



**ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH**

**AN INVESTIGATION OF THE DETERMINANTS OF VOCABULARY LEARNING
STRATEGIES: THE CASE OF GRADE 11 STUDENTS OF SHER ETHIOPIA
PREPARATORY SCHOOL, BATU TOWN, OROMIA REGIONAL STATE**

**BY
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**A THESIS PAPER SUBMITTED TO DEPARTMENT OF ENGLISH
FOR THE PARTIAL FULFILLMENT OF THE DEGREE OF MA IN TEFL**

SEPTEMBER, 2017

ADAMA, ETHIOPIA



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**An Investigation of the Determinants of Vocabulary Learning Strategies : The
Case of Grade 11 Students of Sher Ethiopia Preparatory School , Batu Town ,
Oromia Regional State**

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Declaration

I, Tibesso Tesfaye, do declare that this thesis is a product of my original research work and it has not been submitted in this or to any other university for any academic degree. Any material and information in a report other than my own are duly acknowledged.

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Certification

As thesis advisor, I hereby certify that I have read and evaluated this thesis prepared by Tibesso Tesfaye under my guidance entitled “An Investigation Of The Determinants Of Vocabulary Learning Strategies : The Case Of Grade 11 Students Of Sher Ethiopia Preparatory School, Batu Town, Oromia Regional State” I recommended that it be submitted as fulfilling the MA thesis requirement.

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As members of the Board Examiners of the thesis Open Defence Examination we certify that we have read, and evaluated the MA thesis prepared by Tibesso Tesfaye, and examined the candidate. We recommend that the thesis be accepted as fulfilling the thesis requirement for the MA degree.

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ACKNOWLEDGEMENTS

First of all, I would like to thank my advisor, Kasaye Gutema Jebessa (PhD), who took his precious time and rendered me valuable advice and constructive comments in writing this thesis. Without his continues follow-up and encouragement, the completion of this thesis would have been inconceivable.

My thanks are also expressed to Sher Ethiopia Preparatory School English language teachers and students those who helped me to get the necessary data for this study.

I would also like to extend my heartfelt and deepest gratitude goes to my brother Mekonnen Bekele, for his material and moral support throughout my thesis work.

I would also like to thank my wife, Yamrot Tegegn and my sons, Kenean and Bilisumma Tibesso for their patience and encouragement during my education career. Finally, above all I would like to extend my praiseful heartfelt to the almighty God who has supported me from the beginning to the end of this study.

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Acronyms

ESL: English as a Second Language

EFL: English as a Foreign Language Vocabulary Learning
Strategies

VL: Vocabulary Learning

ABSTRACT

The main objective of this study was to investigate the determinant vocabulary learning strategies (VLS) practiced in Sher Ethiopia Preparatory School of grade eleven students and English teachers respectively.

The result of this study revealed that students might not use appropriate vocabulary learning strategies in line with the appropriate techniques stated in their text books. Thus, their vocabulary learning Strategies (VLS) could be determined by various factors. As a result, the outcome of the study showed that the absence of common understandings about the determinants of vocabulary learning strategies (DVLS) among students hindered the process of vocabulary learning. Social, situational and background knowledge of the students prevents learning and affected learners' vocabulary knowledge. Therefore, teachers should consider this issue and give special support to students to use various types of vocabulary teaching strategies and techniques to improve students' learning strategies and develop their English language vocabulary knowledge. In addition to this, vocabulary learning should effectively respond to all essential aspects of word knowledge since it does not know the meaning alone.

CHAPTER ONE

1. Introduction

This introductory part consists nine parts. These are the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, and delimitation and limitation of the study, organization of the study and operational definition of key terms.

1.1. Background of the study

Vocabulary is one of the knowledge areas in language learning and teaching and it plays a vital role in acquiring and learning a language. The role which vocabulary plays in language arena extends from understanding and comprehending a certain spoken and written item, expressing ideas and thoughts, involving in business and trade, sharing information through internet to studying and recognizing science, technology and education. For instance, with respect to the significant role vocabulary plays, Harmon, Wood and Keser (2009) state that, students' vocabulary development could be considered and related with part of their overall language development. Thus, one can find out that vocabulary is a building block in both EFL|ESL classes. Nevertheless, although it has a crucial role in ESL|EFL classes of secondary and preparatory schools of Ethiopia, students' vocabulary knowledge is unsatisfactory and the emphasis given to it has been very less.

Students' unsatisfactory performance in vocabulary knowledge could be attributed to various factors such as the quality of teachers' training, their teaching methodology, quality of curriculum materials, effectiveness of vocabulary learning strategies (VLS) and quality of classroom situation (Schmitt, 1997). Of those factors which contribute to the incompetence of learners' performance in English language learning vocabulary learning strategies (VLS) were given more attention in this study. In the process of developing vocabulary knowledge, VLS would play a paramount role. In this regard, Schmitt (2000) points out that, in the process of vocabulary learning, VLSs could be considered as important and had received much attention in the area of ESL |EFL instruction. This is to mean that, VLS and its determinants are inseparable components of the language learning and teaching process. It could be realized that, studying

VLS and its determinants in an integrated way could assist students understand how to learn vocabulary items with relative ease.

Furthermore, determinants of VLS are not only certain hindrances to vocabulary learning but they have great attributes that make sure the effectiveness of the uses of VLS. Schmitt (1997) asserts that proficiency level, context of learning, and learners' characteristics, language learning, quality education, classroom assessment could be essential determinants of VLS. Vocabulary lessons are not often taught independently. Vocabulary items, which are presented by the teacher, seem a byproduct of the other language skills. As a result, vocabulary teaching in various class is largely incidental (Fan, 2003). In addition to this, acquiring and learning an extensive vocabulary skill in ESL|EFL likely to be a big challenge for learners. Consequently, this possibly can hinder the development of their vocabulary knowledge and thus their communicative competence.

On the other side, vocabulary teaching and learning are not often integrated to the language knowledge and the language skill as well. As a result, acquiring and learning vocabulary lessons would be less learnable and less significant in the language system. Even though, new teaching – learning approach has been designed in the past two decades in Ethiopia, students are still facing similar problems in their vocabulary development. Therefore, potential and significant VLS need to be analyzed and practiced in EFL|ESL classroom context.

Determinant of Vocabulary Learning Strategies (DVLS) could be any factor that hinder the process of Vocabulary Learning Strategies (VLS). DVLS are variables that affect the development of vocabulary learning (Hamzah, Kafipour and Abdullah,2009). An investigation of these determinants help to gather information about these influences in the process of vocabulary learning. Thus, teachers and learners know how to handle and thereby solve them. Learners could also manage and control their learning based on their understanding. DVLS allows learners to make effort in order to minimize or even alleviate the possible determinants in the process of vocabulary learning. And, teachers could identify the kind of DVLS and provides an opportunity to review his\ her students' performance and should provide a way to remedial teaching- learning class.

According to Nation (2001), VLS are considered important and have received much attention in the area of ESL|EFL teaching and learning process. Besides, exploring the DVLS and combining the strategy with the determinants could help learners develop their vocabulary knowledge. To this end, the action of the study was to investigate the determinants of VLS in grade 11 of Sher Ethiopia Preparatory School, Batu Town, Oromia Regional State.

1.2. Statement of the problem

Vocabulary Learning Strategy (VLS) is being implemented with the purpose of improving vocabulary knowledge in particular and developing the competence of ESL|EFL learning in general. The major reason that motivated the researcher to conduct the study on the determinants of vocabulary learning strategies (DVLS) was that, VLS is highly recommended to help students' vocabulary learning and to find out the DVLS. In this regard, there were evidences in literature that confirmed VLS could be determined by certain factors and these could hinder the development of vocabulary learning in ESL| EFL classroom context (McCarthy, 1990).

The other point that inspired the researcher to focus on this topic was his many years English language teaching experience at different grade levels. Accordingly, he had the opportunity to observe how VLS had been determined by various factors in the classroom he had been teaching. These reasons forced the researcher to investigate the determinants of VLS with the focus of Sher Ethiopia preparatory School in Batu Town, Oromia Regional State.

Many researchers carried out studies on the determinants of VLS in ESL|EFL at various educational levels. As a result, they suggested that, variety of recommendations with regards to different factors that affect VLS and thereby its possible solutions. For example, a research conducted by Fan (2003) in Asian countries, vocabulary seems to be given less emphasis in a high school and university curriculum. EFL|ESL of teachers often integrate vocabulary lessons in to other language learning tasks, such as listening to stories, learning the meaning of words through contexts and information gap activities, etc. His findings showed that, learners gain knowledge of vocabularies by chance in small increment. Nation (2001) also carried out a study on the role of VLS on students' vocabulary learning and found out that, a large and rich vocabulary items could be acquired with the help of VLS.

Furthermore, the study which was conducted by Schmitt (1997) also investigated that, VLSs may not be considered naturally good of learning and learners characteristics, etc. independently by itself and it came up with the finding indicating that the effectiveness of the strategies may depend up on a number of factors, such as proficiency level context.

However, the present study differs from other studies conducted on determinants of VLS for some reasons.

First, this study was different from the above studies in that more attention had been given to both negative and positive determinants and its impacts in ESL|EFL classes.

The second one was that, the study was conducted at a preparatory school by taking ESL|EFL students as a case.

In addition to this, since preparatory school is the place where learners prepare themselves to join universities, they need a great support to improve their future academic success which is mostly possible through the practice and application of VLS. To make sure students' future academic achievement in ESL|EFL, one of the areas within the teaching and learning process that needs investigation is the determinants of VLS which should be given due attention.

1.3. Objectives of the Study

1.3.1. General Objectives

The general objective of this study was to investigate the determinants of VLS in Sher Ethiopia preparatory school of Batu Town, Oromia Regional State.

1.3.2. Specific Objectives

Specifically, this research intended to:

- Asses how the classroom vocabulary teaching and learning was carried out
- Review whether the vocabulary teaching would help student promote their strategy use
- Identify what determinants affected students from using VLS to learn English language

1.4. Research Questions

To address the objectives stated above, the following research questions were formulated.

1. How effective had been the English lesson in teaching students VLS?
2. What helpful VLS did students develop from the lesson to learn the language?
3. What were the determinants that prevented students from using VLS to learn the language?

1.5. Significance of the study

This study was conducted in order to investigate determinants of vocabulary learning strategies (VLS) in grade 11 of Sher Ethiopia Preparatory School, Batu Town, Oromia Regional State. The output of the study was expected to provide the following significances. Therefore, it:-

1. might assist students to develop their VLS. It could help ESL| EFL teachers to recognize the determinants that prevented students from using VLS in the teaching –learning process
2. might help teachers in order to solve factors that determine VLS
3. could be a useful founding block for other researchers who were interested to conduct further research on this area

1.6. Delimitation of the study

As it has been discussed in various sections of this chapter, the aim of the study was delimited to investigate the determinants of VLS. To provide the study in a manageable size and scope, it was delimited to Sher Ethiopia Preparatory school of Btu Town, Oromia Regional State. The study was chosen in terms of the accessibility to gather data and relatively near to the residence of the researcher. Secondly, although the teaching- learning process of the ESL|EFL class deals with the vocabulary learning strategies, the study was delimited to investigate the determinants of VLS. Thirdly, the study was focused on 73 students and 2 ESL|ESL teachers who were teaching in Grade 11of Sher Ethiopia Preparatory School. Finally, the study was used questionnaire, interview and classroom observation in order to gather sufficient information

1.7. Limitation of the Study

During the study, several constraints were occurred. Although there were many high and preparatory schools in the Town, taking in to consideration the financial cost, the labor and the time the study would consume, the study conducted only on Sher Ethiopia Preparatory School of Batu Town, Oromia Regional State. Besides, participants of the study were 73 students and only 2 English teachers who were teaching in Grade 11 students in the targeted school during the study period. Consequently, the study might not be sufficient to make conclusion at the country level. It would be better and more effective if more schools and participants were included in the study in order to gather more comprehensive data to make generalization.

1.8. Organization of the Study

This thesis paper has five chapters that discuss the study which investigates the determinants of VLS. To this end, chapter one presents the back ground of the research and states out, what the research intends to achieve. Chapter two provides review of literary works with respect to concepts and ideas included in the study. Therefore, efforts are made to include theories and concepts related to determinants of VLS and to review previously made research studies. Chapter three discusses the research design, the sampling procedure, the research instruments, the data collection procedure and the data analysis methods together with the reasons for using them. It is followed by chapter four, which is dedicated to the data analysis and the discussion of the results. The last chapter, chapter five presents a brief summary of the whole study, draws conclusion from the investigation carried out and provides recommendations in order to possibly show ways out to void the problem stated.

1.9. Definition of key Terms

- Vocabulary - a usually alphabetized and explained collection of words e.g. of a particular field, or prepared for a specific purpose, often for learning
- Learning – an act in which something is learned; accumulated knowledge
- Strategy – a plan of action intended to accomplish a specific goal
- Determinants- a determining factor; an element that determines the nature of something

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. Introduction

This chapter provides discussions concerning vocabulary learning strategies suggested by various scholars. Thus, the chapter begins by giving definitions of VLS. Next, it presents the importance of vocabulary learning strategies. Third, materials related to VLS. Finally, it presents factors affecting vocabulary learning strategies.

2.1. Definitions of Vocabulary Learning Strategies (VLSs)

Scholars provided various definitions of VLSs based on their different point of views, some of them are stated as follows.

According to Catalan (2003) VLS is considered as the understanding of the system (processes and strategies) employed in order to learn vocabulary. And, it is about the practices and exercises carried out by students for their vocabulary development based up on the following main purposes. They are to:

1. point out the meaning of known words
2. keep them in long- term memory
3. react them at will, and
4. use them in oral and written language

Cameron (2001) defines VLSs as the activity that assist learners understand and recall vocabulary items. Intaraprasert (2004) considers VLSs as an organizational element of techniques of learning behaviors which language learners stated that they carried out to find out the meaning of a new word, to employ the knowledge of newly learned words, and to increase their knowledge of vocabulary.

Hamzah, Vafipour and Abdullah (2009) see VLSs from three different points of view. Primarily, it could be any effort that learners use to help the learning process of new vocabulary items. Second, these trials must enable to improve the potential of vocabulary learning. Third, VLSs are serious actions taken by the learners in order to study new words.

Based up on the above definitions and explanations of VLS, it could be concluded that, the term VLSs has been used to point out the aim to arrange the steps, actions or mental processes that the learners carry out, more or less with a sufficient attention in order to facilitate learning. These steps lead the interfering that increase vocabulary skills in the target language.

2.2. The importance of vocabulary learning strategies (VLS)

Vocabulary is a gradual process and needs a practice employed by the learners in order to command both in spoken and written arena. Mostly, to the second language learners, learning new vocabulary has always been challenging for them.

As a matter of fact, it may not be possible for students to learn all new vocabulary items only in the classroom situation. Therefore, it is essential for the teacher to help students learn how to learn new vocabulary on their own (Sokmen, 1997). Besides, learner self –reliance has long been known necessary by a number of linguists in the process of vocabulary acquisition (Hamzah etal, 2009). In the other side, Oxford and Nyikos (1989) stress that, strategies by their nature develop learner – autonomy, independence, and self- direction. VLSs are taken in to account that it is essential in vocabulary learning and have got much emphasis in the area of second language learning (Schmitt, 2000).

The significance of all learning strategies including VLSs is to facilitate learners carryout their own learning so that they can take responsibility for their own studies. In addition to this, for learners of any languages, a large number of new vocabulary items can be learned with the help of VLSs (Nation, 2001). In this regard, VLSs assist stimulate vocabulary learning which focuses many perspectives, such as making conscious perspectives, conscious efforts and practices to understand new vocabulary items, selective attending, and storing in to long term memory (Ellis, 1994). GU and Johnson (1996) states that, learners who employ selective attending strategies may understand which words are essential and necessary for them to learn.

As a result they could grasp fully the reading passage. Learners who use self- initiation strategies may carry out a variety of techniques to understand the meaning of vocabulary items. Therefore, if learners are equipped with a range of VLSs, they may be able to encounter with the new or unknown vocabulary items without any challenge as the VLSs assist to make simple the new vocabulary learning process for them. But, VLS s may not be always considered good.

The successfulness of the strategies may rely upon a number of determinants, such as competence level, context of learning and learners' characteristics, etc. (Schmitt, 1997). Accordingly, there are various factors that may determine the learners' VLS use in terms of their choice and frequency.

2.3. Materials Related To VLS

Prior research works on learners VLS use that are affected by various factors, carried out during the last two decades or more were collected. The amount of 45 research experimentation which is derived from peer assessed journal articles, theses and dissertation was selected and synthesized. A number of factors arising out were and presented under organized Ellis's Framework (1994). The factors that are determining learner's vocabulary use are explained in the following section.

2.4. Factors Affecting Vocabulary Learning Strategies

A number of research works on VLS have listed out several factors that form a source of distinction in learners' VLS use. The frequency and kind of VLS employed by learners has been noticed to be different depending on such determinants. Determinants affecting learners' VLS use pointed out in this paper have been organized under Ellis's Frame work (1994).

Three major classifications are presented as follows.

2.4.1. Learner- Individual Difference Determinants

Learner- individual factor comprise a sort of distinction on the use of VLS. These determinants include belief, attitude, motivation and language learning experience.

A. Belief

Belief has been pointed out as one of the clear-cut factors affecting learners' VLS use. A study carried out by Gu and Johnson (1996) found that, Chinese university students underestimated rote memorization strategies and they used more meaning- focused strategies than rote strategies. Recently, Sixiang and Srikhao (2009) discovered that, Miao students (an ethnic group in China) who believed that words should be studied and put to use, practice a wide range of VLSs. According to Gu and Johnson's and Sixiang and Srikhao's, learners' strategy use seems to

relate to what they believed. On the contrary, Wei (2007) discovered the opposite outputs indicating that what students believed did not result their actual VLS use. That is, students believed that knowing a word means the ability to use such words in right context. However, they emphasized too much on isolated short-term retention of form and meaning.

B. Attitude

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

C. Motivation

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

D. Language Learning Experience

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

2.4.2. Social and Situational Factors

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

A. Field of Study

Significant number of evidences supports the relationship between learners' field of study and their VLS use. For example, GU's (2002) findings pointed out, the difference in strategy use between science and arts students in which science students tended to use strategies such as relying on visual coding more frequently than arts students. The findings in this research were consistent with Mingsakoon (2002) who discovered that science students employed VLS differently from the arts students. The VLS use of English and non-English major students are also examined. For example, Liao (2004) found out that students studying in English and non-English employed VLS differently. The results were consistent with Chiang's (2004) and Zhang's (2009) studies. In addition, the VLS use of students in other disciplines was also investigated. In the study done by Bernardo and Gonzales (2009), it was found out that the use of determination and social VLSs was significantly different among the Filipino students across five disciplines; Liberal Arts and Education; Computer Science and Engineering; Business Education; Hospitality Management and Allied Medical Science.

B. Course Type

Other than field of study, course type is considered a key factor determining learners' VLS use. Course type refers to 'regular' and 'part-time' programs. In a study made by Siriwan (2007), the relationship between students' course type and their 48 Naresuan University Journal 2012; 20(2) VLS use was explored. The findings revealed that Thai university students studying in regular programs reported greater use of VLSs than students studying in part time programs. Correspondingly, Al-Shuwairekh (2001) examined the VLSs employed by learners learning Arabic as a foreign language. It was found out that, learners studying in the morning courses reported higher use of VLSs than evening-course learners.

C. Class Level

Class levels become known as a clear factor affecting the way the VLSs are employed. For example, Doczi's (2011) findings indicated that, as the level of Hungarian ESL students enhanced the number of strategies to practice on regular basis and use word lists for consolidation decreased, strategies like skipping a new word were used more when students became more advanced. Along the same line, Mongkol's (2008) findings revealed that, the second year Thai EFL University students tended to use VLS to analyze affixes and roots to understand the meaning of words more as compared to the first year students. In the same study, however, the first year students used VLSs more when learning new words by remembering parts of speech or paraphrasing the word's meaning.

D. Gender

Among the situational and social factors, gender seems to receive the widest emphasis from the researchers. However, the results are still inconclusive. For example, Fan (2003) revealed that Spanish female and male students differ significantly in strategy employing. The findings are quite related with Jones's (2006), Siriwan's (2007) Marttinen's (2008) and Seddigh's (2012). On the other hand, Chang Tsai and Chen Chang (2009) discovered the opposite results in which Chinese female and male students showed no significant difference of their VLS use. The findings were similar with Fatemeh's (2009), Khatib and Hassandeh's (2011) and Arjomand's (2011) which indicated that gender had no significant difference on students' VLS use.

E. Language Learning Environment

Language learning environment seems to receive less emphasis from previous researchers. According to the available research works, this factor can be categorized into formal and informal language learning environment. With regard to this factor, Kameli et al. (2012) found out that the role of teachers, peers and classroom environment affected Malaysian ESL students' VLS use. For example, a teacher's encouragement could influence the learners' VLS use in which learners were encouraged to learn new words by focusing on the pronunciation of a word. Regarding informal language learning environment, Asgari and Mustapha's (2011)

findings indicated that, the role of supportive and unsupportive parents affected Malaysian ESL students' VLS use differently. For example, students living with supportive parents employed more variety of strategies to learn new words than those living with unsupportive parents who tended to lack the motivation in learning a language.

2.4.3. Learners' Learning Outcomes

Different researchers use different means as a predictor of learners' learning outcomes, such as students' language achievement, language proficiency and vocabulary knowledge.

A. Language Achievement

The relationship between students' language learning achievement and their VLS use is supported by some studies. For example, Gidey's (2008) findings revealed that, the high achievers had greater use of VLS than the low achievers. The results were quite similar with Suppasetseree and Saitakham's (2008) which showed the difference between high and low achievers among EFL Thai university students majoring English.

B. Language Proficiency

Efforts have been made to examine the students' language proficiency in connection to their VLS use. For example, in Loucky's (2003) findings revealed that Japanese college students with high language proficiency made higher use of VLSs than those with low proficiency. The results corresponded with Kung and Chen's (2004), Nemati's (2008), Chang Tsai and Chang's (2009) and Celik and Toptas's (2010) which revealed that students' VLS use positively correlated with their language proficiency level. In addition to the frequency of strategy used, the high and low proficient students employed the types of VLSs differently. For example, Lachine's finding (2008) revealed that, some types of VLSs, such as "creative" item is highly correlated with the learners' proficiency levels. The results were consistent with Mizumoto and Takeuchi's (n.d.) which showed that some types of VLSs highly correlated with students' TOEIC scores.

C. Vocabulary knowledge

Many researchers use vocabulary size as a basis for vocabulary knowledge. There is considerable evidence found out to support the link between students' vocabulary size and their VLS use. For example, Tilfarlioglu and Bozgeyik's (2012) findings, discovered that student's VLS use positively correlated with their Catalan Naresuan University Journal 2012; 20(2) 49 vocabulary size. The findings corresponded to the previous research works, such as Ahmed's (1989), Gu and Johnson's (1996), Lawson and Hogben's (1996), Fan's (2003), Cusen's (2005), Hamzah, Kalifpour and Abdullah's (2009), Kafipour, Yazdi, Soori and Shokrpour's (2011), Komol and Sripetpun's (2011) .

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3. Introduction

This chapter provides the research design, samples and sampling procedures, instruments of data collection, procedures and methods of data collection and analysis. It also outlines the procedures followed to undertake the ethical considerations in the study.

3.1. Research Design and Methodology

In this study, descriptive research design was used for various reasons. That is, descriptive design was employed because it helped identify the strategies students used to learn vocabularies to assess the implications of these strategies in the classroom situation, and to investigate the determinants of vocabulary learning strategies (DVLS). According to Hancock (2006), though a specific research approach is probably more suitable than the other depending on the characteristics of the research objectives and questions, neither quantitative nor qualitative approach is effective in different cases.

Thus, in order to achieve this intended objectives of the study, a descriptive research design which engaged both quantitative and qualitative research method was used. Sharman (2000) point out that a descriptive survey is important to identify between the current conditions and a point to the present needs.

Qualitative research methods were used to help the researcher obtain participants explanations and comments. These explanations and comments were useful in understanding the whole picture of a problem and were important in developing the quality of the research findings .On the other side, quantitative methods were employed in order to collect a large amount of data that could help reveal ideas from sample thereby to synthesize sampling respondents in order to synthesize numerous independent data in relation to the numerical analysis. Therefore, the qualitative data were collected through interview, questionnaire and classroom observation. And, the quantitative data were gathered through close-ended questionnaire.

3.2. Sampling and Sampling Technique

This section outlines, the procedures employed to identify the study site, the target population, participants and data sources.

3.2.1. Site of the Study

As it is pointed out earlier, the purpose of this study was to investigate the DVLS of students at Sher Ethiopia Secondary and Preparatory School in Batu (Ziway) Town, East Shoa Zone of Oromia Regional State. In Batu Town, there are preparatory and secondary schools. These are Batu, Don-Bosco and Sher Ethiopia Secondary and Preparatory schools. Sher Ethiopia Secondary and Preparatory School was selected for the study due to the following reasons.

First, the site was selected because of its geographical location to the researcher. That is, as the researcher works and observes the problem among students of this school, placing the study was considered appropriate for the study. Second, placing the study at this school would make the study situation suitable for consistent follow-up and for the application of its procedure. Thus, based on these reasons the researcher employed purposive sampling to sample Sher Ethiopia Secondary and Preparatory School for this study among the three secondary schools found in the study area.

3.2.2. Population of the Study

As of 2009 E.C. academic year, in Sher Ethiopia Secondary and Preparatory School, there were four EFL teachers teaching English from grade 9 to 12. Of these four teachers, two were male and two were female. The total number of the students in the school were 468. Of these students 132 were attending grade 9, 155 grade 10, 73 grade 11 and 108 grade 12. Moreover, the number of sections for each grade were 2.

3.2.3. Participants and Sampling Techniques

The target population of this study were grade 11 students and the two teachers who were teaching English at this grade level. So, in Sher Ethiopia Secondary School, there were two sections of grade 11 having a total of 73 students and two English teachers. Thus, grade eleven students were selected based on the following reasons. First, these students have been learning in the school since grade nine. Besides, starting from grade nine the researcher knows their problems in learning vocabulary. Next, most teachers complain about the poor vocabulary knowledge they have. Finally, the researcher believes that grade eleven students would cooperate with him in delivering him authentic and sufficient data for the study. Moreover, English language teachers who teach in grade eleven were also the subject of this study since it was believed that teachers know in detail and very well about factors affecting vocabulary learning strategies.

According to various research literature, there are several approaches to determining participants and the sample size. These include using a census for small populations, imitating a sample size of similar studies, using published tables, and applying formulas to calculate a sample size. Each strategy is discussed below.

One approach is to use the entire population as the sample. Although, cost considerations make this impossible for large populations, a census is attractive for small populations (e.g., 200 or less). Census eliminates sampling error and provides data on all the individuals in the population. In addition, some costs such as questionnaire design and developing the sampling frame are “fixed,” that is, they will be the same for samples of 50 or 200. Finally, the entire population would have to be sampled in small populations to achieve a desirable level of precision as it has been stated in Israel (2012). Thus, the researcher used Census sampling method for both students and teachers cases in order to get relevance and genuine data from the participants.

3.3. Methods of Data Collection

In this study, data were generated through questionnaire, semi-structured interview and classroom observation. The detail of these methods is given next.

3.3.1. Questionnaire

Questionnaire as data gathering instruments was used in this research because the researcher believed that this device would be more efficient in order to collect information from the respondents about the determining factors of vocabulary learning strategies of grade eleven students.

The questionnaire had 20 close and open-ended items. The close ended items were set-up based on a Likert -scale since this scale is the most common format that is employed whenever respondents are required to make judgment in terms of sets of order of classifications, such as, strongly agree, agree, neutral / undecided, disagree and strongly disagree. These components show the degree of a particular judgment. The scaling scores were coded using class width of each responses as given in Table 3.1 below.

Table 3.1:- Class width of Likert Scale Items.

Strongly agree	Agree	Neutral/undecided	Disagree	Strongly Disagree
5	4	3	2	1
5.00 to 4.21	4.2 to 3.41	3.4 to 2.61	2.6 to 1.81	1.8 to 1.00

This class width was calculated using Likert (2006) formula which was $5 - 1/5 = 80$.

In addition to this, three open-ended questions were presented to students in order to let them express factors that hinder their VLS, the extent to which these factors affect their vocabulary learning and the possible solutions they could give to these problems.

3.2.2. Interview

The other instrument used to collect data was semi-structured interview. According to Selinger and Shohamy (1989) and MCDonough and Shaw (1993) the purpose of using an interview is to obtain data by directly talking to the interviewee (subject). Moreover, semi-structured interview was used in this study because semi-structured interview consists specified and detailed questions resolute beforehand. Similarly, the questions allowed some clarification for their

answers (Nunan, 1992).The aim of using such interview was to investigate the DVLS among grade eleven students of Sher Ethiopia secondary and preparatory school.

For the interview, the students' mother tongue was used since the students cannot clearly express their ideas in English. Thus, the interview was prepared and conducted both in Amharic and Afan Oromo languages. These interviews were carried out through video recording including taking notes in order to remember each answer for the subjects.

3.3.3. Classroom Observation

Observation is one of the most data gathering tools that help to investigate possible determinants that affect VLS. According to Robson (2002), observation assists to substantiate the data that would be gained through questionnaire and interview. It also helps to check whether the responses that were given by the respondents were consistent or not. For this purpose, the checklist was prepared. The checklist had three parts and it contained the overall classroom condition, both the teachers and students classroom conditions. Based up on the checklist, the two selected classrooms were observed three times after both the questionnaires and interviews were conducted with the teachers and students.

3.4. Data Analysis

For the present study, the method used for the quantitative data analysis was descriptive statistics. Israel (2012) points out that quantitative data analysis is usually accorded with numerical forms of statistical analysis. Accordingly, statistical tools like percentages and frequency of data counts were used based on the items of the questionnaire. In this case, the statistical analysis was mainly concerned with the data collected through the questionnaires. In order to make the analysis simple for discussion, the five point Likert- scale was employed. However, for the analysis of qualitative data, the procedure or method used was thematic analysis and statements. Therefore, the information gathered from observation, interview and various documents were discussed and described qualitatively.,

3.5. Ethical Considerations

For this study, certain ethical protocols were followed by the researcher. First, a letter of recommendation was received from Adama Science and Technology University in order to present it to Sher Ethiopia Preparatory School and to get permission to conduct the study. After the permission was secured, the researcher would be free to obtain responses from the population of the study. Performing this task would ensure respondents' rights and privacy, such as refusing taking part in the study or to remain neutral in the participation of the study. The researcher also ensured that respondents were well aware of the objectives of the research and their contribution to its completion.

Another important ethical measure provided by the researcher was treating the respondents with respect and courtesy (Schmidt and Hunter, 1998). The researcher had paid due attention to this issue so that respondents were at ease and were more likely in a condition to give frank responses. Thirdly, there was also an ethical measure that was conducted to obtain the secondary data about students' archive from Sher Ethiopia Preparatory School. Then, the researcher coded there name in privacy for the purpose of analyzing the data.

Finally, another ethical measure was followed during the data analysis phase. That is, the researcher checked the accuracy of the encoding of the survey responses to ensure the integrity of data. In doing this, the researcher could make sure that the statistics generated from the study were reliable and verifiable.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

Introduction

In this chapter an analysis and interpretation of the data was made. In the data analysis attempts have been made to organize, summarize and synthesize the data so as to arrive at the results and conclusions of the study. In the interpretation attempts were made to describe the findings interpretatively and to draw conclusions. Therefore, data from different sources were treated together and integrated in various methods in order to arrive at suitable conclusions and recommendations. Thus, data from the questionnaires, interviews and class observations were interpreted and analyzed in the following ways.

4.1. Data from Student Questionnaire

As shown in the method of data collection, students' questionnaire is one of the instruments employed for data gathering. Accordingly, the participants were asked to show the degree of their agreement or disagreements to the various items in the closed-type questionnaire on a five point Likert-scale as follows:

1= Strongly Disagree 2=Disagree 3=Agree 4= Strongly Agree 5= Undecided / Literal

Their responses to the various categories of items are presented, analyzed, and discussed in the following parts.

4.1.1. Teacher-related factors that determine vocabulary learning strategies

As it is indicated in Table 1 below, the main objective of this part is to identify teacher-related factors that may determine the development of vocabulary learning strategies in the classroom level. To accomplish this, students were given six statements which deal whether their teacher often gives them to practice and use vocabulary ,receives comments on their students vocabulary practice, the focus on teaching vocabulary than helping students learn by themselves, whether their teacher gives clear information ,why students learn vocabulary and how to develop their vocabulary knowledge.

And, they were asked to show their level of agreement to each statement using a five point Likert -Scale. Thus, their responses were clearly summarized in Table 1 below.

Table 1: Questions for Students on Different Factors VLS

N o.	Items	Strongly Agree		Agree		Disagree		Strongly Disagree		Literal	
		F	P	F	p	f	P	f	P	f	P
	I. Teacher Related factors										
1	Our teacher often gives us vocabulary items in order to practice in the class room	8	10.95	12	16.43	28	38.35	25	34.24	-	-
2	Our teacher often gives us oral and written comments on our vocabulary practice	11	13.69	6	8.2	30	41.09	27	36.98	-	-
3	Our teacher helps us to practice using the steps of learning vocabulary strategies to develop vocabulary	8	10.95	15	20.54	22	30.13	28	38.35	-	-
4	Our teacher usually focuses on teaching vocabulary than help us to learn by ourselves	17	23.28	15	20.54	23	31.50	18	24.65		
5	Our teacher gives us clear instruction and reason for learning vocabulary exercises	11	15.06	13	17.80	24	32.87	20	27.39	5	6.84
6	Our teacher helps us to practice how to develop our vocabulary learning strategies	11	15.06	12	16.43	23	31.50	27	36.98	-	-

Item 1 in Table 1 was prepared to investigate whether students were given vocabulary activities in the class room.

Similarly, 8 (10.95%) and 12 (16.43 %) of the students indicated agreement in that their teachers often gave them to practice vocabulary activities in the class whereas 28 (38.35 %) and 25 (34.24%) of the students showed disagreement that their teachers give them practice in the class. Thus, since the majority, that is, a total of 53 (72.59%) disagreed to show that teachers didn't provide them.

Item 2 in Table 1 above was designed to assess whether teachers gave them comments on their vocabulary exercises.

Accordingly, 10 (13.69 %) and 6 (8.21 %) of the respondents showed agreement in that they were given comments on their vocabulary practice whereas 30 (41.09 %) and 27 (36.98 %) of the students indicated disagreement. Therefore, since the majority, that is, a total of 57 (78.07) disagreed to show that teachers didn't give them comments and feed back on their vocabulary exercises. In this regard, scholars seem to agree on the importance of comments and feedback. Thus, Atkins, etal. (1996) pointed out that, it is extremely important for High School English teachers to give helpful and supportive comments and feed back to students in order to support their learning.

Item 3 in Table 1, above was prepared to investigate whether teachers helped students practice the use of VLS.

Likewise, 8(10.95 %) and 15(20.54%) of the respondents indicated agreement in that teachers helped them use steps of VLS whereas 22 (30.13 %) and 28 (38.35 %) of the students showed disagreement on teachers helping them use steps to learn VLS. Thus, since the majority, that is, a total of 50 (68.48%) stated that teachers didn't help them it can be inferred that students were not helped.

Item 4, in Table 1 above was designed to examine whether teachers seem to focus on teaching vocabulary than helping their students learn by themselves. Therefore, 15(20.54 %) and 17 (23.28 %) of the students referred agreement in that their teachers focused on teaching vocabulary items than showing them learn by themselves. Apart from this, 23 (31.5 %) and 18 (24.65 %) of the

respondents showed disagreement on teachers focusing on teaching vocabulary than assisting learners. This suggests that teachers in the school seem to forbid the students the opportunity to learn vocabulary.

Items 5 in Table 1 above, has been designed to investigate whether teachers gave a clear reason to students to practice vocabulary exercises. Accordingly, 11(15.06 %) and 13 (17.8%) of the respondents showed agreement in that teachers gave a clear reason to learners to practice vocabulary exercise while 24 (32.87 %) and 20 (27.39 %) of the respondents indicate disagreement on teachers deliverance of clear reason to practice vocabulary exercises. Therefore, since most of the students, that is, a total of 44 (60.26%) disagreed to point out that teachers provide a clear reason to practice vocabulary exercises it can be concluded that learners were not given a definite reason in order to practice vocabulary activities.

Item 6 in Table 1 above was prepared to find out whether teachers helped students to practice how to develop their VLS. Consequently, 11 (15.06 %) and 12 (16.43 %) of the students showed in that teachers assisted learners to practice how to develop their VLS whereas 23 (31.50 %) and 27 (36.98%) showed disagreement on teachers helping students how to develop their VLS. This could possibly hinder students from developing Vocabulary Learning Strategies.

In general, the results obtained from the responses of the student show that, the lack of delivering comments on the exercises of students' vocabulary learning ; the lack of giving a clear reason for vocabulary practices; giving less emphasis on learning vocabulary by themselves ; and so far ignoring to help students to practice using the steps of vocabulary learning to develop vocabulary learning strategies, and the lack of showing students on how to develop practicing vocabulary learning strategies were some of the teacher related factors that determine vocabulary learning strategies in the class.

4.1.2 Student- Related Factors That Determine Vocabulary Learning Strategies

In this part, the main objective of the questionnaire is to investigate student-related factors that may determine vocabulary learning strategies. To this end, students were given six statements which deal with various tasks and characteristics of students such as understanding how to learn; back ground knowledge about vocabulary and vocabulary learning strategies; having sufficient word power in language learning; having sufficient vocabulary for communication purpose; translating what they think in their first language in to English, and using strategies to develop vocabulary learning. Students were asked to show their level of agreement based on a five point Likert-scale. The responses of the students were summarized in Table 2 below.

No.	Item	Strongly agree		Agree		Disagree		Strongly disagree		Literal	
		F	P	F	P	F	p	F	p	f	P
	II. student related factors										
7.	I have difficulty in understanding how to learn vocabulary by my self	29	39.72	20	27.39	13	17.80	8	10.95	3	4.1
8.	I have poor background knowledge about vocabulary and vocabulary learning strategies	30	41.09	27	36.98	8	10.95	8	10.95	-	-
9	Shortage of vocabulary is my critical problem in language learning	33	45.20	30	41.09	5	6.84	5	6.84	-	-
10	I have good vocabulary in order to speak and write correctly	28	38.35	23	31.50	10	13.69	9	12.32	3	4.1
11	I need translation of vocabularies from English to	26	35.61	22	30.13	13.	17.80	12	16.43		

	my first language										
12	I do not know what strategy to use to develop my vocabulary learning strategy	28	38.35	24	32.87	10	13.69	8	10.95	3	4.1

Item 7, in Table 2 was designed to assess whether students have got difficulty in understanding how to learn vocabulary by themselves. As it has been indicated, 29 (39.72 %) and 20 (27.39 %) of the respondents indicated agreement in that students have got difficulty on how to learn vocabulary by themselves. On the contrary, 13(17.80 %) and 8 (10.95 %) of the students indicated disagreement on how to learn vocabulary by their own. As a result, since most of the respondents, that is, 49 (67.11%) disagreed to show that learners came across problems in realizing ways to learn vocabulary by themselves and it could be concluded that students have got difficulty in knowing vocabulary items by themselves.

Item 8 in Table 2 students were asked about their background knowledge of vocabulary in general and vocabulary learning strategies in particular in the class. Accordingly, 30(41.09 %) and 27(36.98 %) of the students indicated agreement in that their background knowledge of vocabulary and VLS in particular was poor while the rest of respondents showed disagreement on their background knowledge of vocabulary in general and VLS in particular was good. Therefore, since the majority, that is, a total of 57(78.07%) disagreed to show that students didn't have sufficient background knowledge in vocabulary and VLS in particular.

Item 9 in Table 2 above was designed to assess whether students' serious problem in EFL is the shortage of vocabulary knowledge. Similarly, 33(45.20%) and 30(41.09%) of the respondents stated their agreement in that students have a serious difficulty in EFL because of the shortage of vocabulary knowledge whereas 5 (6.84 %) of the students indicated disagreement on a problem of EFL because of the shortage of vocabulary knowledge. Consequently, most of the respondents, that is, a total of 63(86.29) agreed to show that the lack of vocabulary was the cause of the difficulty of EFL.

Item 10 in Table 2 was designed to investigate whether students have good vocabulary in order to speak and write correctly.

Accordingly, 28 (38.35 %) and 23 (31.50 %) of the students indicated disagreement in that they have good vocabulary to speak and write while 10 (13.09 %) and 9 (12.32 %) of the respondents showed agreement in that students have good vocabulary in order to speak and write their idea correctly. Besides, 3(4.1%) of the students were neutral to the issue. Therefore, since the majority, that is, a total of 51 (69.85%) disagreed to show that learners didn't have sufficient vocabulary in order to speak and write their idea correctly it can be inferred that students have lack vocabulary.

Item 11 in Table 2 above was designed to investigate whether students wanted vocabularies translated from English to their first language.

Accordingly, 26 (35.61%) and 22(30.13 %) of the students indicated agreement in that they wanted vocabularies translated from English to their first language whereas 13(17.80%) and 12 (16.43%) of the respondents showed disagreement on vocabularies translated from English to their first language. Thus, since the majority, that is, a total of 48(65.74%) agreed to show that they wanted vocabularies translated from English to their first language and it can be inferred that vocabulary translation is necessary to EFL classroom.

Item 12 in table 2 above was designed to assess the whether students used VLSs to develop their vocabulary learning.

As a result, 28 (38.35 %) of the students showed disagreement in that they didn't use VLSs in order to develop their vocabulary learning while 10 (13.69 %) and 8 (10.95 %) of the respondents indicated agreement that they used the kind of strategy in order to develop their vocabulary learning. Thus, since most of the respondents, that is, 28(38.35%) disagreed to show that learners didn't use VLSs in order to develop their vocabulary learning inferred that learners were not applying VLSs in their EFL classroom.

4.1.3. Students Responses Concerning Task Related Factors That Determines Vocabulary Learning Strategies

In this topic, the main purpose is to analyze task related factors that determine vocabulary learning strategies. Accordingly, students were given 3 statements which deal with vocabulary tasks which are in the text book and students were asked to show their level of agreement on the given statements based on a five point Likert- scale. Then, their responses are summarized in Table 3 as shown below.

No	Item	Strongly agree		Agree		Disagree		Strongly disagree		Literal	
	III. Task Related Factors										
13	Vocabulary tasks which are found in the text book need much time to process and understand their idea	19	26.02	26	35.61	13	17.80	9	12.32	6	8.21
14	Vocabulary tasks which are found in the text book lacks guide lines for developing vocabulary learning	30	41.09	28	38.35	7	9.58	8	10.95		
15	Vocabulary tasks in the text book lack relevance and less attractive to do well	16	21.91	12	16.43	25	34.24	2	27.39		

Item 13 in Table 3 above was prepared to investigate whether vocabulary tasks need much time to process and understand ideas.

Accordingly, 19 (26.02 %) and 26 (35.61 %) of the students showed agreement in that vocabulary tasks need much time to process and understand ideas while 13 (17.80 %) and 9 (12.32 %) indicated disagreement in that vocabulary tasks need much time to process and understand ideas. On the other side, 6 (8.21%) were neutral to the point. Therefore, since the majority of the respondents, which is, a total of 45(61.63%) disagreed to show that vocabulary tasks need much time to process and understand its meaning.

Item 14 in Table 3 was designed to investigate whether vocabulary tasks (in the text book) lack guidelines for developing vocabulary learning.

Accordingly, 30(41.09 %) and 28 (38.35 %) of the students showed agreement in that tasks in the text book lacks guidelines for developing vocabulary learning while 7(9.58 %) and 8(10.95 %) of the respondents indicated disagreement on that tasks in the text book lacks clear guidelines for developing vocabulary learning. Thus, since most of the respondents, which is, 58(79.44%) disagreed to show that tasks in the text book lacks guidelines for developing vocabulary learning. Consequently, it can be inferred that tasks in the text book lacks guidelines.

Item 15 in Table 2 was prepared to investigate whether tasks for vocabulary learning lack relevance and less attractive.

Accordingly, 16(21.91%) and 12 (16.43%) of the respondents indicated agreement in that vocabulary tasks lack relevance and less attractive in the text book while 25 (34.24 %) and 20 (27.39 %) of the students showed disagreement that the tasks that are given in the text book lack relevance and less attractive. Thus, since the majority, that is, a total of 45(61.63%) agreed to show that vocabulary tasks in the text book lacks relevance and less attractive. Thus, it can be concluded that vocabulary tasks were not attractive and relevance.

4.1.4. What learners should do to overcome the difficulties?

In the topic, the main objective of the questionnaire is to investigate and analyze what students were doing in order to solve the difficulty that they come across during their vocabulary learning lesson. Accordingly, students were given five statements which refer to what students may do in class to solve their vocabulary learning problems .Then, the students were asked to show their level of agreement on the given statements based on the five point Likert scale and their responses are summarized in Table 4, as shown below.

Table 4, what students do to solve their vocabulary learning (see)

No	Item	Strongly agree		Agree		Disagree		Strongly disagree		Literal	
		f	P	f	P	F	p	F	P	f	p
	IV. What Students Should Do To Overcome The Difficulties										
16	I try to learn vocabularies by my own strategy	12	16.43	17	23.28	22	30.13	22	30.13	-	-
17	I attempt to make my own vocabulary lists to improve my word bank	6	8.21	5	6.84	29	39.72	33	45.20	-	-
18	I try to use the vocabularies I understood in both spoken and written language	7	9.58	8	10.95	28	38.35	30	41.09	-	-
19	I ask my teacher to help me understand meanings of vocabularies in English	19	26.02	21	28.76	16	21.91	15	20.54	2	2.73
20	I practice vocabularies using the strategy for the better understanding of it	10	13.69	10	13.69	23	31.50	30	41.09		

In item 16 Table 4 was prepared to assess whether students try to learn vocabulary items by their own strategy.

Accordingly, 12(16.43%) and 17(23.28%) of the respondents indicated agreement in that they didn't try to learn vocabulary items by their own strategy whereas 22(30.13%) of the students showed disagreement that they try to learn vocabulary items by their own strategy. Thus, most of the respondents, which is 22(30.13%) of them showed disagreement that they didn't made effort

to learn vocabulary items by their own method. Consequently, it could be inferred that students were not using their own approach in order to learn vocabulary items by their own.

Item 17, in Table 4 was designed to investigate whether students attempt to made their own vocabulary lists to improve their word bank.

Accordingly, 6(8.21%) and 5(6.84%) of the respondents indicated agreement in that they made attempted to made their own vocabulary lists to improve their word bank while 29 (39.72 %) and 33 (45.2 %) of the students showed disagreement on attempting to make their own vocabulary lists to improve their word bank. Consequently, since the majority, which is, a total of 62(84.92%) disagreed to show that students were not attempt to made their own vocabulary lists to improve their word bank. Thus, it can be concluded that, learners were not tried to improve their word bank.

Item 18 Table 4 was prepared to investigate whether students tried to use the vocabularies they understand both in spoken and written language.

Accordingly, 7(9.58%) and 8(10.95%) of the respondents pointed out their agreement in that students made effort to use the vocabularies they understand both in spoken and written both in spoken and written language whereas 28(38.35%) and 30(41.09%) of the respondents showed disagreement that students were tried to use the vocabularies they understand. Therefore, since the majority, that is, a total of 58(79.44%) disagreed to show that didn't tried to use the vocabularies they understand both in spoken and written language. Therefore, it can be inferred that learners didn't made effort to use the vocabularies they understand both in spoken and written language.

Item 19 in Table 4 was designed to investigate whether students asked their teachers to help them understand the meanings of vocabularies in English.

Accordingly, 19(26.02%) and 21(28.76%) of the students indicated agreement in that they asked their teachers in order to help them understand the meanings of vocabularies in English whereas 16(21.91%) and 15(20.54%) of the respondents showed disagreement that students didn't ask their teachers to assist them understand the meanings of vocabularies in English. Consequently, since the majority, which is, a total of 40(54.78%) disagreed to show that learners didn't request

their teachers to help them understand the meanings of vocabularies in English. Thus, it can be inferred that students didn't ask their teachers for assistance.

Item 20 in Table 4 was prepared to assess whether the students practice vocabularies using strategies for the better understanding.

Accordingly, 10(13.69%) of the students indicated agreement in that they practice vocabularies using strategies for the better understanding of it whereas 23(31.50%) and 30(41.09%) of the respondents showed disagreement on practicing vocabularies using strategies for the better understanding of it. Therefore, since the majority, which is, a total of 53(72.59%) disagreed to show that they practice vocabularies. Consequently, it can be inferred that learners didn't practice vocabularies using strategies for the better understanding.

4.2. Students' Response to open-ended questionnaires'

The main objective of the open-ended questionnaires in this section is to identify and analyze various determinants of vocabulary learning strategies .And, is also to validate the information that has been already gathered through open-ended questionnaire. It is believed that, the information gathered through open-ended questionnaire would help the researcher to obtain enough and sufficient information from the sampling subjects. In addition to this, it assists the researcher for the integration of various data collection methods of the findings during conclusion and recommendation. To this end, the sample students were given three open-ended questions about their class room problems. These are:

1. Write problems that hinder your vocabulary learning strategies in the class.
2. How do the above problems affect your vocabulary learning strategies in the classroom situation?
3. How do you try to solve the above problems?

The students' responses for the above three questions are summarized and analyzed in the following ways.

4.2.1. Problems that determine student's vocabulary learning strategies

To answer this question the students' responses were categorized as much as possible as shown in appendix "C" in Table 3 and in appendix "d" in Table 4. In this way, some of the major determinants of vocabulary learning strategies are the negative attitude toward vocabulary learning: less motivation to learn vocabularies, unsuitable vocabulary learning environment and less vocabulary knowledge. In addition to this, less interest to practice vocabularies, less vocabulary study time, less confidence in using vocabularies, exhibiting fear in order to ask further explanation about vocabulary, shortage of supplementary books less teachers support and lack of participating vocabulary learning situation in a class. Regarding these problems student 1 pointed out his idea in the following way.

These are the major determinants i have faced in vocabulary learning strategies. I consider vocabulary learning as a difficult part of language learning. Thus, I have negative attitude toward the lesson. I am also less motivated to follow vocabulary strategies and I do not have even vocabulary knowledge.

Similarly, most of the students responded as student 1 said. Thus, from this response, it could be realized that students' related factors are influencing students' vocabulary learning strategies in the class. In its conclusion, the majority of the students suggested that the determinants of vocabulary learning strategies were certainly happened. These are due to negative attitude toward vocabulary learning, less motivation to learn vocabularies, unsuitable vocabulary learning environment and having less vocabulary learning strategies.

4.2.2. How the above problems affect students' vocabulary learning strategies?

Attempts were made to organize and analyze students' responses to this issue as shown in appendix "c" in Table 3 and on appendix "d" in Table 4 with this line, the above determinants affect students' vocabulary learning strategies in such way that students develop poor vocabulary learning strategies that hindered students' spoken and written communication and affect language learning process as well.

In this regard, student 8 said pointed out that,

I have developed poor vocabulary learning strategies, weak spoken and written proficiency and these also affect the language learning process as well.

In the same way, the majority of students responded as student 8 pointed out. Accordingly, it is concluded that, student related factors can result or bring poor vocabulary learning strategy, weak spoken and written proficiency and poor language performance as well.

4.2.3. How do students try to solve the above problems?

Efforts were made to organize and analyze students' responses of the third question. Thus, the researcher tried to categorize the responses of the students as shown on appendix "c" in Table 3 and in appendix "d" in Table 4 .The question is to check how students try to solve the above mentioned determinants that are responded for question number 1.

As the majority of the students responded, they try to use different methods to practice and develop their vocabulary learning strategies. These can be Students effort to develop vocabulary learning strategies, interest toward the lesson of vocabulary learning strategies, organize vocabulary study time, develop confidence, and avoid fear.

In addition to this, a number of students said that, teachers should present supplementary book references, support and assist their students in making vocabulary learning participatory. According to this, student 44 said told in the following way.

I attempt to use different mechanisms to develop vocabulary learning strategies. I have to develop my interest to improve vocabulary learning strategies, exert much time to study vocabulary, avoid fear and develop confidence.

Furthermore, student 35 also stated that, he has employed a variety of strategies to deal with his vocabulary learning strategies.

I ought to carryout various strategies to develop my vocabulary learning. Some of these are: asking explanation about vocabulary learning strategies, using vocabularies in different contexts, and trying to employ vocabularies in both spoken and written language.

Thus, this idea is the suggestion of almost all students Therefore, it can be pointed out that, students attempt to use different more advanced strategies to learn vocabularies. As a result, they should develop their interest, exert much time to study vocabulary and avoid fear.

4.3. Data from Students Interview

In this section, the intended objective of the interview questions is to identify and analyze various factors that determine vocabulary learning strategies and in order to triangulate the data. To this point, twenty (20) students were given six interview questions to get responses. Therefore, based on student' interview responses, the researcher identified the respondents' answers and revised them in the following ways. To know students' English language ability, especially their vocabulary ability, the researcher forwarded the first interview question to the student as follows.

Q1.How do you explain your English language ability, especially your vocabulary ability?

It is crucial to indicate the language ability of the students, especially the vocabulary knowledge, in order to summarize the data given to this item. As a case in point, it is important to show here how students' expressed their difficulties with English in general and with their vocabulary knowledge in particular. Student number 12, for instance, has the following to say regarding the difficulties he is encountering in this regard.

I have no enough background knowledge, since I get difficulties in order to express my ideas in both spoken and written language. I have problems of using the word in a different context, practicing the vocabulary repeatedly and using vocabulary in a different context. Similarly, I do not often practice different advanced strategies that are important to learn vocabularies.

Furthermore, student number 17 explained her multiple problems that she is facing in her efforts to learn vocabulary learning strategies.

In similar ways, most of the students responded that, they have no sufficient knowledge about English language and the vocabulary learning strategies in particular. Thus ,they have got problems to express their ideas in English since they often come across difficulties in using the word in a different context, practicing vocabularies repeatedly to understand and using the vocabulary in both and written context.

Therefore, one could see that, student related factors such as lack of background knowledge, lack of using vocabularies in different spoken and written contexts, and being unable to use various vocabulary learning strategies are the major problems that determine students' vocabulary learning strategies.

To differentiate the kind of problems students face during vocabulary learning strategies in English class, the second interview question was provided for the students as follows.

Q2. What problems do you face during vocabulary learning strategies?

Based on the responses given to this question, it was possible to realize that, the major students problem during the practice of vocabulary lesson were the lack of confidence and that they were mostly afraid to exercise vocabularies with their friends in the class ,and that they were unable to construct sentences in order to convey their messages.

Following this to know, the students' ideas and the causes of their problems in vocabulary lesson, the third interview question was provided for the sample students as follows:

Q3. What do you think are the causes of your problems in vocabulary learning?

Based on this question, it was possible to identify and analyze the responses. Accordingly, as almost all of the respondents responded that as they had lack of background knowledge about vocabulary in English and they were not often motivated during vocabulary lesson in the class. It is revised as example by student number 2 as follows:

I have poor background knowledge about vocabulary in English, and I'm not motivated by the teachers to practice vocabulary activities in the classroom.

Student number 3 also added:

I have poor background to use the correct strategies and methods in vocabulary learning. I have also problems to participate during vocabulary lessons as few of my colleagues do.

It can be put forward that the causes of the problems of students during vocabulary lesson could be the poor background knowledge about vocabulary lesson in English and they are not motivated by the teachers to practice vocabulary activities in the classroom.

To analyze and investigate how these problems, means the problems that have already discussed in question 2 above, and these problems hinder students from learning or practicing their vocabulary knowledge fourth interview question was provided for the sample respondents as follows:

Q4: How do these problems hinder you from learning or practicing your vocabulary lessons (or, to what extent do they affect you in your practice of vocabulary lessons.

Based on this interview question, almost all of the students responded as they developed very poor writing skills as the result they were hindered by these problems to practice and develop writing texts. In similar ways as the example, two of the respondents pointed out the following ideas.

These problems hinder me to practice and develop my vocabulary learning strategy and I have developed poor vocabulary, knowledge and I often come across problems in expressing my ideas and thoughts both in spoken and written language. (Student number 13)

The problems often make me to develop poor spoken and written skills. (student number 9)

Poor vocabulary learning strategies in which they usually misunderstand ready texts, and express their ideas and thoughts poorly in both spoken and written language.

In order to know and identify the efforts or the methods students are making or carrying out in order to minimize their vocabulary learning problems and to improve their vocabulary learning strategies in English, therefore the fifth interview question was provided for the respondents as follows :

Q5. What efforts are making to minimize your vocabulary learning strategies and to improve your vocabulary knowledge? (Or, what strategies are you using to deal with your difficulties in vocabulary?)

One of the vital methods to minimize and to improve vocabulary learning strategy is making effort to use different methods in order to handle the difficulties of vocabulary in English. Consequently, as most students responded, learners should practice vocabulary learning strategies in English by incorporating a good methods of vocabulary learning. For instance, student number 5, stated this idea as follows:

It can usually learn vocabulary in English by including context clues, definition and synonyms and antonyms.

Thus, it can be put forward that, the possibilities of including all vocabulary learning strategies and often practicing these strategies can maximize students' vocabulary knowledge in English.

To identify and analyze how student-related factors often hinder students' vocabulary learning strategies, the sixth interview question has been presented for the respondents as follows:

Q6. How do student-related factors affect students' vocabulary learning strategies?

Student-related factors can influence students' vocabulary learning strategies since they could not organize these strategies as a result students usually come across in difficulties expressing their ideas both in spoken and written language. Accordingly, the majority of the students responded that student-related factors can influence their vocabulary learning strategies in such way that they develop poor communication ability.

Furthermore, student 20 added that as he often expresses his idea, he was unable to organize his thoughts with selected words. It can be pointed out that, students related-factors influence to develop incredibly the vocabulary learning strategies.

In general, from students interview, it is possible to conclude that, almost all of the problems of the students are unable to practice and develop vocabulary learning strategies due to the scarcity of background knowledge of the learners' as the result they could not apply various strategies to improve their vocabulary knowledge. It is suggested that, the possible solutions to

solve students and teachers related factors. Therefore, students should practice and make efforts to improve their vocabulary learning strategies.

4.4. Teachers' Interview

The intended objective of this section is to identify and analyze various classroom factors influencing vocabulary learning strategies in order to triangulate data with the above data gathering tools. The researcher hoped that, teachers interview elicit most of the classroom factors that determine vocabulary learning strategies. Since the researcher got the chance to ask teachers various factors that determine vocabulary learning strategies.

To this end, teachers were given interview questions to get responses from the teachers about their classroom problems.

Therefore, to identify and analyze the challenges that affect vocabulary learning strategies and the respondents were asked the first interview question as follows:

Q1.What is the challenges that determine vocabulary learning strategies?

There may be various challenges that determine vocabulary learning strategies both in the classroom and outside the classroom.

There may be various challenges that hinder the learners to practice and improve ESL in the classroom and as well as outside of the classroom. For instance, teacher1 and teacher 2 stated their ideas as the following ways.

Students do not have background knowledge about vocabulary learning strategies. Students lack confidence and are frightened to exercise English vocabulary lessons and students have the problems to use the right vocabulary.(Teacher 1).

Students lack of background knowledge about vocabulary learning strategies. Consequently, lack of confidence and anxious to practice English vocabulary activities and problems to use the correct vocabularies and correct language usage. (Teacher number 2)

Therefore, by taking into consideration these responses ,almost all of the teachers responded that their students did not have background knowledge about vocabulary learning strategies , since

their students often lack confidence and are frightened to exercise English vocabulary learning strategies have the problems to use the correct vocabulary learning strategies.

It is believed that, confidence is one of the most important and essential for effective learning of EFL language and its skills. In relation to this, Williams and Burden (1997) suggested that effective learning strategies require the confident learner to be more active than learner who is less confident strategically engaged. The language learner is seen as an active participant in the learning process using various mental strategies, in order to sort out the system of the language to be learned. Therefore, the language teachers should teach and encourage their students to use different methods used for developing vocabulary learning strategies. It can be deduced that, lack of self- confidence, fear to practice various vocabulary learning strategies as the scarcity of knowledge are the confront determinants that affect the improvement of students' vocabulary learning strategies.

To identify and analyze how these problems (above problems in question 1) affect teachers instruction practice and students vocabulary learning strategies the respondents were asked the second interview question as follows:

Q2: How do these problems affect your instructional practice and your students writing performance?

Teachers' instructional practice is the most vital to develop students vocabulary learning strategies inside and outside classroom. However, with some causes there are various problems that determine teachers' instructional practice and students' vocabulary learning strategies. It is revised by teacher 1 as go after.

Students are unable to use different advanced approaches of VLS like the steps of studying and understanding vocabulary knowledge they develop poor in spoken and written and as the same time they do not express their idea both. According to this response, most of the teachers responded that students develop poor VLS as the result of the teachers were unable to practice different strategies of vocabulary exercises,...that are often crucial to improve students' vocabulary learning. For instance, teacher 1 added that as students were unable to use different advanced approaches of vocabulary exercises. As a result, they developed poor vocabulary

knowledge and as the same time they did not express their ideas both in spoken and written language.

Likewise, these problems directly and indirectly influence teachers instructional practice especially, hinders the participation of students during teaching-learning process in the classroom.

It can be summarized that teachers instructional and students VLS could be affected mostly as the result of the students related-factors. These factors can be students are unable to exercise the advanced VLS, as the end they develop poor vocabulary learning strategies.

To identify and interpret whether the students give attention for VLS in the classroom or not, the respondents were asked the third interview question as follows:

Q3: Do your students give attention for VLS in the class? If not, why? Giving attention is one of the most important to treat and perform VLS for more comprehension in detail both theoretical and practical features. However, almost all of the respondents stated that as the students did not give more concentration for VLS. Because, they lack background knowledge and lack of confidence and they were afraid to practice VLS. They also assumed and concluded that, VLS is difficult for them. For example, teacher 2 stated his ideas as go after.

Most of the students do not give attention since they lack of background knowledge and they lack confidence and are afraid to practice VLS. Because, they assumed and concluded that VLS is difficult for them.

It is probably decided that, almost all of the students do not give emphasize for the VLS due to the scarcity of their background knowledge and lack of self-confidence and are frightened rather than practice the VLS.

In order to identify and explore how teacher do think whether their students have adequate, grammar and vocabulary knowledge that enable to practice their writing skills or not ,the respondents were asked the fourth interview question as go after:

Q6: How do you often deal with challenges you and your students face in vocabulary learning strategies?

It is crucial for teachers to deal and solve with the challenges that their students face during VLS. Since, teachers are the frontiers to show direction for students the challenges of VLS. Accordingly, all interviewees responded that the teachers made the students to practice VLS by using the steps of learning vocabulary the classroom and teachers had to know the basic problems of their students VLS and helped them to improve the challenges. Moreover, teachers should motivate and should bring the self-confidence of the students to take them to the practice of vocabulary exercises. Accordingly, teacher 2 stated ideas as go after.

Teachers should motivate and bring the self-confidence of the students to take them to the practice of vocabulary exercises. Teachers should give different techniques that are crucial for the practices of VLS inside and outside of the classroom. It can be believe that teachers are the most crucial person in the classroom for the practice and development of students VLS. Therefore, language teachers should teach and encourage their students to influence and make to use different strategies that are used for developing VLS.

Classroom Observation

This part includes observation of classroom conditions, classroom teacher activity and students' activity .The intended objective of this section is to identify and analyze various classroom factors that determine the vocabulary learning strategies and to combine data with above data gathering tools. It was believed that classroom observation is the most crucial method of data gathering which indicates the hidden and unmentioned factors that influences students' vocabulary learning strategies. The researcher observed two classes three times each and he observed similar conditions in the same classes. Therefore, he tested and observed the classes especially during the vocabulary lessons in terms of classroom conditions, classroom teacher activity and students' activity.

Classroom conditions

Classroom Conditions is crucial for a proper-learning-teaching process in which there are sufficient text books and desks are available.

In three times observation the classroom had enough right to teach and learn vocabulary learning strategies in the given class .There were also an adequate desks in the classroom and are movable simply in a classroom.

The number of students in the class was 33-40 in three times observation. According to Oromia Regional state, Education office, this number of students for a single classroom is standard .However, this number of students may not be appropriate in order to learn and practice vocabulary activities both in group and individual in a classroom level since it was difficult to give feed -back and correction for students. This may hinder the practice of vocabulary learning strategies.

Classroom Teacher Activity

This part is intended to examine and analyze classroom activities of the teacher that may be determining the vocabulary learning strategies and to combine the data with the already applied data gathering methods.

As the researcher identified from observation in the class both teachers did not motivate students and did not give enough time for students during the vocabulary learning strategy lessons. In appropriate classroom size volume of text book and the time allowed for one period is not enough for proper VLS practices rather to say something about the topic of the vocabulary lesson. Instead of giving comments on each of students' vocabulary lessons, the teacher skipped on the exercises, since the time given for one period of EFL class is forty minutes.

Therefore, teachers ran to cover the portions and more focused on skills and grammar in order to prepare students for Ethiopian University Entrance Examination. Likewise, students were also forced to give attention to grammar and language skills for since Ethiopian University Entrance Examination is mostly based on grammar. Therefore, this hinders the practice of VLS in classroom level.

Students' Activity

In this part, the main objective of students' activity observation is to investigate students' related determinants /factors that may hinder the vocabulary learning strategies. Therefore, the

researcher prepared students' activity observation checklist in order to find out some problems of students' related with determinants of VLS in the classroom level as it is shown in appendix.

As it was observed, there was almost no student's participation of vocabulary lessons. This is due to students lack of giving attention and that they feel learning vocabulary is difficult thus afraid to practice of vocabulary learning strategies. This may hinder vocabulary learning strategies both in class and outside the class.

In the other side, the researcher tried to observe whether there is a negative peer influence among students. From the observation, there was no peer negative influence during VLS lesson among the students. However, they did not know a kind of VLS they should use during vocabulary activities.

In similar ways, the researcher attempted to view whether the students show interest and effort to learn VLS task or not. As examined from observation, almost all students did not show interest and effort to understand VLS tasks except two or three students try to implement in each class.

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

POST GRADUATE PROGRAM

A. student's questionnaire

The purpose of this study is to find out factors that impacts your vocabulary learning strategies in the classroom situation. And, to investigate the way these problems affect your learning and to propose solutions to minimize them. The study is conducted as a partial fulfillment of the requirements for the Degree of Masters of Arts in English.

The success of this study is entirely based on the quality of information you provide in this questionnaire. Therefore, you are kindly requested to read each item carefully and provide your sincere information. Since, this is not a test or examination; you are free to answer each item based on your opinion. The researcher would like to assure you that the information you provide is used for the purpose of this research only, and it will be kept absolutely confidential. You are not required to write your name.

Thank you very much for your time and contribution!

Direction: Give your response by putting (x) in the appropriate column which indicates the extent to which you agree with the statement.

4= strongly agree 3. Agree 2. Disagree 4. Strongly disagree

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Introduction

This chapter deals with the summary, conclusions and recommendations of the study. First, the summary of the major research findings is made. Second, conclusions and implications are drawn from the major findings. Finally, the chapter is concluded with recommendations on the basis of the major findings of the study for further research.

5.1 Summary

This study was intended to identify and analyze classroom factors that influence vocabulary learning strategies at Sher Ethiopia preparatory School. In order to address this objective, the following research questions formulated were:

1. How effectively had the classroom vocabulary teaching and learning?
2. How helpful was the vocabulary lesson to students to develop strategies?
3. What were the determinants that prevented students from using vocabulary learning strategies?

Accordingly, to implement or put into practice the objectives of the research and to get answer for the research questions, the participants of the study were 73 grade eleven students and 2 English language teachers. In order to answer the research questions, three data gathering instruments, namely, questionnaire, interview, and classroom observation were used.

The data collected through these instruments were tallied, arranged, coded and categorized according to the research questions. Then, the categorized data which were gathered through interview, open ended questionnaire, and observation were assessed and interpreted qualitatively. On the contrary, data gathered through closed-ended questionnaires were analyzed and interpreted quantitatively based on the relevance of the related literature of the research. The finding of the study showed that, students' background knowledge, students' grade level,

teachers teaching method, students' age, students' field of study, and the classroom situation determines the VLS.

5.2. Conclusion

Based on the summary provided, the following conclusions were made.

1. The kind of learners, teachers. Text book arrangement and class room situation determines the effectiveness of the vocabulary teaching and learning process. A vocabulary lesson with the above attributes end to be successful.

2. Vocabulary lesson could be helpful if they were integrated

In terms of learners– individuals' difference, social and situational factors and learners learning out comes.

3. The following could be the major determinants that prevented

Students from using VLS.

- Students back ground knowledge of vocabulary lesson in general and challenge in overall EFL/ESL.
- The need to translation
- The provision of less time to Vocabulary lesson
- Lack of guide lines for developing vocabulary learning.
- Less attractiveness and relevance of vocabulary tasks
- Less helpful and supportive comments and feedback from teachers
- Indefinite reason to learn vocabulary lessons

5.3. Recommendation

Based on the above conclusions, the following recommendations should be made.

- To make VLS effective, teachers need to find out what strategies and in what particular combination of strategies to be taught.
- Because of the determinants VLS there is a gap between vocabulary learning strategies and language achievement. Therefore, both teachers and learners should give focus to it.
- To apply appropriate vocabulary learning strategies, teachers should teach their learners how they could minimize or alleviate factors affecting vocabulary learning strategies.
- The determinants should be known and strategic design should be stated in order to tackle the problem.

- To make the teaching and learning of English vocabulary effective, teaching

Vocabulary should reflect both vocabulary learning strategies and its dominant determinants.

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A. student's questionnaire

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The success of this study is entirely based on the quality of information you provide in this questionnaire. Therefore, you are kindly requested to read each item carefully and provide your sincere information. Since, this is not a test or examination; you are free to answer each item based on your opinion. The researcher would like to assure you that the information you provide is used for the purpose of this research only, and it will be kept absolutely confidential. You are not required to write your name.

Thank you very much for your time and contribution!

Direction: Give your response by putting (x) in the appropriate column which indicates the extent to which you agree with the statement.

5= Neutral 4= strongly agree 3= Agree 2= Disagree 1= Strongly disagree

Table 1: Questions for Students of Different Factors

No	Item	Strongly agree	Agree	Disagree	Strongly disagree	Literal	
	I. Teacher Related factors						
1	Our teacher often gives us vocabulary items in order to practice in the class room						
2	Our teacher often gives us oral and written comments on our vocabulary practice						
3	Our teacher helps us to practice using the steps of learning vocabulary strategies to develop						

	vocabulary						
4	Our teacher usually focuses on teaching vocabulary than helping us to learn by ourselves						
5	Our teacher gives us clear instruction and reason for learning vocabulary exercises						
6	Our teacher helps us to practice how to develop our vocabulary learning strategies						
	II. student related factors	strongly agree	Agree	Disagree	Strongly disagree		
7	I have difficulty in understanding how to learn vocabulary by my self						
8	I have poor background knowledge about vocabulary and vocabulary learning strategies						
9	Shortage of vocabulary is my critical problem in language learning						
10	I have good vocabulary in order to speak and write correctly						
11	I need translation of vocabularies from English to my first language						

12	I do not know what strategy to use to develop my vocabulary learning strategy						
III. Task Related Factors							
13	Vocabulary tasks which are found in the text book need much time to process and understand their idea						
14	Vocabulary tasks which re found in the text book lacks guide lines for developing vocabulary learning						
15	Vocabulary tasks in the text book lack relevance and less attractive to do well						
IV. What Students Should Do To Overcome The Difficulties							
16	I try to learn vocabularies by my own strategy						
17	I attempt to make my own vocabulary lists to improve my word bank						
18	I try to use the vocabularies I understood in both spoken and written language						
19	I ask my teacher to help me understand meanings of vocabularies in English						
20	I practice vocabularies using the strategy for the better understanding of it						

Direction:- Give Short Answer for the Following Open-Ended Questions.

1. Write problems that hinder your practice and development of your vocabulary learning strategies.

2. How do the above problems impact your vocabulary learning strategy in the classroom ?

3. How do you try to solve the above problems?

B. Students' Interview

Dear student

The purpose of this interview is to investigate classroom factors influencing the practice and the development of your English learning vocabulary strategies. Therefore, your genuine responses would be very important for the success of this research. Consequently, I kindly request you to respond to all the questions. Be sure your responses will be kept secret!

1. How do you explain your English language ability, especially your vocabulary ability?

What problems do you face during your practice of vocabulary?

2. What do you think are the causes of your problems?
3. How do these problems hinder you from learning or practicing vocabulary?

(or to what extent do they affect you in your vocabulary learning ?)

4. What efforts are you making to minimize your vocabulary learning problems and to improve your vocabulary ability?

(or what strategies are you using to deal with your difficulties in vocabulary learning and to improve your ability of learning vocabulary in English ?

5. How do student- related factors impact students' vocabulary learning strategies?

TEACHERS' INTERVIEW GUIDED QUESTIONS

Dear teacher,

The purpose of this interview is to investigate classroom factors that impact the practice and the development of your students' vocabulary learning strategies. Therefore, your genuine responses would be very important for the success of this research. Consequently, you re kindly requested to answer to the questions. Be sure your responses will be kept secret !

- 1) What are the classroom challenges that affect the students' vocabulary learning strategies?
- 2) How do these problems affect your instructional practice and your students over all vocabulary ability?
- 3) Do your students give attention for vocabulary lesson in the class room?
- 4) Do you think your students have adequate vocabulary ability (word power) that enables them
- 5) to use in both spoken written language?
- 6) In general, do you think your students' back ground in English is influencing their vocabulary ability? If you say yes, in what ways does it affect/ impact their vocabulary ability?
- 7) How do you often deal with the challenges you and your students face in vocabulary learning?
- 8) How do you often make students practice vocabulary and give feed-back in the classroom?
- 9) Do the vocabulary tasks you give for the students are mostly relevant for them? How?

Part 1- General Information of the Check List

- Date of the observation-----
- Name of the school-----
- Code of the teacher-----
- Grade and section-----
- Number of the students in classroom-----
- Total time of the lesson-----

Table 5: class room observation check list based on teachers and students activity

No	Class Room setting	Yes	No
2	Are there adequate desks in the class room?		
3	Is the class size large, medium or small?		
4	Are there enough text books in the class room?		

Class Room Teacher Activities Observation Format

No	Class room teacher activity	Yes	No
1	Does the teacher motivate the students to learn vocabulary with their own strategies?		
2	Does the teacher give written and oral comments on the students' vocabulary learning tasks?		
3	Does the teacher encourage students to use multiple vocabulary learning strategies in the class room?		
4	Does the teacher emphasis to Student's vocabulary?		
5	Does the teacher follow clear steps of teaching vocabulary which enable students to develop their vocabulary ability?		

6	Does the teacher show students different strategies to minimize the challenge of vocabulary learning?		
7	Does the teacher give enough time for vocabulary lesson?		
8	Does the teacher use variety of tasks for vocabulary lessons in the class room?		
9	Are there special key factors that determines the practice and the development of students vocabulary learning ability when the teacher make the students exercise different activities of vocabulary learning?		

A. Students Activity Observation Format

No	Students activity	Yes	No
1	Do the students participate in the classroom during vocabulary learning?		
2	Do the students learn vocabularies by themselves in the class room?		
3	Is there negative peer pressure during vocabulary learning?		
4	Do the students show interest and effort to practice vocabulary learning in the classroom?		
5	Do the students use different strategies to minimize the impacts of vocabulary		

	learning?		
6	Are there special key factors that determine the practice and the development of students' vocabulary learning when the students practice different activities of vocabulary learning?		

Furthermore, to what extent do these factors such as student-related, teacher-related factors impact students' and teachers' practices of vocabulary learning strategies?

አዳማ ሳይንስና ቴክኖሎጂ ዩኒቨርሲቲ በሂዩማኒቲስ እና ሕግ ት/ቤት

የእንግሊዘኛ ቋንቋ ዲፓርትመንት

የድህረ - ምረቃ ት/ት ፕሮግራም

ሀ. ለተማሪዎች የቀረበ የፀ-ሁፍ መጠይቅ

የዚህ የጥናት ወረቀት ዋና አላማ ቃላትን በማስተማር ስትራቴጂ ሂደት ውስጥ የሚያጋጥሙ ተፅዕኖች መለየትና የመፍትሔ አቅጣጫዎችን (ዘዴ) ማስቀመጥ ነው። ይህ ጥናት የሚካሄደው እንግሊዘኛ ቋንቋ ማስተማር ለድህረ - ምረቃ ፕሮግራም ማሟያ ተደርጎ ነው።

የዚህ ጥናት ወረቀት ስኬታማነት እናንተ ለዚህ የጽሁፍ መጠይቅ በምስጢር ምላሽ ላይ የተመሰረተ ነው። በመሆኑም እንደ አንዱን ጥያቄ በጥምና በማንበብ ተገቢውን ምላሽ እንድትሰጡበት በትህትና ጠይቃችኋለሁ።

ይህ መጠይቅ በክፍል ውስጥ የሚቀርብ ሙከራ ወይም ፈተና ስላልሆነ በጥቁዎቹ ላይ ሀሳባችሁ ወይም አስተያየታችሁን በነፃነት መግለጽ ትችላላችኋል።

በዚህ መጠይቅ የምታቀርቧቸው ማናቸውም ምላሽና አስተያየቶች በዚህ ጥናት ውጤታማ የሚወሉ እንጂ ለሌላ አላማ በየትኛውም መልኩ የማይወሉ መሆናቸውን የጥናቱ አቅራቢ ለማረጋገጥ ይወዳል። የምላሾቻችሁንም ሚስጢራዊነት ለመጠበቅ ስማችሁን እንዳትጽፉበት በትህትና ጠይቃችኋለሁ።

በመጨረሻም ጊዜህን/ሽን መስዋዕት በማድረግ ከዚህ በታች የቀረበውን መጠይቅ ምላሽ ለመስጠት ፍቃደኛ በመሆን/ሽ የጥናቱ አቅራቢ በቅድሚያ ሊያመሰግን ይወዳል።

ትዕዛዝ 1. የሚከተሉትን

የፀሁፍ መጠይቆች በጥንቃቄ አንብብ/ቢ። በመቀጠልም በመጠይቆቹ አንፃር በተጠቀሰው ባዶ ቦታ ላይ መስማማትህን/ሽን ወይም አለመስማማትህን/ሽን (X) በማድረግ አሳይ/ዩ።

- 5. በጣም እስማማለሁ 4. እስማማለሁ 3. አልስማምም 2. በጣም አልስማማም
- 1. መወሰን አልችልም

ሠንጠረዥ- 1

ቁጥር	የመጠይቅ አይነት	በጣም እስማማለሁ	እስማማለሁ	አልስማምም	በጣም አልስማማም	መወሰን አልችልም
	1 ከመምህሩ ጋር የተያያዙ ጥያቄዎች					

1	መምህራኞችን ብዙ ጊዜ በክፍል ውስጥ የቃላት ስብስቦችን እንድንሰራ ይሰጡናል።				
2	መምህሩ ለቃላት ትርጉም በምንሰጥበት ወቅት የፁሁፍ ማስተካከያዎችን በመስጠት ይረዱናል				
3.	መምህሩ የቃላት ትርጉምን እንድንለማመድ ዕገዛ ያደርጋል				
4	መምህሩ የቃላት ትርጉምን ለራሳችን እንድንረዳ ከማድረግ ይልቅ በራሱ ወይም በራሷ ማስተማርን ትኩረት ያደርጋል/ለች				
5	መምህሩ የቃላትን ትርጉምን ግንዛባ እስትራቴጂዎችን እንድናዳብር ይረዳናል/ናለች				
6.	መምህሩ የቃላት ትርጉም ግንዛቤ እስትራቴጂዎችን እንድናዳብር ይረዳናል/ለች				
	II. ከተማሪው ጋር የተያያዙ ጥያቄዎች				
7	የቃላት ትርጉምን በራሴ መንገድ ለመማር ይከብደኛል።				
8.	ስለቃላትና ቃላትን የመማር ዘዴ ያለኝ ዕውቀት ዝቅተኛ ነው።				
9	በቋንቋ ትምህርት ውስጥ ያለኝ የቃላት ስብስብ ዝቅተኛ ነው።				
10	ሀሳቤን በትክክል ለመግለጽ፤ ለመናገርና ለመጻፍ በቂ የሆነ የቃላት ስብስብ አለኝ።				
11	እንግሊዘኛ ቋንቋ ቃላትን ወደ አፍ መፍቻ ቋንቋ እንዲተረጎምልኝ እፈልጋለሁ።				
12.	የቃላት አጠቃቀምን ለማሳደግ				

	እስትራቴጂዎችን መጠቀም እንዳለብን አላወቅም።					
	III. ከመልመጃዎች ጋር የተያያዙ መጠይቆች					
13	በመማሪያ መጽሀፍ ውስጥ የሚገኙትን ቃላት ለማገናዘብና ለመረዳት ሰፊ ጊዜ ይፈልጋል።					
14	የመማሪያ መጽሀፍ ውስጥ የቃላት መልመጃዎችን ግልጽ የሆኑ መመሪያዎች ይጎድላቸዋል።					
15	በመማሪያ መጽሐፍ ውስጥ የሚገኙ የቃላት መልመጃዎች አግባብነትና ሳቢነት ይጎድላቸዋል					
	IV. ተማሪዎች በራሳቸው ሊወስዷቸው የሚገቡ መፍትሔዎችን የተመለከቱ መጠይቆች					
16	ቃላትን በራሴ ዘዴ/ ስትራቴጂ ለመማር እሞክራለሁ					
17	የቃላት ስብስቦችን በራሴ በማደራጀት የቃላት አጠቃቀሜን ለማሳደግ ጥረት አደርጋለሁ።					
18	የተረዳናቸውን የቃላት ስብስቦችን በንግግርና በጸሁፍ ቋንቋ ለመግለጽ ጥረት አደርጋለሁ።					
19.	መምህሩ/ሯ ቃላትን እረዳ ዘንድ እንድያግዘኝ/እንድታግዘኝ በግልጽ ጠይቃለሁ					
20.	ቃላትን የበለጠ እንድረዳ የተለያዩ ዘዴዎችን እጠቀማለሁ					

ትዕዛዝ ሁለት ለሚከተሉት ጥያቄዎች ተገቢውን ምላሽ ስጥ

1. የቃላት ስብስብ ዕውቀትህን/ሽን እንዳያደግ ተፅዕኖ የሚያሳድሩ ችግሮችን በዝርዝር ጻፍ/ፊ

2. ከዚህ በላይ የተጠቀሱ ችግሮች በምን መልኩ ቃላትን በመማር ዘዴ ወይም ስትራቴጂ ሂደት ውስጥ ተጽዕኖ መፍጠር እንደሚችሉ ግለጽ/ግለጪ

3. ከላይ የተጠቀሱ ችግሮችን እንዴት መፍታት ትችላለህ/ለሽ?

ሀ. ለተማሪ የተዘጋጁ ጥያቄዎች

1. እንግሊዘኛ ቋንቋ ችሎታህን በተለያዩ የቃላት አጠቃቀሞች እንዴት ትገልጻለህ?
2. የእንግሊዘኛ ቋንቋ ቃላትን በመማር ሂደት ውስጥ ያጋጠመህ/ሽ ችግር ምንድነው?
3. የችግሮቹ መነሻዎች ምንምንድናቸው ብለህ ታስባለህ/ታስቢያለሽ?
4. እነዚህ ከላይ የጠቀስኻቸው ችግሮች ቃላትን በመማር ሂደት ውስጥ ምን ያህል ተፅዕኖ ይፈጥራል?
5. እነዚህ የጠቀስኻቸውን ችግሮች ለመቀነስ ብሎም ለመቅረፍ ምን አይነት ዘዴ እየተጠቀምክ ነው?
6. ተማሪ ተኮር የሆኑ ችግሮች እንዴት በተማሪዎች የቃላት ስብስብ ዕድገት ውስጥ ተፅዕኖ ማድረግ ይችላሉ?

A. AF-GAAFII BARNOOTAAF DHIYAATEE

- Kaayyoon qoranno kanaa dhibbaawwan mala jechoota goola keessatti ittiin baratan addan baasuudha. Akkassumas, rakkoollee kanninnif fala kennuudhaaf yaaluudha. qorannoon kun digrii lammaffaa afaan Ingiliffaatin hojjachuuf/gutachuuf akka ulaagaatti kan dhiyaatee dha.
- Qorannoo kana akka barbaadametti dhimma bahuuf raga qabatammaa fi amansiisaa argachuun barbaachissa dha. Kanaafuu , gaaffiiwwan tokkon tokkoon isaa sirritti dubbisuunii fi deebii qabatammaa ta'ee kennuun isin irraa eeggammaa. Gaaffiiwwan qorannoo kun shaakkala yookiin qormaata waan hin taaneef, deebii itti amantuu kennu dandeessa. Ragaan isin kennitan dhimma qorannoo kanaaf qofa kan ollu ta'uu fi sababa biraatiif kan hin fayyadamne ta'uu isin beeksiisuu barbaadda.
- Haaluma kanaan, maqaa keessan barreessuu isin irra hin eeggammuu.

Yeroo fi grss gotaniif isin galateefadhaa !

Ajaja: Deebii kee bakka barbaachisaa ta'eetti (X) gutuun, yaada ta'ee irratti haangam akka itti amantuu agarsiisi

4= baay'ee itti amana 3= Itti amana 2= Itti hin amanuu

1= baay'ee itti hin amanuu 0= yaada hin qabuu

Gabatee 1: Gaaffiiwwan haala adda addaa gaaffiiwwan barsiisaa waliin walqabatee irrattii dhiyaatee

La kk .	Gaaffiiwwan	B.I.A	I.A	I.H.A	B.I.H.A
1	Barsiisaan keenya yeroo baay'ee garee jechootaa akka kutaa keessatti shaakkalu nuuf kenna.				
2	Barsiisaan keenyaa yeroo yeroon, sirreeffamma jechaa fi barreeffammaa nuuf kenna				
3	Barsiisan keenya yeroo yeroon adeemsa /mala jechoota itti barannu akka shaakkallunu taasiisa				
4	Barsiisaan keenya yeroo baay'ee jechoota akka barannu nu gargaaruu irra, ofi isaattii barsiisuu barbaadda				
5	Barsiisaan keenya shaakaloota jechoota waliin wal-qabattef ajaja ifa tahee nu kenna				
6	Barsiisaan keenya mala/tooftaa jechoota ittin barannu nuf ibsa				
II. Gaaffiiwwan barataa waliin wal-qabatte					
7	Jechoota haaraa ofii kiyyaan barachuun natty ulfaata				
8	Beekumsi tooftaa jechoota haaraa ittiin barattan qabuu dadhabba dha.				

9	Haanqinni jechootaa ani beeka qabu, Afaan barachuu keessatti rakkoo guddaa qaba				
10	Dubbachuufis ta'ee barreessuuf jechoota gaha beeka				
11	Jechoonni Afaan Ingiliffaa irra gara Afaan jalqabaatti akka naa hikammu barbaadda				
12	Jechoota haaraa guddisuudhaaf tooftaa kam akka fayyadammu qabu hin beeku				

III. Gaaffiiwwan gilgaala waliin walqabatan

13	Gilgaaloonni jechoota kitaabaa keessa jiran hubachuudhaaf yeroo fi dandeetti cimaa barbaaddu				
14	Gilgaaloonni jechoota kitaaba keessa argaman ajajaa fi caasaa sirri waan hin qabneef jechoota haaraa barachuuf ulfaata dha.				
15	Gilgaaloonni jechootaa kitaaba keessatti argaman barbaachisummaa fi haawwatummaan isaa gadi aanaadha.				

16	Tooftaa ofii kiyyaan jechoota haaraa barachuu barbaadda				
17	Gumii jechoota kiyya guddisuuf , garee jechoota ummun shaakala nan godha				
18	Jechboota hubadhee dubbinii fi barreeffammaan ibsuu nan yaalaa				
19	Barsiisaan kiyyaa jechoota haaraa akka hubadhuuf na gargaaru ni gaafadha				
20	Jechoota sirritti akka hubadhu tooftaa jechoota itti baranitti ni fayyadamma				

Ajaja: Gaaffiwwan armaan gadiittif deebii gabaabaa kenni

1. Jechoota haaraa barachuu keessatti rakkoollee dhibba fidan barreessi.

2. Akkamitti rakkoollen armraa kutaan olii tooftaa jechoota haarraa kutaatti barachuu keessatti dhibba fiduu danda'uu?

3. Rakkolle armaan olii akkamitti hikuu dandeessa? Sababni rakkoolle keetii maal faadha?

4. Rakkoollen kunnin jechoota haaraa akka hin hubattin hangam si daangeessu? Dhibaan isaanii hangam ta'uu danda'aa?

5. Dhibbawwan jechoota haaraa barachuu keessatti si mudatte hir'isuuf yaaliin ati godha jirtuu maal? (yookin dhibbaa kana hir'isuuf tooftaa akkamii fayyadamuudhaan dandeetti hubanna jechoota keetii guddisaa jirtaa?)

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6. Rakkoolleen barataa waliin walqabattan akkamitti jechoota haaraa barachuu keessatti dhibbaa fiduu danda'uu?
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B- Gaaf-Afaanii barsisoota waliin walqabatte kabajammoo barsiisaa

- Kaayyoon af-gaafii kanaa rakkoolle kuta keessaatti jechoota haaraa barachuu keessatti dhibba fidan qorachuu dha. Deebii sirrii isin kennitan milkaa'inna qorannoo kanaattiif bakka gudda qaba- haa ta'uu malee deebiin isin kennitan qorannoo kana qofaaf faayyida irra kan ooluu fi iccittii ta'uun isaa amansiisaa dha!
- 1. Tooftaa jechoota haaraa barachuu keessatti dhibbaan kutaa keessa barattoota muudatan maal fa'a dha?
- 2. Rakkoolleen kunnen dhibba baruu- barsiisuu fi dandeetti barattoota irratti fiduu maal?
- 3. Barattoonni kee jechoota haaraa barachuuf xiyyeefannoo ni kennu?
- 4. Barattoonni kee gumii jechoota gaha qabu?
- 5. Waluumaa galatti, dandeetti afaan ingiliffaa kan qaban, jechoota haaraa baruu keessatti dhibbaa qaba? Eeyye yoo jette , dhibbaan isaa karaa kammiin ibsamuu danda'aa?
- 6. Adeemsa jechoota haaraa barachuu keessatti rakkoolle barattoota keessan muudattu akkamitti furtuu?

7. Barattoonni kutaa keessatti jechoota haaraa akka shaakkalanni fi sirreeffamma akka fudhatan akkamitti taasiftuu
8. Gilgaaloonni jechoota waliin wal-qabatan barattootaaf kennaman faayida gahaa qabu? Akkamitti?

YUUNIIVARSITTII SAAAYINSII FI TEEKNOLOOJII ADAAMAA

KOOLLEEJII NAMUMMAA FI SERAA DIPPARTIMANTII INGILIFFAA SAGANTAA DIGRII LAMMAFFAA

Qabxii 1. Ragaa waliigalaa cheeklistii

- Maqaa abba daawwatuu_____
- Guyyaa itti daawwatammu_____
- Maqaa mana baruumsaa_____
- Koodii barsiisaa_____
- Kutaa fi Daree_____
- Lakkoofsaa barattoota kutaatti
argaman_____
- Yeroo waliigalaa sagantaaf kenname_____