategy use. This involves choosing the most appropriate strategy from a range of known options and deciding how to pursue the strategy and when to switch to another strategy. For example, consulting dictionary could be followed by the use of word cards to establish knowledge of the word.

Similarly, O'Malley and Chamot (1990) state that more effective students used a greater variety of strategies and used them in ways that helped them complete the language task successfully. Less effective students not only had fewer strategies types in their repertoires but also frequently used strategies that were not lead to successful task completion. Moreover, Ahmed (1989) and Sanaoui (1995) say that good learners do things such as using a variety of strategies, structure their vocabulary learning and review and practice target words, and they are aware of the semantic relationships between new and previously learned second/foreign language words; that is, they are conscious of their learning and take steps to regulate their vocabulary learning. Poor learners generally lacked this awareness and control. Similarly, McCarthy (1990) also asserts that learners adopt a variety of strategies to cope with new vocabulary some are better than others in satisfactorily exploiting their strategic resources. Cohen and Apeh (1981) cited in Dickinson (1987, p.130) indicate that successful language learners use the following vocabulary learning (memory) strategies:

- Associating the structure of part of a word with a known word in the target language.
- Associating the sound of a new word with the sound of a word in the mother tongue or the target language or some other language.
- meaning of a part or whole of a word
- mental image of a word

- situation in which the word occurred
- physical sensation associated with the word

Therefore, in order to be effective, vocabulary learning strategy user has to be conscious and active processors of information (Schmitt, 2000). Successful learners intentionally select, consciously monitor and evaluate the strategy while less successful learners employ similar strategies yet are not aware of them and do not have a learning aim. Similarly, Vann and Abraham (1990) cited in Lockhart.

CHAPER THREE: RESEARCH DESIGN METHODOLOGY

3.1 Research Design

This study employs a comparative survey that combines both quantitative and qualitative designs. Also, explain why comparative survey, qualitative method and quantitative methods were appropriate for study .Finally, highlight the quantitative components of the study was addressed using data to be collected via questionnaire while the qualitative component was based on data that was collected through classroom observation.

Therefore, both qualitative and quantitative techniques help the researcher to draw valid conclusions for advance planning of the methods to be adopted for collecting the relevant data and techniques were used during analysis.

3.2 Population of the Study

A population is the entire collection of people or things we are interested in. It is a group of individuals, persons, objects or items from which samples are taken for measurement. Polit and Hungler (1999:37) refers to the population as an aggregate or totality of all the objects, subjects, or members that conforms to a set of specifications.

Ambo and Bakalcha Bari Secondary School English teachers and students were the targets of the study. The researcher aimed to undergo the finding to such small area. For this study, Grade 9 students at Bakalcha Bari 500 and Grade 9 students at Ambo 300, of the total 800 students, 10% of them were the data sources. Then, out of this, the supposed numbers of samples were selected by lottery method

The researcher decided to choose grade nine students from Ambo and Bakalcha Bari secondary schools. The first reason is that the researcher believed that respondents at this grade level have a unique experience with regard to the English language at Ambo and Bakalcha Bari Secondary Schools, because grade nine students start to use English to learn other subjects. The second reason is that the researcher didn't come across a study

conducted on compare vocabulary learning strategies at the selected school; therefore, the researcher felt that the study would fill a gap.

3.3 Sample Size and Sampling Techniques

The target populations of the study were grade nine students at Ambo and Bakalcha Bari secondary school in Ambo town, West Shoa, Zone. In line with this, 8 English teachers and 80 students from both schools were taken as subjects of the study. So, the total population size is 800. But, the researcher has taken 10% from the total students, i.e. 80 students. It is clear that the higher the sample size, the better representative it will be. However it will be difficult to manage of sample size in big research .Hence, I used 10% the total population taking that it will be a good representative of the whole population. The supposed numbers of samples were selected by lottery method.

3.3.1 Data Gathering tools

The instruments used for data gathering were questionnaire, observation and interview. The questionnaires include both close-ended and open-ended questions. The following subsections give details on the methods and instruments of data collection:

3.3.2 Interview

The purpose of using the interview is to verify whether or not some of the information obtained from the questionnaire is accurate, and to elicit more reliable information from the interviewees as they describe their own the use of vocabulary learning strategies. It is believed that, therefore, better evidence could be obtained if students were invited to tell the researcher in a face to face communication about what they do in learning vocabulary.

The researcher employed semi-structured interview which is used to collect qualitative data by setting up a situation (the interview) that allows a respondent the time and scope to talk about their opinions on a particular subject. Accordingly, semi-structured interview having similar contents with the questionnaire to cross check the responses drawn through the questionnaire was set and conducted with eight students to obtain additional

supplementary data on students' knowledge on the theoretical practices of vocabulary learning strategies and factors that hinder the actual practice vocabulary learning strategies in EFL classes.

The interview has taken averagely 23 minutes and was conducted in the selected school compound for two days (from March 12- 13/2017). The procedure of interviewing was held through note taking while the interviews were explaining his/ her ideas. This data collecting instrument was preferred to get adequate information, free discussion, and response and flexibility that cannot be obtained through other data collection instruments.

According to Nunan (1992), the interview is suitable for the descriptive study for two reasons. First, interview can be employed for securing relevant data. Second, the respondents with whom the interview was conducted were few in which case interview is appropriate. Thus, the semi structured interview, which was prepared based on the objectives of the study and the review of related literature, was set to collect relevant data. Therefore, the researcher believes that this would help to get more significant information to support the data obtained through questionnaire and classroom observation.

3.3.3 Questionnaire

In order to collect data to explore students learning vocabulary lessons in English class, a total of 23 items having both close-ended and open-ended items were designed for sample students. The first items inquired students' personal back ground. The second part of the questionnaire included items which are based on students' beliefs and experiences of vocabulary learning strategies. The third part of the questionnaire consisted of classroom practice of teachers to apply different strategies in learning vocabulary. The fourth which has two items asks teachers to obtain students activity during vocabulary lesson and the fifth part which has three items asks teachers factors that hinder them to implement the learning of vocabulary. Regarding students, after gathering the sample students in a separate room from both schools, the researcher distributed the questionnaire and read the questionnaire with the students and explained the objective of the study.

Even though the respondents have been given five days to answer the questions, most of them returned within 2 days and the return rate was 100%. The source of the data were Ambo and Bakalcha Bari secondary school grade nine students, a questionnaire consisted of 20 close and 3 open end questions. The questionnaires were prepared on the basis of Likert scale which have five-point scales. Here Likert scale is the most widely used scale in survey research because when responding to a Likert questionnaire item, respondents specify their level of agreement to a statement and they use other ordered continuum response continuum.

3.3.4 Classroom Observation

Observation is one method of data collection and it is a systematic, purposeful, and selective way of watching and listening to an interactive phenomenon as it occurs. So, observation as a research method has a number of clear advantages for the researcher so as to gather sample information about the physical environment and about human behavior that can be recorded directly by the researcher without having to rely on the retrospect or anticipatory accounts of others. In other words, observation enables the researcher to note down what the researcher sees as it occurs, and the observational data are often more accurate (Best and Kahan, 1998).

The researcher employed overt type of observation. Overt observation is where those being observed are aware that the observation is taking place. This was employed when the teacher teaches vocabulary according to his/ her plan. But due to the time constraints and work load of the researcher, the researcher observed two times for each English teacher which is totally 4 classroom observations during vocabulary learning lesson.

The focus of observation was to see how often teachers practice vocabulary learning strategies and to observe the actual setting of teachers vocabulary teaching in EFL class. Therefore, to make sure that the data obtained from the questionnaires were the reflection of what grade 9 students Ambo and Bakalcha Bari the selected school were actually practiced teaching vocabulary strategies and to obtain first hand information concerning the practice of vocabulary learning strategies, the researcher prepared a classroom

observation checklist (appendix) in order to collect additional data and to verify the results obtained through semi-structured interview, close/open-ended questionnaire.

Teachers were observed two times for 40 minutes with the help of checklist. The observation checklist of three point scale was prepared to identify the presence or absence of some selected behaviors taken from the classroom instruction. The checklist has three parts focusing on: behaviors to be observed in the class, the practices of vocabulary learning strategies in EFL class and finally students' role during vocabulary instruction. Then, checklist results of the observers were analyzed through percentage.

3.4. Reliability and Validity of Instruments

In order to maintain, the reliability and validity of the questionnaire, a pilot study was done with the different sample. The questionnaire was piloted on students at Ambo (30) and Bakalcha Bari (50) students at secondary school and the procedure of the pilot study lasted for one week and it was done in the classroom.

Therefore, students were told to fill in the questionnaires by the researcher in the separated room when they were free of their class.

To see the validity of the questionnaire, the researcher employed expertise comments. Thus, the questionnaire was given to the experts who work at Ambo and Bakalcha Bari secondary school teachers' college for their professional judgments. And then they suggested me on some item to modify. Accordingly, the researcher has accepted their suggestions and comments and made some modifications on some language and translated to their mother tongue.

The main idea was to assess if the teachers knew and practiced all strategies mentioned in the questionnaire and to assess how often the students were aware of the existence of these vocabularies learning strategies.

3.4 .1 Methods of Data Analysis

The data which were gathered from students through classroom observations and questionnaires was analyzed, interpreted and discussed accordingly. Quantitative data which were collected from the respondents were analyzed by using Statistical. Then, the raw data of the quantitative type were entered into SPSS version 20.0. The SPSS was used to analyze and produced them in the form of means, standard deviation and t-test values. Then, these values were summarized in tables. From its result, the mean values and the independent samples t-test values were used to check for the presence of significant difference between the same Grade 9 level in their use of vocabulary learning strategies. The quantitative data which were collected through close-ended questions were entered into the computer and statistically described in terms of standard deviation, mean, percentage, frequency. Finally, the qualitative data which were gathered through observation and open ended questions analyzed in paragraph form. Based on the results, conclusion and recommendations were given.

CHAPTER FOUR: RESULTS AND DISCUSSION

4. RESULTS AND DISCUSSION

The data obtained through the questionnaire and observation were tabulated, analyzed and discussed in this chapter. Consolidate the meanings of new words. To this effect, data were collected through questionnaire (quantitative data) and observation (qualitative data) from a sample of 80 students. Then, the frequency and the percentage results of these data were organized in tables, and the results were discussed. Then, the raw data of the quantitative type were entered into SPSS version 20.0. The SPSS was used to analyze this raw data and produced them in the form of means, standard deviation, and Standard error Mean and t-test values. Then, these values were summarized in tables.

From its result, the mean values and the independent samples t-test values were used to check for the presence of significant difference between the both schools of students, Grade 9 in their use of vocabulary learning strategies.

Additionally, the data obtained through classroom observation on observable vocabulary learning strategies use of the students were analyzed and discussed qualitatively. Finally, the results of these qualitative data were compared with the result obtained through the quantitative data to support or justify it. This chapter has two parts. The first part presents the findings while the second deals with the discussion. The finding section presents the quantitative result found from the quantitative data analysis under sub-section 4.1.1. It also presents the qualitative finding in separate section under sub-section 4.1.2. These are presented respectively in section 4.1 and 4.2 below:

Table 4. 1: Strategies for discovering meaning of new words (determination)

No	Item	Bakalcha Bari					Ambo				
		Responses					Responses				
		Never	Rarely	Sometimes	Frequently	Always	Never	Rarely	Sometimes	Frequently	Always
1	I realize the vocabulary learning	1 (2%)	2 (4%)	18 (36%)	23 (46%)	6 (12%)	1 (3.4%)	1 (3.4%)	4 (13%)	9 (30%)	15 (50%)
2	Analysis of pictures or gestures	1 (2%)	3 (6%)	7 (14%)	21 (42%)	18 (36%)	0 (0.0%)	2 (6%)	14 (47%)	5 (17%)	9 (30%)
3	Guessing from context	1 (2%)	3 (6%)	8 (16%)	20 (40%)	18 (44%)	2 (7%)	2 (7%)	5 (17.%)	12 (40.%)	9 (30%)
4	Using Dictionary	1 (2%)	2 (4%)	9 (18%)	20 (40%)	18 (36%)	1 (3%)	2 (7%)	20 (67%)	3 (10%)	4 (13%)

4.1 Finding

Based on the data gathered using the two instruments the findings of the qualitative data and quantitative data were analyzed and discussed in this section. The findings of the quantitative data were tabulated and organized in tables as follows. The results of the quantitative data also discussed qualitatively.

4.1.1. Quantitative Finding

The quantitative findings obtained by quantitative data analysis were tabulated and organized in tables based on the strategy categories. Then, below each of them the results were discussed one by one.

4.1 Strategies for Discovering Meaning of New Words (Determination)

Table 4.1 shows that Grade 9 students at Ambo use the strategy of word part realize more frequently than Grade 9 students at Bakalcha Bari secondary school. Concerning this strategy use, Grade 9 (Ambo) and Grade 9 (Bakalcha Bari) students are different at two points. One point is that they are different in terms of the frequencies of use. This means

that a large number of Grade 9 students at Ambo use the strategy ‘frequently’ and ‘always’, but a large number of Grade 9 students at Bakalcha Bari secondary use it ‘sometimes’ and ‘frequently’. Secondly, the numbers of students who use the strategy at these ranges are also different. That is, while 18(36%) and 23(46%) of Grade 9 students at Bakalcha Bari use the strategy ‘sometimes’ and ‘frequently’, only 9(30%) and 15(50%) of the Grade students at Ambo use it ‘frequently’ and “always” to discover the meaning of a new word.

Table 4.1 also shows that a larger number of Grade 9 students at Ambo use the strategy of word part analysis than their Grade 9 students at Bakalcha Bari counterparts do. This means, while 21(42%) and 18(36%) of Grade 9 (Bakalcha Bari) students use it ‘frequently’ and ‘always’ respectively, 5(17%) and 9(30%) of Grade 9 students at Ambo use it ‘frequently’ and ‘always’ in the stated order.

Table 4.1 Indicates, greater number of students in both schools use analysis of picture or gesture as strategy of determining the meaning of a new word. That is, 21 (42%) and 18 (36%) of Grade 9 students at Bakalcha Bari use it ‘frequently’ and ‘always’. Likewise, 5 (17%) and 9 (30 %) of Grade 9 students at Ambo use it ‘frequently’ and ‘always’. Additionally, equal percentages (6%) of students in Ambo grades rarely use this strategy. This shows that the strategy is the predominantly used strategy by both groups of students.

As indicated in Table 4.1, almost the same percentages of students use the guessing strategy around almost of the ranges. Meaning, 8 (16%), 20 (40%) and 18(44%) of Grade 9 students at Bakalcha Bari use the strategy at the frequencies of ‘sometimes’, ‘frequently’ and ‘always’ respectively. In the same way, 5 (17%), 12 (40%) and 9 (30%) of Grade 9 students (Ambo) respectively use it ‘sometimes’, ‘frequently’ and ‘always’.

As can be seen from Table 4.1, concerning the use of dictionary as a strategy of determining the meaning of a new word, Grade 9 students (Bakalcha Bari) exceed Grade 9 students (Ambo) by a great range of ‘frequently’ and ‘always’. That is while 20 (40%) and 18(36%) of Grade 9 students use the strategy ‘frequently’ and ‘always’; 3 (10%) and 4 (13%) of Grade 9 students at Ambo use it in the different ranges. Similarly, few numbers,

1 (2%) of the Grade 9 (Bakalcha Bari) and 1 (3%) of Grade 9 students at Ambo never use it.

To see if there is a significant difference between the students of the two groups in the use of this strategy (determination strategy), the data were entered into SPSS software and the following results are obtained. (Equal variance was assumed as Sig. >0.05 in all cases)

Table4.2: Group statistics and t-test values of determination strategies use of students

Variables	Group	N	Mean	SD	SE	T	Df	Sig
Determination strategies use of students	Bakalch	50	3.62	0.99	0.117	.680	78	.33
	Ambo	30	4.20	1.031	.188			

Table 4.2 indicates, the group statistics shows that the mean values of Grade 9 students at Bakalcha Bari (3.62) is lower than that of Grade 9 students' (Ambo) mean values (4.20). From this, we can say that Grade 9 students at Ambo use determination strategies more frequently than Grade 9 students at Bakalcha Bari secondary school. If we look at the standard deviation (SD) of both schools, it is around 1 point (0.99) and 1.031). This shows us that the individual responses on average were about 1 point away from the mean. This means that they concentrate around the mean values. The standard error also indicates how close the samples mean values are to the true mean of the overall population. Accordingly, the standard errors (SE) of both grades (.117 for Grade 9 students at Bakalcha Bari) and (.188 for Grade 9 students at Ambo) are relatively small, and these indicate that the mean values of both schools are relatively close to the true mean values of the overall population. Put it differently, the samples means are relatively accurate in showing the actual population mean. These concepts held true for all the analyses which were carried out in this study as the results obtained under each school of strategies are similar.

To see if there is a significant difference between the strategy uses of students of both schools, the independent t-test was calculated and the results are given in Table 4.2 above. The result in this table shows that the calculated t-value 0.680 is greater than alpha value

(.05). Although the mean values look different, there is significant difference between the two school of students in using the components of determination strategies. This implies that there is substantial change in this strategy use same grade level.

Table 4. 3: Discovery strategies use of students at both school (social strategy)

No	Items	Bakalcha					Ambo				
		Responses					Responses				
		Never	Rarely	Sometimes	Frequently	Always	Never	rarely	Sometimes	Frequently	Always
5	Ask teacher	1 (2%)	1 (2%)	9 (18%)	15 (30%)	24 (48%)	1 (3%)	7 (23%)	11 (37%)	3 (10%)	8 (27%)
6	Ask classmate	1 (2%)	3 (6%)	10 (20%)	17 (34%)	19 (38%)	1 (3%)	7 (23%)	15 (50%)	4 (14%)	3 (10%)

Table 4.3 shows that large number of students of Grade 9 at Bakalcha Bari used the strategy of asking their teacher to discover the meaning of a new word than Grade 9 students at Ambo do. This means, While 15 (30%) and 24 (48%) of Grade 9 students at Bakalcha Bari respectively use the strategy ‘frequently’ and ‘always’, only 3(10%) and 8 (27%) of Grade 9 students at Ambo respectively use it with the same frequencies. Likewise, more Grade 9 students (Bakalcha) than Grade 9students at Ambo of their counterparts use the strategy of asking classmates for discovering the meaning of a new word. That is to say, while 17 (34%) and 19(38%) of Grade 9 students at Bakalcha Bari respectively use the strategy ‘frequently’ and ‘always’, only 4 (14%) and 3(10%) of Grade 9 students(Ambo) respectively use it with the same frequency. This shows that Grade 9 students at Bakalcha Bari depend on social learning, but the Grade 9 students at Ambo seem to focus on independent learning for discovering the meanings of new words. The data analyzed by SPSS for group statistics (mean values) and t-test(t-value) are

discussed below to see for the presence or absence of significant difference between Grade 9 (Bakalcha) and Grade 9 students(Ambo) on vocabulary learning strategies use.

Table 4. 4: Group statistics and t-test values of social strategies for discovery used by students

Variables	Group	N	Mean	SD.	SE.	t	Df	Sig
Social strategies	Bakalcha	50	4.10	.886	.125	1.305	78	.180
	Ambo	30	3.80	1.157	.211			

Table 4.4 depicts that the mean value of Grade 9 students at Bakalcha Bari (4.10) is greater than the mean value of Grade 9 students at Ambo (3.80). It seems that there is a significant difference in vocabulary learning strategies use between students of the two schools. To prove this point, it is seems imperative to see the independent samples t-test which is given bellow:

Table 4.4 also illustrates that there is a difference between the two school of students in social strategies use for determining the meaning of a new word as reflected by the mean values in group statistics(4.10 > 3.80). This seems that Grade 9 students at Bakalcha Bari are much better than Grade 9 students at Ambo with regard to this strategies use. The t-test values show that the difference is statistically significant. This is because the calculated t-value (1.305) is greater than the alpha value (0.05). Thus, the change in this respect is significant as shown by mean values. The implication of this point seems that students at Bakalcha Bari grades are better at using social strategies for discovering meaning of a new word and same grade level with regard to this strategy use. From this the researcher felt that it may come from the feeling that the students get ashamed of asking their teacher or their friends as they can be considered as weak or lazy.

Table 4. 5: Social strategies use of students for consolidating a new word

No	Items	Bakalcha					Ambo				
		Responses					Responses				
		Never	Rarely	Sometimes	Frequently	Always	Never	rarely	Sometimes	Frequently	Always
7	Study an and practice meaning in groups	2 (4%)	4 (8%)	12 (24%)	13 (26%)	19 (38%)	1 (4%)	2 (7%)	4 (13%)	9 (30%)	14 (46%)
8	Interact with native fluent speakers	15 (30%)	14 (28%)	13 (26%)	3 (6%)	6 (12%)	2 (6%)	4 (13%)	9 (30%)	8 (27%)	7 (23%)

Table 4.5 shows that more Grade 9 students at Ambo use the strategy of studying and practicing the meanings of new words in groups as compared to their Grade 9 students at Bakalcha Bari counterparts. Statistically, 30% and 46% of Grade 9 students (Ambo) respectively use it ‘frequently’ and ‘always’. In contrast, 13(26%) and 19 (38%) of the Grade 9 students (Bakalcha Bari) use this strategy with the same frequency. Similarly, regarding the social strategy of making interaction with native or fluent speakers of the language, Grade 9 students at Ambo are relatively better than Grade 9 students at Bakalcha Bari. Specifically, 15 (30%) and 14 (28%) of Grade 9 students respectively use it ‘never’ and ‘rarely’, while 9 (30%) and 8 (27%) of Grade 9 students (Ambo) respectively use it ‘sometimes’ and ‘frequently’. To check for the presence of significant difference the mean values and the t-test values are presented in Tables 4.6 below.

Table 4. 6: Group statistics and t-test values for social strategies use to consolidate new words

Variables	Group	N	Mean	SD.	SE.	T	df	Sig
Consolidating social strategies	Bakalcha	50	3.23	.898	.130	4.015	78	2-taile
	Abmbo	30	4.08	.922	.164			

The group statistics in table 4.6 above demonstrates that there is a variation in the mean of the two schools of students. This means that, the mean value of Grade 9 students at Ambo (4.08) exceeds the mean values of Grade 9 students at Backache Bari (3.23). In other words, in terms of this strategy use, Ambo students are better than Bakalcha Bari students. From this, it can be inferred that Ambo students do not get ashamed of practicing the meanings of a new word with their peer as they do so when they ask for meaning. That is, they do not fear of being considered as weak or lazy by their teacher or classmates when compared to that of social strategy for getting the meanings of new words.

To show if the variation highlighted above is significant or not, the independent samples t-test is summarized in table 4.6 above. From this table, the t- value 4.015 is greater than alpha value (0.05).Therefore, it is possible to say that there is slightly statistically significant difference between the students' use of social strategies for consolidating the meaning of a new word once they have obtained. This result is opposite to the one obtained in table 4.6 above. This means that there is statistically significant difference between schools in social strategy use for determining the meaning of a new word, but there is no such a difference in social strategy use for consolidating the word they have leaning.

Table 4. 7: Memory strategies use of students for consolidating new words

No	Items	Bakalcha					Ambo				
		Responses					Responses				
		Never	Rarely	Sometimes	Frequently	Always	Never	Rarely	sometimes	Frequently	Always
9	Associate(relate) new word with objects it refer to	1 (2%)	1 (2%)	11 (22%)	17 (34%)	20 (40%)	1 (3%)	1 (3%)	5 (17)	10 (34%)	12 (40%)
10	Connect the word to personal experience	2 (4%)	3 (6%)	11 (22%)	21 (42%)	13 (26%)	1 (3%)	1 (3%)	1 (4%)	15 (50%)	12 (40%)
11	Group words with their synonyms or antonyms	2 (4%)	3 (6%)	20 (40%)	18 (36%)	7 (14%)	1 (3%)	2 (6%)	12 (40%)	10 (34%)	5 (17%)
12	Use physical action	5 (10%)	13 (26%)	20 (40%)	10 (20%)	2 (4%)	0 (0%)	7 (24%)	13 (43%)	9 (30%)	1 (3%)
13	Image words' meaning	4 (8%)	3 (6%)	7 (14%)	16 (32%)	20 (40%)	2 (7%)	14 (47%)	6 (20%)	5 (16%)	3 (10%)
14	Say new word loudly	4 (8%)	21 (42%)	12 (24%)	8 (16%)	5 (10%)	1 (3%)	17 (57%)	5 (16%)	3 (10%)	4 (114%)

As can be seen from table 4.7, at the ratings of ‘frequently’ and ‘always’, equal number of Grade 9 students use the strategy of relating the meaning of a new word to the object it refers to. That means in sum 37(74%) of Grade 9 (Bakalcha Bari) and 22 (74%) of Grade 9 students at Ambo use it at the expressed frequencies.

Regarding the use of personal experience for memorizing the meanings of new words, once they have been encountered, Grade 9 students at Ambo are by far better than Grade 9 students at Bakalcha Bari. Statistically, while 15(50%) and 12(40%) of Grade 9 students (Ambo) respectively use this strategy ‘frequently’ and ‘always, only 21 (42%) and 13 (26%) of Grade 9 students (Bakalcha Bari) respectively use this strategy with the same frequencies.

Grouping words into their synonym or antonym is one way to remember new words. As table 4.7 shows equal percentages of both groups of students (40%) ‘sometimes’ use the strategy. Of course, the data in the table shows that the tendency of using this strategy slightly difference the two schools. That means, at Grade 9 students at Bakalcha Bari,

18(36%) and 7(14%) of students use the strategy ‘frequently’ and ‘always’, but at Grade 9 students at Bakalcha Bari, 10(40%) and 5(17%) of the students use it with the same frequencies.

Furthermore, concerning the use of physical action in order to study meanings of new words, 20 (40%) of Grade 9 students at Bakalcha Bari and 13(43%) of Grade 9 students at Ambo respectively use it ‘sometimes’. However, 5(10%) and 0 (0 %) of Grade 9 (Ambo) and Grade 9(Bakalcha Bari) students respectively ‘never’ use the strategy as indicated in Table 4.7. This shows that the strategy is somewhat more frequently used by Grade 9 students at Ambo. Table 4.7 also depicts that 16(32%) and 20(40%) of Grade 9 students at Bakalcha Bari use the strategy ‘frequently’ and ‘always’, but 14 (47%) of Grade 9 students ‘rarely’ at Ambo use the strategy of creating a new word’s image for studying the meaning of a new word. Regarding this strategy, use Grade 9 students at Bakalcha Bari are better than Grade 9 students at Ambo ones.

Additionally, as Table 4.7 shows, the majority of the students at both grades ‘rarely’ use the strategy of associating the sound of the target language (L2 in our case) with the sounds of L1 words. That is, 21 (42%) of Grade 9 (Bakalcha Bari) and 17(57%) of Grade 9 students at Ambo use it rarely. Likewise, 4 (8%) and 1 (3%) of Grade 9(Bakalcha Bari) and Grade 9 students at Ambo never use the strategy at all.

Statistically 17 (57%) of Grade 9 students at Ambo and 21 (42%) of Grade 9 students at Bakalcha Bari respectively use this strategy rarely. So, this strategy is found to be the least frequently used by both groups of students though a slight difference is observed between the two. For the determination of significant difference the following Table 8 have clear cut.

Table 4. 8: Group statistics and t-test values of memory strategies use of students

Variables	Group	N	Mean	SD.	SE.	T	Df	Sig
Memory Strategies	Bakalcha	50	4.06	.944	.135	.264	78	.630
	Ambo	30	4.00	1.083	.198			

As can be observed from the group statistics (see Table 4.8 above), the mean value of Bakalcha Bari students (4.06) is slightly greater than that of Ambo students (4.00). However, the independent samples t-test value 0.264 is greater than that of alpha value (0.05). This reveals that there is no statistically, significant difference in memory strategies use of both schools. This suggests that there is no considerable change in the use of memory strategies as grade level.

Table 4. 9: Cognitive strategies use of students in order to consolidate new words

No	Items	Bakalcha Bari					Ambo				
		Responses					Responses				
		Never	Rarely	Sometimes	Frequently	Always	Never	rarely	sometimes	Frequently	Always
15	Use word Lists	3 (6%)	5 (10%)	10 (20%)	17 (34%)	15 (30%)	1 (3%)	2 (6%)	13 (44%)	11 (37%)	3 (10%)
16	Take notes in class	3 (6%)	8 (16%)	12 (24%)	13 (26%)	14 (28%)	1 (3%)	1 (3%)	3 (10%)	13 (44%)	12 (40%)
17	Pu English labels on physical object	16 (32%)	13 (26%)	9 (22%)	8 (18%)	4 (10%)	7 (23%)	6 (20%)	12 (40%)	4 (13%)	1 (3%)

From Table 4.9, we can observe that the majority of Grade 9 students at Bakalcha Bari tend to use the word list strategy ‘frequently’ and ‘always’, while Grade 9 students at Ambo make use of it ‘sometimes’ and ‘frequently’. As Table 4.9 shows, 17 (34%) and 15 (30%) of Grade 9 students respectively use the strategy ‘frequently’ and ‘always’. In contrast, 13 (44%) and 11 (37%) of Grade 9 students at Ambo use it ‘sometimes’ and ‘frequently’. This shows that many of the Grade 9 students at Ambo use the strategy more frequently than Grade 9 students at Bakalcha Bari do.

Note-taking is one strategy of learning vocabulary. This strategy is much more used by students of Grade 9(Ambo) than Grade 9(Bakalcha Bari) ones. Statistically, while 13(26%) and 14 (28%) of Grade 9 students at Bakalcha Bari use it ‘frequently’ and ‘always’, 13 (44%) and 12 (40%) of Grade9 students at Ambo use it in the same manner. Likewise, fewer number of Grade 9 students at Ambo never use the strategy when compared to those of Grade 9 students at Bakalcha Bari ones.

Putting English labels on physical object is another strategy of studying the meaning of a new word. As Table 4.9 indicates, students of both grades look unfamiliar with the use of this strategy. This is shown by the number of students who do not use the strategy. A large number of them (16(32%) and 13 (26%) of Grade 9 students at Bakalcha Bari and 7(23%) and 6(20%) of Grade 9 students at Ambo respectively ‘never’ and ‘rarely’ use it.

However, Grade 9 students Ambo are relatively better as 12(40%) of them use it 'sometimes'

Table 4. 10: Group statistics and t-test values of cognitive strategies use of students

Variables	Group	N	Mean	SD.	SE.	T	Df	Sig
Cognitive Strategies	Bakalcha	50	3.59	1.189	.170	-.200	78	.26
	Ambo	30	4.13	.973	.178			

The result of the group statistics in table 4.10 reflects that the mean values of Grade 9 students at Bakalcha Bari (3.59) is less than that of the mean value of Grade 9 students at Ambo (4.13). This result appears to show significant difference between the two schools of students. In order to check this fact, the independent t-test was calculated and the results are shown in Table 4.10 above. Accordingly, the t-calculated value and the t-critical value are compared. This result revealed that t-calculated value (-.200) respectively is greater than the p-value (0.05). This justified that there is no statistically significant difference between the two schools in their cognitive strategy use for consolidating the new words they have learned.

Table 4. 11: Meta-cognitive strategies use of students for consolidating new word

No.	Items	Bakalcha Bari					Ambo				
		Frequencies					Frequencies				
		Never	Rarely	Sometimes	Frequently	Always	Never	Rarely	Sometimes	Frequently	Always
18	Testing oneself with word tests	7 (14%)	14 (28%)	20 (40%)	8 (16%)	1 (2%)	4 (13%)	2 (6%)	14 (47%)	10 (34%)	0 (0%)
19	Use English language media	3 (6%)	17 (34%)	20 (40%)	7 (14%)	3 (6%)	2 (6%)	7 (24%)	17 (57%)	3 (10%)	1 (3%)
20	Have a plan Forstudying words	8 (16%)	20 (40%)	10 (20%)	7 (14%)	5 (10%)	2 (6%)	3 (10%)	13 (44%)	9 (30%)	3 (10%)

Meta-cognitive strategy is the strategy by which students control and evaluate their own learning three strategy types are indicated in table 4.11 above. Testing oneself with word tests is one strategy. As shown in table 4.11, large number of students of Grade 9 at Bakalcha Bari use the strategy ‘rarely’ and ‘sometimes’. However, a large number of Grade 9 at Ambo ones use it ‘sometimes’ and ‘frequently’. Accordingly, 14(28%) and 20(40%) of grade 9 students at Bakalcha Bari use it ‘rarely’ and ‘sometimes’, but 14 (47%) and 10 (34%) of Grade 9 students at Ambo respectively use it ‘sometimes’ and ‘frequently’. Of course, large numbers of students seem unfamiliar with this strategy use. Because 7(14%) of Grade 9 students at Bakalcha Bari and 2 (6%) of Grade 9 students at Ambo respectively never use it.

The use of English language media is another aspect of meta-cognitive strategy. A very large number of students use this strategy less frequently as can be observed from table 4.11. This means, while 17(34%) and 20(40%) of Grade 9 students at Bakalcha Bari use the strategy ‘rarely’ and ‘sometimes’, 7(24%) and 17(57%) of Grade 9 students at Ambo use it ‘rarely’ and ‘sometimes, too’. At the same time, table 4.11 depicts that 3 (6%) of

Grade 9 students at Bakalcha Bari and 2(6 %) of Grade 9 students at Ambo never use the strategy.

The third component of meta-cognitive strategy is having a plan for studying vocabulary. According to the students' responses to the respective items of questionnaire, a large number of students do not use the strategy to develop their own vocabulary power. As can be seen from table 4.11 above, 8(16%) and 20(40%), and 2(6%) and 3(10%) of Grade 9(Bakalcha Bari) and Grade students at Ambo respectively 'never' and 'rarely' use the strategy. Only few of Grade 9(BakalchaBari) and about half of Grade 9 students (Ambo) budget their time to study vocabulary. In spite of this fact Grade 9 students at Ambo show slight progress than Grade 9 students at Bakalcha Bari ones. In order to see the existence of significant difference between the students in relation to this strategy use the group statistics for the mean values and the t-test values are shown in Table 4.12 below.

Table 4. 12: Group statistics and t-test values on meta-cognitive strategies use of students

Variables	Group	N	Mean	SD.	SE.	t	Df	Sig
Meta-cognitive strategies	Bakalcha	50	2.63	.994	.142	1.946	78	.135
	Ambo	30	3.03	.907	.166			

A close look at the group statistics in the Table 4.12 above shows that there is a mean discrepancy between the two schools of students (Bakalcha Bari and Ambo). This is observed from the data but existence of significant difference can be determined by analyzing the t-test value from Table 4.12. This table reveals that the t-calculated value (-1.946) is greater than the p-value (0.05). This proves the absence of significant difference between the two school of the students in their meta-cognitive strategy use. This in turn reflects that the two schools of students use meta-cognitive strategies at about the same level of frequency.

4.1.2 Qualitative Findings

A classroom observation was conducted to get qualitative data used to complement the data obtained through a questionnaire four sections, three from Bakalcha Bari Secondary School and one from Ambo Secondary School were observed. Each section was observed twice to see the observable vocabulary learning strategies used by the students. A checklist was prepared and used during these data collection sessions. The contents of the checklist was the reflections of the activities of the teachers and the students during the teaching learning process though the focus was to see how the students use vocabulary learning strategies to determine the meanings of the new words, to get the information, the researcher planned to observe how teachers lead their students towards the use of these strategies in response to the vocabulary questions. So during the observation sessions four teachers were also observed. They were using different strategies of vocabulary teaching which could result in different learning strategy cultivation among the students. Of course the observation was not aimed to investigate the vocabulary teaching strategies of the teachers but it was intended to observe how students learn the vocabularies the teachers teach using whatever methodology. What observable vocabulary learning strategies they employ in response to the teachers questions regarding vocabulary learning or discovering and consolidating meanings of words. As known some VLSs are observable like as in note taking, asking the teacher for meaning or synonymy /antonym/paraphrase, calling the word, writing the spellings, etc, however; others are non- observable as they are purely mental processes. Examples of these are monitoring comprehension, activating prior knowledge etc. So, what is intended to do is to observe these observable strategies and having the ample information relevant to the issue under investigation.

From this observation, the following results were obtained. The information was analyzed under four sessions based on the number of sections being observed.

Observation Sessions A and B

During these sessions one section was observed twice. At both sessions the teacher and the section were the same. During these times what the teacher did and how the students react was put here. When one Grade 9 teacher teaches the vocabulary lesson which is a revision exercise of nine chapters, he asked the students to determine the meanings of each word from the context in which they are placed. Definitions of the words were given in the students textbook and the students were asked to call the names of the words which match with each of the given definitions.

Secondly, they were asked by the teacher to come to the front and write the words on the blackboard. More than three students came to the front and wrote the spellings of each word on the board. Next, the teacher asked the students in the class which words were correct or spelt correctly. Then, the teacher underscored the words spelt correctly. After that, the teacher asked the students to say the words loudly. Additionally the teacher asked the word classes of the words. But students are observed fail to say the word classes of the words except a few of them.

In addition to that the teacher asked the students to write sentences of their own using each word individually. Again the teacher let the students to read their sentences loudly. The teacher also gave some corrections to the students' sentences. Later on, the students observed taking the notes of each word in to their notebook.

The second day the same teacher teaches vocabulary lesson which is new and extracted from the reading text. He let the students to find the meanings of the words by guessing from the context in which they are found. The students did so. Then, the teacher asked some students for the meanings of the words and wrote the right ones on the blackboard. Students copied them in to their notebook. He gave them homework to make sentences with each word and concluded the lesson. From these we can infer the vocabulary learning strategies use of the students as follows:

Determination strategies:

- Guess meaning of new words from context.

- Identify the word class of the words particularly by looking at the suffixes attached to the root-word like important-important-ly. Here –ly is a suffix added to some adjectives to change its word class from adjective to an adverb.

Social strategy:

- Looking at how the other students write the words on the blackboard.
- Perceive the correct spellings of the words after teachers' feedback was given.
- Say the spellings in their mental and practice it by listening to one another or their teachers' pronunciations. Moreover, they practice the sound when they read their sentences containing the new words.

Memory strategies:

- They memorize the words from contexts they are placed in.
- Try to write the spelling of the word from their memory.

Cognitive strategy:

- Practice the right spellings while they write them.
- Take notes for later study and practice. They were observed taking notes of the words with their definitions and the example sentences encompassing them.

Observation Sessions C and D

The seconded two observation sessions were also carried out in grade 9 (Bakalcha Bari) of different section and, different teacher from the aforementioned ones. During these two observation sessions one section was observed twice at different times. But as the section and the teacher observed were the same the result was brought here together. What the teacher was doing to cultivate the students' vocabulary learning strategies use, and what the students were doing in response to this looks like these. The first day, this teacher first wrote four (4) words on the black board with their respective definitions. Next she explained them one by one .Then, she told the students to copy them down into their exercise books. After that she asked the students to write sentences with each word. Then,

she asked them to read their sentences loudly. Later, the teacher asked the students to read through the reading text which contains these words for developing contextual understanding; and discuss the contextual meaning of the words being in groups of six(desk groups). The students were observed accomplishing the four orders given by the teacher one by one. The second day the teacher teaches the vocabulary lesson from the reading text. She ordered the students to look at the new words given in bold in the text. She asked some students to tell her what the meanings of the words are by guessing from context. Then, she asked the students to match these words to their definitions given in the exercise section of the text. Lastly, students copied the words with their definitions into their notebooks. From these, students were observed while applying these vocabulary learning strategies.

Determination strategies:

- Experience different contexts of new words
- Guess practically from the context in which the words are used in the text.

Social strategies:

- Group learning practical by analyzing the words in the text.
- Social strategy for consolidating the word is realized when the students are given an opportunity to work together in such away.
- Using this opportunity the students can learn from one another on how to guess the words meaning; which contextual clue to use for each of the words in the text.

Cognitive strategies:

- When they write the words in sentences of their own they are practicing the spelling and the pronunciation of the words at a time.
- Taking notes of each word into their notebook. They were observed copying the words with their meanings and the sentences containing them.

Observation Sessions E and F

The last observation was held in grade 9 students at Ambo. It was held twice within the same section, and on the same teacher and students. As grade 9 teachers (Bakalcha Bari) did, the grade 9 teachers (Ambo) also introduced lessons of the days orally. He also gave them some instruction they need to follow for accomplishing each task. The first day, he asked the students to open their book and look at the list of words on the page. Then, he asked them predict their meaning before reading the text. After that, he let the students to read through the text designed for vocabulary teaching and learning. Then, he instructed them to skim the vocabulary items given boldly in the text and guess their meanings by using the context provided.

The students tried as far as they can. Next, the teacher gone through each paragraph and showed them how to guess each word's meaning using different contextual clues. On the next session, this teacher teaches word part analysis strategy for determining a new word's meaning. He let the students to discuss in groups to determine the meanings of the words by analyzing their parts. Then he asked them to write the words on the blackboard and tell their parts as suffix, prefix and roots with their respective meanings. Some students come out and did it. At last, the teacher asked the students to list some words containing such affixes individually. The students wrote a lot and some of them who got a chance read it loudly to the class. From these two observation sessions, students were observed using the following vocabulary learning strategies.

Determination strategy:

- Guessing meanings of words from the context in which the words placed by using background knowledge and linguistic clues.
- They have got two chances of learning how to guess the meaning of each word.
- They got the opportunity to try on themselves (to individually act up on the words), next in their desk groups and finally following their teacher.
- Used word part analysis strategy for learning meanings of words.

Social strategy:

- Discuss in groups to determine words' meaning. They were observed doing this with their peer and with their teacher at the later stage.

In general, from the four observation sessions of both schools, students were seen using some vocabulary learning strategies like memory strategy as memorizing the words based on contexts they are placed in; cognitive strategies like verbal repetition (saying the word loudly) , written repetition (writing the spellings and following when others write it on the board and using the words in sentences) and note-taking; determination strategies like word kind analysis (which word class the new word belongs to) ,word part analysis (prefix-root-suffix) ,and guessing from context in which the word is used; social strategies like discussing in groups for learning the meanings of the words by analyzing the words' part (word part analysis) and how to guess word from context.

As the observation sessions are not enough they cannot yielded sufficient information regarding the vocabulary learning strategies use of the students. If the observation session were more frequent than this, other observable VLSs of the students would have been manifested. Moreover, some vocabulary learning strategies are non-observable that they cannot be observed even during these sessions. This implies that, another data gathering tool that serves this purpose was worthwhile.

4.2 Discussion

Under this heading, the major findings of this study was explored and discussed shortly based on the results obtained from the data gathered, analyzed, organized and narrated under the heading, the findings. Data was gathered from the sample students using questionnaire and observation and both were analyzed separately. Data gathered through questionnaire was analyzed manually for percentage and the raw data again fed in to the SPSS software (20.0) to get the mean value, standard deviation, standard deviation mean error, and the t-test values. The summary of the results are organized and provided bellow in order that it can answer the three research questions. Here are the three tables that serve this purpose.

Table 4. 13: Summary of group statistics values for the six sub-categories of VLSs

No	Sub-categories of VLSs	Bakalcha		Ambo	
		Mean	Rank	Mean	Rank
1	Determination strategies use	3.62	3	4.20	1
2	Social strategies use for meaning discovery	4.10	1	3.80	5
3	Social strategies use for word consolidation	3.23	5	4.08	3
4	Memory strategies use	4.06	2	4.00	4
5	Cognitive strategies use	3.59	4	4.13	2
6	Meta-cognitive strategies use	2.63	6	3.03	6

This table (table 4.13) answers two of the research questions (Q1 &Q2).

Q1. What vocabulary learning strategies are predominantly used by students in both schools?

Looking at the table we can identify the strategies which are predominantly used in both schools. As shown by table 4.13 the two discovery strategies: social strategies and determination followed by memory strategy use are predominantly used by Grade 9 students at Backache Bari. In case of Grade 9 students Ambo, determination strategies and cognitive strategies are used predominantly followed by social strategies use for word consolidation. Meta-cognitive strategies are the least frequently used strategies by two schools; whereas, memory strategies are more frequently used by Grade 9 students at Bakalcha Bari. On the other hand, while Bakalcha Bari students are better in using social strategies for meaning discovery, Ambo ones are better at using social strategies for consolidating the words they have already learnt. The results of the qualitative data also show that the aforementioned strategies are predominantly used by both schools of students except slight difference on the use of cognitive strategy used by students of Ambo.

Q2.What are the changes observed in vocabulary learning strategy use as both schools?

As can be observed from table 4.9 there is no positive expected change as the same grade level. That means there is no considerable change in vocabulary learning strategies use of the students in line with same grade level. The observation also reflected similar result. That means the same types of vocabulary learning strategies were used with similar process by both school of students. This is a questionable result that can be answered through replication of the study in the same grade level following the same procedures.

Q3. Are there significant differences in vocabulary learning strategy use between Bakalcha Bari and Ambo secondary school?

The following table (Tables 4.14) explicitly answers this question

Table 4. 14: Group statistics and t-test values of students on 20 strategies used for this study

Variables	Group	N	Mean	SD.	SE.	T	Df	Sig
comparative strategies use of students on 20 of the items	Bakalcha	50	3.53	1.077	.135	-.723	78	.776
	Ambo	30	3.87	1.023	.32			

Table 4.14 shows that there is a slight difference in mean values of students of the two schools. That is the mean value of Grade 9 students; Bakacha Bari (3.53) is a bit less than that of Grade 9 students at Ambo mean value (3.87). Answering the third research question also requires comparison of the t-test value against the p- value. In relation to this, the t-calculated value (-.723) is greater than the p-value (0.05). This means, there is no significant difference in vocabulary learning strategies use between students of Bakalcha Bari and their Ambo counterparts. Therefore, as this study reflects there is no statistically significant difference between Bakalcha Bari and Ambo Schools with regard to their vocabulary learning strategies use. This fact was also observed during the

observation session, too. That means, the result of the observation shown that no considerable difference was seen between the two schools in their vocabulary learning strategies use.

From the overall results obtained, it appears that the majority of the sample students in both schools use most of the strategies at the medium level of strategy use (mean values between 2.5-3.4). This level of strategies use was given by Oxford (1990) as cited in Getachew Bekele and Getachew Seyoum (2014). According to Oxford, the three levels of strategies use are: the strategies that have mean values of 1.0-2.4 are categorized as 'low'; 2.5-3.4 as 'medium'; and 3.5-5.0 are categorized as 'high'. As can be seen from the overall responses to the six sub-categories of vocabulary learning strategies summarized in table 4.14 above, most students are found to employ many of these strategies at the 'medium' level of strategy use. However, this result is a little bit different between the two schools. This means that Grade 9 students at Bakalcha Bari use three strategies: determination strategies, social strategies for discovering meanings and cognitive strategies at the high level. Additionally, while Grade 9 students Bakacha Bari use four strategies: social strategies for consolidating meaning, determination strategies use, memory strategies use ,cognitive strategies use and meta-cognitive strategies at the medium level, Grade 9 students at Ambo use five strategies: social strategies for discovering meaning, social strategies for consolidating, memory strategies ,determination and cognitive strategies at high level.

In addition, though these results do not show the result for individual strategies use, they may provide us with the overall pictures of strategy use of the majority of the students who participated in the present study. Even if the use of meta-cognitive strategies use of Bakalcha Bari and Ambo students seem somewhat discouraging, their use of other strategies are as a whole encouraging. This negligible use of the two strategies can be attributed to different factors. Bakalcha Bari students may not have awareness of how to manage their vocabulary learning. For Grade 9 students at Ambo the reason can be not giving due attention to the strategy as they are mature enough than Grade 9 students at Bakalcha Bari. Therefore, strategy training and encouraging the students towards using this important strategy is very valuable.

In general, the result showed that Grade 9 students at Bakalcha Bari and Grade 9 students at Ambo use most of the strategies investigated by the scholars. But their frequencies of use are different from strategy to strategy. That means the strategies that are used predominantly by Bakalcha Bari are used less predominantly by Ambo students and vice versa. In addition to this, their level of use is different across same grade level and the strategies. They use some of the strategies at the medium level and others of them at the high level.

This finding disagrees with the vocabulary learning strategies researchers who studied VLSs use of good and poor learners like Schmitt, 1997; Gu and Jonson , 1996; O'Malley and Chamot, 1990; Getnet Gidey , 2008; and Getachew Bekele and Getachew Seyoum (2014) who in one voice declare that good language learners use a varieties of strategies than poor learners. This is because as obviously known, grade 9 students at Ambo are considered as good learners since they took and passed the national exam. They are approximately about 75% of the grade 9 students who could be able to pass to grade 10 national examinations. These researchers declared that students' achievement correlates to their language proficiencies which in turn correlate to their VLSs use. However, this finding showed that there is no considerable change in VLSs use as the grade level increase from grade 9-10 .At the same time the current study showed that there is no significant difference between the two schools of the students in their VLSs use. This raises a question why? That may be answered by replicating the research in similar contexts.

Although there are lots of researches conducted in the area of vocabulary learning strategies use inside and outside of Ethiopia, as to the knowledge of the researcher, research conducted by the same grade levels is not seen in Ethiopian context. But one research was conducted in Hungary which compares high school and university students VLSs use by (Dóczy, 2011). It was intended to answer three research questions in relation to the title. However, the responses contradict one another. The study shown findings based on its research questions. These are as follows:

2. The finding reflects the absence of significant difference in strategies use between the groups. But in respond to question 3 it says higher level students use more strategies than lower level students and the researcher declared that it was a positive finding. For the three research question three seemingly contradicting results are reflected: for one thing it says as level of students increase, two VLSs use of students decrease, three VLSs use of them increase, and two VLSs use of them avoided; for the other thing it says no significance difference between the groups in their VLSs use, and in contrary to this it says higher level students use more VLSs.

However, the present study shows that cognitive strategy use of students increase as their grade level. Word list is one of cognitive strategies and as a sub-category students' use of this strategy increase as grade level increase. So, this finding is not in agreement with it. Regarding the second point the current study totally agrees with Dóczy's study that skipping a new word putting words into sentences and pronunciation use of students increases parallel to grade level increase. In the third point Dóczy's finding contradict each other. On one hand, it says "no significant difference in VLSs use between the university and high school students. On the other hand, it says higher level students use more VLSs. But the present study has one finding that is there is no statistically significant difference between Bakalcha Bari and Ambo school students in their VLSs use. The researcher hopes that the next researchers will reconcile these issues one day.

4.3 Analysis of Data Obtained through Interview

There were eight students who participated in detailed interview. Even if they agreed on the importance of learning different strategies in vocabulary learning, the researcher did not observe them while they learning different strategies effectively in their language classes during classroom observation. Thus, the analysis of data gathered through interview has not shown consistent results with findings of the questionnaire and observation. For example, when answering the first interview item, almost all students not only agreed on the importance of learning vocabulary learning strategies, but also claimed that they learn these strategies in their English classes. But this was not supported by the class room observation.

Therefore, when the interview was conducted with the students, it was examined how they use vocabulary learning strategies in line with the given item. Regarding item A1, “Do you think that learning different vocabulary learning strategies are very important to enhance students’ vocabulary use? If yes, to what extent? If not, why?” Almost all of them agreed on the importance of using different strategies in vocabulary learning. But they didn’t use different strategies in the classroom during vocabulary instruction. When asked the reasons for not applying, they explained that they do not have adequate materials like dictionary and training on vocabulary learning strategies so as to learn these strategies in EFL classes and to equip their students with vocabulary knowledge.

In line with this idea, they were asked “to which one of the strategies they, give priority most of the time during vocabulary instruction?” Most of them reported as they give priority for contextual strategy for it is continent to learning in the class.

According to their response, they said that learning contextual strategy is helpful for students and for teachers since they can learn it from their experiences and it is easy to learning in the class. Because it can be used through different sentences in order to indicate different meanings of one word in a sentence in which the students provide students different sentences according to its suitability. The rest students gave priority to

cooperative strategy because this strategy gives more chance of learning and thereby retains more words.

Regarding students' experiences of planning to use different vocabulary learning strategies, most of the respondents replied that they plan to give vocabulary lessons that contain different vocabulary learning strategies through integrating other language skills and learning them in the classes usually. But this was found inconsistent with the actual classroom observation because the students were not found when they attempted practice strategies in vocabulary teaching with integration of other language skills according to their intention.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions and recommendations drawn based upon the presentation, analysis and interpretation of data made in chapter four. This study, as mentioned in the previous chapters, was intended to assess the vocabulary learning strategies in EFL classes. Therefore, to arrive at the whole purposes of the study, three types of data gathering methods (interview, questionnaire and classroom observation) were used. Thus, the data were gathered through these instruments and were presented, analyzed and interpreted in chapter four. Based on the major findings, the following conclusions and recommendations are forwarded by the researcher.

5.1. Summary

Language learning strategies have been recognized as processes of utmost importance when learning a second or foreign language. They encompass those tactics and elements of language learning process which depend on the learner and are related to personality factors, learning styles, age, sex, and cultural background. Vocabulary learning strategies, being a sub-category of learning strategies in general, are significant because the acquisition of vocabulary is a never-ending process and often poses discouraging difficulties for language learners.

Despite this fact, little attention has been paid to VLS (Allen, 1983; Carter & McCarty, 1988; Taylor, 1991). But recently it has received particular attention and researchers are showing an outpouring interest towards this important issue since the 1970's. Accordingly, many researches have been conducted in and out of the country on different titles regarding VLSs. Most of the studies carried out around this important issue focuses on finding what good language learners are observed doing in learning a language, vocabulary learning strategies employed by good and poor learners, vocabulary learning strategies use differences between male and female students, vocabulary learning strategies use and language proficiency.

Although there are some local studies like the ones mentioned above which investigated vocabulary learning strategy use among students at different levels, the researcher's experience shows that research studies that compare vocabulary learning strategy use across same grades is lacking. It is the need to fill this gap that initiated the proposed study. The study was aimed to compare vocabulary learning strategy use between Bakalcha Bari and Ambo secondary schools students. In line with this, it was intended to identify the strategies that were predominantly used by Grade 9 students at Bakalcha Bari and Grade 9 students at Ambo. Additionally, it was intended to see if there are changes in vocabulary learning strategy use as same grade level. Lastly, it was intended to determine if there are significant differences in vocabulary learning strategy use Bakalcha Bari and Ambo secondary schools students.

In general, the study intended to answer these three research questions:

- Are there significant differences in vocabulary learning strategy use between Bakalcha Bari and Ambo secondary schools students?
- What vocabulary learning strategies are predominantly used by students in same grade level?
- What are the changes that are observed in vocabulary learning strategy use as same grade level?

To answer these questions a comparative survey method was employed by using both qualitative and quantitative approach. The populations of this study were Bakalcha and Ambo students of Schools who were learning in the academic year of 2009. The total populations in the two schools were 800(500 students in grade 9 (Bakalcha Bari) ; and 300 students in grade 9(Ambo) .Out of these total population 10% was selected from each section lottery method in order to obtain best representative sample of the population.

From the beginning it was thought that the instruments could provide enough information and complement one another. However, the observation appeared to have yielded less information as the time given or the frequency of observation undergone was not enough. Secondly there are certain vocabulary learning strategies which are non-observable. These

ones could have been addressed by using structured interview. But the notion came too late after the researcher reached the end. Despite this fact the questionnaire yielded ample and valuable information as it was already validated and its reliability was pilot tested and checked on samples of similar grades and similar environment. The quantitative data collected was analyzed manually for percentages and using (SPSS version 20.00) software for the mean values, standard deviation, Standard Error Mean, and the t-test values. The qualitative data collected through observation was also analyzed and discussed qualitatively using verbal descriptions, and the result was discussed. Accordingly, the study yielded the following major findings.

The finding indicated that the sample students in both schools use all the vocabulary learning strategy types but their frequency of use with regard to each strategy is different. Grade 9 of students at Bakalcha predominantly at high level use three of the sub-categories of VLS like determination strategies, social strategies for meaning discovery and cognitive strategies.

On the other hand, Ambo secondary school students predominantly use only two of them: determination strategies and cognitive strategies. The left strategies types are used at the medium level in both cases. The finding also depicted that though a slight change was observed between two schools of students in their vocabulary learning strategies use when their mean values are compared; the t-test value revealed that there is no significant difference between the two schools of students. Therefore, this research need replication and verification why a considerable change is not observed in their vocabulary learning strategies use between two far apart of the same grade levels.

In general, both schools students use the twenty-three VLSs provided by the questionnaire. However their frequencies of use are different from strategy to strategy. They use some of the strategies at the high level and others of them at the medium level. But there is no significant difference in their VLSs use between the two schools of students.

5.2. Conclusions

Based on the major findings of the study, the following conclusions are drawn.

The results obtained from both the qualitative and quantitative data showed that the participants in this study use the VLS in all the six sub-categories. However, Ambo students use them with a slight difference when we see their mean values. Nonetheless, the change observed is significant. This was shown by the t-test values. The t-test values showed absence of significant difference between the two schools. This implies that there might be some factors that contribute to this negligible difference. These can be lack of awareness on the part of teachers to train the students on how to learn and empower themselves with vocabulary knowledge autonomously. Or it can be the effect of teaching-learning materials used by both teachers and learners. Another factor can be the methodology the teachers employ in the classroom during training on how to apply VLSs, and during teaching the vocabulary lesson.

It was also investigated that the students of the two schools use all the vocabulary learning strategies at different frequency level (medium 2.4-3.4 and high 3.4-5.0) As Oxford (1990) categorized the level of VLSs use 1.0-2.4 low, 2.5-3.4, medium, and 3.5-5.0 high. When the sub-categories are ranked for both schools separately according to their use, determination strategies, social strategies for discovering the meaning of a word and cognitive strategies are used predominantly (at high level of VLS use which has mean values 3.5 and above) both schools of students. On the other hand, determination strategies and cognitive are used predominantly by Ambo students. The left sub-categories on both sides are used less frequently (at medium level of VLS use which has 2.5-3.4 mean values) by the students. That is meta-cognitive strategies and social strategies use for meaning discovery are less frequently used by both schools students respectively. This implies that Bakalcha Bari students may be unfamiliar to use meta-cognitive strategies which require training. Regarding memory strategies use of Ambo students encouraging the students by stressing its importance may bring an improvement. Because Ambo students are supposed to have the awareness of the use of memory strategies but they appeared to give less attention to it.

At last, the finding indicated that there is no significant change in VLSs use as same grade level, i.e. Both schools students of the study area use VLSs with about the same frequencies.

5.3. Recommendations

Based on the above conclusions the following recommendations have been made.

1. English language teachers should train and encourage the students on how to use vocabulary learning strategies which can help them develop their vocabulary knowledge and in effect which can develop their language proficiency.

2. Both schools of English language teachers are responsible to identify which strategies are predominantly used by most of the students in same grade levels and encourage them to use the ones they do not want to use by identifying why they refrain from using them. In this study, it was found out that Ambo students less frequently use social strategies for discovering meanings. But social strategies contribute to success in the development of their vocabulary power. So teachers should encourage their students to work on vocabulary in groups. Bakalcha Bari students also use social strategy for consolidation and meta-cognitive strategies less frequently. Hence, English teaches of Bakalcha Bari should pay attention for enhancing the cognitive and meta- cognitive strategies use of the students as they help them to retain and use words when need arises.

3.It is recommended that future studies on this title should incorporate more qualitative data collection instruments like interview so as to get ample evidence on the none-observable vocabulary learning strategies to supplement the data gathered through questionnaire. Moreover, they should design detail observation of repeated sessions.

4.It is also recommended that the sample students from both schools should be taken and they can be included in the sample.

5.The students need to be aware of the advantages of vocabulary learning through different strategies to their daily life so that they become motivated and thereby actively

play their roles in the using and practicing of these strategies in teaching and learning process. Students, on the other hand, must promote the sense of autonomous vocabulary learning by practicing intelligent guessing from context and by using vocabulary self collection strategy.

6.Creating meaningful learning opportunities in and out of the school is very important for learners to make use of the language. Establishing English club and declaring one day as an English day help learners to use the language in school. Further research should be conducted at some time in the future to compare the practice of vocabulary learning strategies in EFL classes at high school level

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Appendix -A

Appendix A: Questionnaire to be filled in by students

Dear Students

Dear Students: I am conducting a study on “**Comparative Study of Vocabulary Learning Strategies Use among Students at Ambo and Bakalcha Bari Secondary School: grade 9 in focus.**” Therefore, you are kindly asked to fill in the questionnaire, honestly, genuinely and carefully. I like to stress that the information you provide is completely confidential used by the researcher only. For that matter, you don’t have to write your name.

Part I

Background information

Instruction: Please indicate your answer by making an ‘X’ in the appropriate box or writing where it is necessary in the space provided.

1. Sex: M F

2. Age:

A) 12-15 B) 16-20 C) 21-25 D) 25-and above

3. Grade 9 Bakalcha

3.1. Grade 9 Ambo

II. The following questions are based on your beliefs of vocabulary learning and the theoretical practice of vocabulary learning strategies during EFL classes.

Instruction: Show to what extent you agree with the following statements based on your belief and experience of vocabulary learning strategies by putting an “X” under each number in the table below.

Note that: I use it **always** 5 = I use it **Frequently** 4 = I do it only **Sometimes** = 3
I I do it **Rarely** = 2 I **Never** do it = 1

Please read each statement very carefully and then put a tick (x) against each statement to indicate how often you do the strategies described by the statement. There is no right or wrong answer, and you are not evaluated based on your response.

No	Statements	1	2	3	4	5
1	I realize that vocabulary learning has to be given prime consideration in the class.					
2	I analyze any available pictures or gestures.					
3	I guess the meaning of a new word from the context when I read.					
4	I use dictionary to analysis the meaning of words.					
5	I ask the teacher to define, paraphrase or tell me the synonymy or L ₁ translation of a new word.					
6	I ask classmates to explain the meanings of new words.					
7	I study and practice the meanings of new words in a group.					
8	I interact with fluent/native/ speakers.					
9	Associate(relate) new word with objects it refer to Re					
10	I relate a word to my personal experience to remember a word.					

11	I group words to their synonyms and antonyms.					
12	I use physical action when learning to remember new words					
13	I create mental image of the word's meaning					
14	I say new words loudly when studying					
15	I use word lists to study and remember words					
16	I take vocabulary notes in class					
17	I put English labels on physical objects					
18	I test myself with word test					
19	I listen to English radio or television programs, or read books, magazines or fictions and the likes to develop my English vocabulary knowledge					
20	I plan my schedule so I will have enough time to study vocabulary					

21. Can you suggest any other effective strategies for learning or memorizing vocabulary?

22. If you have any comment that you want to give regarding the use of vocabulary learning strategies in your English classroom, please write your comment in the blank space given here under.

Appendix- B

Appendix- B: Classroom observation checklist

2.1. Lesson objectives (.if included in the textbook or mentioned by the teacher).

2.2. Overview of the lesson:

2.3. Beginning of the lesson:

a. Teacher's activities

b. Student's activities

c. Points to note

2.4. Lesson progression

a. Teacher's activities

b. Student's activities

End of the lesson

a. Major activities accomplished

b. Home work or achievement type

c. Points and not

Thank you very much for your time and cooperation

Appendix-C

Appendix –C-Interview for students

Nam of the School:

A. Questions concerning students' knowledge and belief on the hypothetical learning of vocabulary learning strategies in EFL classes.

1. Do you think that learning different vocabulary learning strategies are very important to enhance students' vocabulary knowledge? If yes, to what extent? If not, why?
2. When do you learn vocabulary, to which one of the strategies you give priority most of the time? Why?
3. How do you think vocabulary learning should be learnt?

B. Questions concerning students' Experiences of putting in to learn of vocabulary learning strategies.

1. To what extent you plan vocabulary lessons that contain different vocabulary learning strategies and learn them?
2. To what extent you give chances to students so that they take responsibilities for their own to use strategies and learn them at different time?
3. Is there anything that you complain about the teaching learning process of vocabulary in different strategies? If yes, what was it? Thank you very much for your time and cooperation