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The Effect of Training on Metacognitive Vocabulary Learning
Strategies on Grade Nine Students` Lexical Knowledge and Attitudes:
Kuja Secondary School in Focus.

BY:

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Research Title: The Effect of Training on Metacognitive Vocabulary Learning Strategies on Grade 9 Students' Lexical Knowledge and Attitudes: Kuja Secondary School in Focus.

Declaration

I, the undersigned student declare that this thesis is my original work, not presented for any degree in any universities and that all the sources used for it are dully acknowledged.

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Abstract

Learning Vocabulary is a very important activity to understand abundant words and add new knowledge. Besides, students' attitudes towards vocabulary also have an important role. The main objective of this study was identifying the Effect of Training on Metacognitive Vocabulary Learning Strategies on Grade 9 Students' Lexical Knowledge and Attitudes in Kuja Secondary School. In this study, the researcher used a quasi-experimental research design and the experimental and control group, 104 samples of students were randomly selected from four sections out of total population of 209 grade 9th students were also participated in the sample of these studies. From these selected samples, 52 students formed the experimental group and the remaining 52 students assigned to form the control group in the first semester of the 2014/15E.C academic year. To collect data, The study particularly to find out students lexical knowledge tests and attitude questionnaires sheets were used. Both tests used to measuring the learners' lexical knowledge before and after treatment administered. Both groups received the same type of vocabulary test, but the experimental group additionally, received the metacognitive explicit strategy questionnaires which used measuring their attitude before intervention. In this study, the intervention methodology categorized into two terms and each term consists of pre and post-test. The experimental group received metacognitive strategy training during the course of the semester from the researcher and addressed metacognitive vocabulary learning strategies test and questionnaire for the treatment group class, but the control group did not receive the intervention. The obtained data of the study were collected through the administration of pretest, posttest and questionnaires, which were analyzed by mean, and standard deviation and were calculated using SPSS. The result of the study was revealed that post-test mean score of control group (5.02) in lexical knowledge and attitudes toward Vocabulary Learning when the time was restricted and Only Vocabulary Learning was used in the intervention, while post-test mean score of experimental (8.81) in Lexical knowledge and attitudes toward vocabulary when the time was restricted and only vocabulary knowledge was used in the intervention. Based on the findings, it was recommended that in order to improve students Lexical knowledge and attitudes on Vocabulary Learning strategies, teacher should use cognitive, metacognitive, affective, memory, social, and compensation strategies in students lexical knowledge and attitude toward vocabulary, teachers should aware the importance of vocabulary learning strategies in different intervention methodology. Finally, conclusion, summary, and recommendation were drawn from the findings and directions for future study were also suggested.

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Chapter One

1.Introduction

1.1. Background of the Study

Vocabulary is considered essential to successful second/foreign language learning (Schmitt, 2000). Offering available foundation for both language learning at later stages and real-life communication, vocabulary knowledge and lexical attitude assists learners to communicate effectively and perform successfully in all related skills of listening, speaking, reading and writing. Vocabulary teaching started early and was individually trained, and it helped the learning of others skills mainly reading and listening. Vocabulary learning strategy is considered a tool that learners use to acquire vocabulary and lack of vocabulary knowledge is the largest obstacle for second language learners' at the high school level. So, students' who study English as a foreign language need to use vocabulary learning strategies that can facilitate their understanding of vocabulary skills in English.

One of the important ways of vocabulary learning strategies is training on metacognitive vocabulary learning strategies that could empower students' lexical knowledge and attitudes. Training learners in metacognitive strategies such as planning, monitoring, and evaluating is considered one way of improving their vocabulary acquisition methods by enabling them to manage techniques to control, supervise, and regulate their learning process (Rubin, 1981). That is to say, if learners can be made aware of their own learning strategies, they may develop tools that will serve them well into the future by helping them improve their training on Metacognitive in their own vocabulary learning strategies. Schmit's (1997) definition of vocabulary learning strategies is used for vocabulary learning tasks. Therefore, vocabulary learning strategies have a great contribution to learning a language successfully. They are the means that students use to develop their vocabulary knowledge to solve their problems in language learning.

Based on the above explanation, the effectiveness of learning strategies to support students' classroom goals can be fostered by providing learners' with training and practice in learning strategies. These strategies are considered as "action taken by students to make learning easier, more effective and more self-directed and more transferable to a new situation' (Oxford, 1990, p.8). Applying these actions encourages participants' lexical knowledge and attitudes about how they learn new vocabulary and find meaning in the language developed

in class. Flavell (1979) refers to this process as learning students' knowledge of the operations through which they achieve effective learning. The researcher wants to see whether metacognitive strategies training results in more effective vocabulary learning. Consequently, training students in these procedural strategies helps them gather and exploit tools that help with managing their language learning process. According to Rubin (1987) and O'Malley and Chamot (1990), language learning strategies are any set of actions, plans, tactics, thoughts or behaviors that the learners employ to facilitate the comprehension, storage, retrieval, and use of information.

The cognitive view and inherited theory of language learning advocate the work of training Learners' in planning, monitoring, and evaluation to foster vocabulary learning strategies. So metacognitive training is the root of this study as the strategy instruction should begin with helping students to become aware of knowledge. Cross and Paris (1988) conceived metacognition as "the knowledge and control children have over their own thinking and learning activities" (p. 131). In short, participants are aware of the particular cognitive strategies and the way to move toward given tasks, not only for the learning of vocabulary but for any kind of learning action so that they will be able to come across and extend those strategies and knowledge into new or similar Situations Language learning acquisition is based on the maturation of the brain and the biological evolution necessary to acquire linguistic capabilities. Therefore, this study has studied the effect of training on metacognitive vocabulary learning strategy and developed tools that served students' well into the future by helping them monitor their meta cognitive and linguistic processes in their own vocabulary learning.

The present research was conducted to know the effect of training on students lexical knowledge and attitudes towards vocabulary learning which used quasi experimental design with a sample of research using four classes. Based on the reason above, the researcher conducted a research entitled "The Effect of training on Metacognitive Vocabularning Learning Strategy on Grade 9 students' Lexical knowledge and Attitudes": Kuja High School in focus in the Academic Year 2024.

1.2. Statement of the Problem

In our country, vocabulary, serves as a useful and fundamental tool for communication and acquiring knowledge. Scholars like Sedita ,(2005) assured that vocabulary is the backbone of any language extensive vocabulary knowledge and, a master of grammar might experience failure to communicate. The most common idea among them is the crucial importance of vocabulary is communication and in language teaching ; it is believed that the more word we know, the more fluently we can communicate (Schemitt 2000,coady & Hucking 2000,Rechard & Renandya 2002). Now a day, in kuja secondary school context vocabulary learning and teaching has not been given due attention. Therefore, students cannot communicate without vocabulary, they can communicate little without grammar. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language, (Wikipedia). Knowledge of second language vocabulary provides opportunities for students to experience real communication as they undertake their learning. Moreover, training in metacognitive strategies hasn't a significant influence on students' autonomy. It generates autonomous behaviors and ways of self-managing learning strategies by allocating mindful tools and particular individual methods of attaining learning goals. Hence, the research checked the effect of training on metacognitive vocabulary learning strategies on grade nine students' lexical knowledge and attitudes at Kuja high school. Students in Kuja High School are not exceptions. Using vocabulary learning strategies in teaching English as a foreign language is one of the factors increasing success. Students' also have difficulties retaining vocabulary. To strength this idea, (Nation 2001); suggested that, vocabulary is a significant increase in the number of words. However, learning vocabulary is not an easy job for everyone and many students appear to have huge and persistent problems. The cause of this problem may be a low level of understanding of the words. One factor that might attributeto students' decreased achievement is the efficiency of the vocabulary knowledge and attitudes, such as new words run fast out of mind if they are stored without any use. Vocabulary teaching training in the classroom didn't focus on students' context. Learning words without knowing, It is just like driving a car without knowing how to drive. Different studies conducted at different levels indicate that many high school students lack of required vocabulary learning strategies.

The most common problems that hinder the investigation of training on metacognitive vocabulary learning strategies on students' lexical knowledge and attitudes in EFL classrooms are: grade level, level of awareness/knowledge about skills, motivation,

Learners' individual difference, the weight of the target language (second and native language), structural differences, attitudes, general learning style, the EFL teachers lack awareness towards vocabulary learning, training strategies, teachers follow passive learning style, etc., because they are so closely related, they play a major role in making or hindering the training of vocabulary learning strategies. For this reason, students' vocabulary or lexical knowledge and attitudes become poor in the school. Following this, the researcher observed this gap during vocabulary teaching and learning in the training time and test ability of Grade 9th students in understanding the course. The main reason would be the lack of well designed way of how the student to use metacognitive vocabulary learning strategies to conduct the study and improve students' lexical knowledge and change their negative attitude on vocabulary learning at Kuja high school in the context of our country.

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1.3. Objectives of the Study

1.3.1. Main Objective

The main purpose of this study was to identify the effect of training on metacognitive vocabulary learning strategies on students' lexical knowledge and attitudes in kuja secondary school.

1.3.2. Specific Objectives

The study specifically attempted to:

- ❖ Identify to what extent metacognitive vocabulary learning strategies training facilitates students' lexical knowledge in the secondary school.
- ❖ Examine and show the pedagogical beliefs held by EFL students about training vocabulary learning strategies in EFL classroom?
- ❖ Investigate whether students would have a negative attitude toward training on meta-cognitive vocabulary learning strategies before the intervention
- ❖ Find out whether students would have a positive attitude toward training on meta-cognitive vocabulary learning strategies after the intervention.

1.4. Research Hypotheses

The study was conducted to find out whether the traditional mode of presenting vocabulary produce and vocabulary learning Strategies. The effect would be trained on Metacognitive vocabulary learning strategies have an effect on students' lexical knowledge and attitudes. Taking this as a central, the researcher tested the following null hypotheses and alternative hypotheses were proposed.

Null Hypothesis 1: There were no statistically significant differences between the control and experimental groups in terms of vocabulary learning strategies use before and after the intervention.

Alternative Hypothesis 2: There were statistically significant differences between the experimental and control groups in terms of vocabulary learning strategies use after the intervention.

Null Hypothesis 3: The experimental group would have a negative attitude towards training on meta-cognitive vocabulary learning strategies after the intervention.

Alternative Hypothesis 4: The experimental group would have a positive attitude towards training on meta-cognitive vocabulary learning strategies after the intervention.

Null hypothesis 5: There is no a statistically significant differencet between the experimental and control group in terms of vocabulary knowledge after and before the intervention.

Alternative hypothesis 6: There is a statistically significant differencet between the experimental and control group in terms of vocabulary knowledge after and before the intervention.

1.5. Significance of the Study

This study was especially concerning EFL teachers, students and educational institutions. So, this experimental research can provide opportunities for training in the classroom which may evaluate the effectiveness of the strategy and technique employed for vocabulary learning. It allows for promoting more classroom research on different techniques and cognitive processes. A study by Lam (2010), about Metacognitive training establishes an important point to the root of this study as the strategy instruction should begin with helping students to become aware of knowledge about the strategies. Metacognitive strategies provide learners with lexical knowledge and attitudes to gather learning tools to achieve learning goals. Here, another important point that will be drawn from this study is that the training in metacognitive strategies has a significant influence on students autonomy. It generates autonomous behavior and away of self-managing learning strategies allocating mindful tools and particular individual methods of attaining learning goals. It is an important step for other researchers to conduct studies in a similar area with a greater magnitude.

Furthermore, the study may pave the way for future researchers who would like to investigate further by providing a reference point, and to fill in the research gap that exists in EFL vocabulary learning strategies as a springboard for further investigation.

1.6. Scope of the study

The study was delimited to the number of participants that were involved in this study. The population of the study were grade 9 students' in 2024 academic year, and the student drawn from Kuja Secondary school, which was located in South West Ethiopia Region, and the sample of the study was delimited to 104. This was not enough to generalize the finding to other secondary school. It would have been more effective if sufficient number of populations had participated in the study. The design of the study would be delimited to quasi experimental and employed quantitative techniques. Therefore, the objective of the study delimited to effects of training on meta-cognitive vocabulary learning strategies on grade 9 Students' Lexical knowledge and attitudes and it did not exclusively explore all effects of vocabulary learning, but it was concerned with the most common effects of vocabulary learning strategies.

1.7. Limitation of the study

This study has got its own limitations. Primarily, it is worth keeping in mind that the sample of experimental study is limited to only 104 students. For this reason, it can be said that the study limited to a small number of students which makes challenge to generalize the results. It would have been better and more effective, if the study had included large number of student participants. The researcher also felt that demonstrating all aspects of vocabulary learning strategy on students lexical knowledge and attitudes could not be carry out within a short period of time and required an intensive study. Therefore, the data gathering instrument limited to raise only some issues related to metacognitive vocabulary learning strategies on students' lexical knowledge and attitudes.

1.8. Acronyms and Definitions of Key Terms

MCVLSs: Meta-cognitive Vocabulary Learning Strategies

Attitude: Attitude is a factor that has an impact on foreign language learning because how much effort learners put in to language learning.

Lexical: Linguistic related to words.

Cognitive strategies: are the process used to put things in long-term memory.

Metacognitive strategies: are employed planning, monitoring, Evaluating, evaluate and understanding strategies.

Metacognitive vocabulary learning strategies: the Strategies use authentic language, creative memory strategies and used for self-motivated, strategies used to create mental linkage, visual and auditory strategies used to overcome anxiety strategies used to organize words.

Strategies: refers to techniques that are used by the teachers to ensure that the course has been well understood.

Vocabulary: words those make up a language

Chapter Two: Review of Related Literature

What follows, first the researcher's presented the most pertinent issues and options related to the training of meta-cognitive vocabulary learning strategies (MCVLS) and how learners should tackle this task strategically. Then, the researcher explained the shift away in second language learning towards learning strategies, metacognitive Vocabulary learning Strategies, the most pertinent empirical findings related to Metacognitive vocabulary learning strategy training, vocabulary learning materials and also the Importance of Vocabulary in Language learning had reviewed to find out what will be done and as such find the gap in the knowledge base of vocabulary strategy training.

2.1. Vocabulary Learning Strategies

Different scholars have defined learning strategies in various ways and the definition seems to have similar concepts. For example, according to (Weinstein and Mayer, 1986), learning strategy is defined as thinking and behavior that the learner applies to influence the coding process. It can also be defined as the effort by the learner to learn new words or to make the words they learn permanent. Language learning strategies are applications preferred by students in order to enhance their target competencies in line with their learning needs (Oxford, 1990; Cohen, 2009)

Vocabulary learning is the basis of the language learning process in teaching Ethiopia as a second language. Vocabulary learning strategies need to be used in order for vocabulary learning to take place effectively. The use of vocabulary learning strategies facilitates vocabulary learning and increases student achievement. Each student uses a different strategy in line with their own needs. This study, aimed to determine the vocabulary learning strategies of the students in Kuja secondary school on grade nine EFL Students.

2.1.1. Cognitive Learning Strategies:

Cognitive or thinking strategies are conscious mental activities/ operations used to solve problems. In the context of learning, it involves physical tools such as mind mapping, but as Ormond (2011), points out, they are "... ultimately the things we do inside our heads _thinking" (p 135). For example, in organization information, later processing mind mapping may be a useful learning tool as it facilitates the activations of prior knowledge. Classifying information into group provides a strong visual representation and reduces cognitive load. However, the effectiveness of mind mapping or any other learning tools depending on the

quality of the thinking process involves in its use. Poor thinking and limited knowledge typically results in an inaccurate mind map, hindering rather than assessing the learning process. Pictures will be remembered better than words. In addition, it implies that associating words with pictures is a stronger recollection system. Metacognitive learning strategies find out the meaning of unknown words to retain them in long-term memory to recall them at will and to use them in oral or written. Schmitt's strategies are divided into two groups in the form of discovery and consolidation.

1. In **discovery strategies**; students determine the meaning when they meet new words for the first time, and in reinforcement strategies; students reinforce the meaning when they meet words again. Determination strategies and social strategies are in the discovery group; when students discover words, they use various strategies at first. They use social strategies, memory strategies, cognitive strategies, and metacognitive strategies to combine their vocabulary knowledge. Social strategies require interaction with other learners/teachers (i.e.- asking a peer the meaning of an unknown word). Anderson (2006b) believes that the "development of cognitive awareness may also lead to the development of stronger cognitive skills.

2. **Consolidation strategies**; cognitive strategies, metacognitive strategies, memory strategies and social strategies are categorized here. An example of a social strategy group used to consolidate the word is a collaborative learning group in which students practice the meaning of a new word. Schmitt notes that, another way of discovering a new meaning is to ask the unknown words by using social strategies. Since social strategies can be used in both groups, they are included in both. Groupings are an important way of bringing learned knowledge back (Schmitt 2000: 135). According to (Schmitt, 1997: 213), cross-typing is more effective than grouping words in a column. Nation (1997: 24) states that group work can also be used to practice words as well as discovering words.

2.1.1.1. Creating word associations.

Word association is another great way to improve student's vocabulary knowledge and also help to remember certain words or phrases. e.g., the word "gargantuan" means very large. It improves students to create sequences with the word, such as tiny, small, medium, large, giant and gargantuan. Scholars such as O'Malley (1985) and O'Malley and Chamot (1990), confirm that most language learning strategies are used for vocabulary learning tasks. From all the above, the vocabulary learning strategies used are the knowledge to use strategies to

find out and memorize the meaning of unfamiliar words and retrieve when needs arise whether in oral or written aspects. O'Malley and Chamot, (1990) classified it into six broad categories. **Affective strategies** for handling emotions or attitudes (e.g., anxiety, reduction through laughter and meditation); **Social Strategies** for cooperating with others in the learning process.(e.g., asking-questions); **Metacognitive techniques** for organizing, focusing, and Evaluating once own learning. (e.g., planning for language tasks: **Memory** strategies related to entering new information into memory storage and retrieving it when needed.(e.g., grouping and imaginary); General **cognitive strategies** linking new information with existing schemata and for analyzing and classifying it. (Summarizing and practicing); and **Compensation strategies**(e.g., using gestures and guessing meaning from the context) to overcome deficiencies and gaps in one's current language knowledge (Oxford,1990)

It shows that learners use these strategies together in a synergistic mode, assuming that no single strategy can guarantee vocabulary development.

2.1.1.2. Types of Context Clues

A. Word Parts

Learning word parts like affixes, prefixes, infixes, and roots of the words is an important strategy that learners can use to guess the meaning of the words quickly. Scholars like Nation (1990) and Schmitt (1997) believe that teaching word parts to students is essential. Students who learn the word parts can analyze the unknown words and not only guess the meaning faster International Journal of Humanities Social Sciences and Education (IJHSSE) Page | 4. So, guessing from the context is the most famous strategy of incidental vocabulary learning. Helping students how to guess from the context and using clues in the text can not only increase their speed in reading but also helps them to learn vocabulary in association with the related contexts.

B. Synonyms

A synonym is a word or phrase that means the same or in very similar to another word.

e. g_ I was hunting in the forest and I shot two deers.

C. Examples and definitions

Examples can inform the reader about unknown words. They can illustrate the meaning of the word that they refer to. E.g., Slammer is an example of a computer virus.

D. Antonyms and Contrast

Antonyms are words that mean the opposite of other words. Antonyms can refer to the opposed idea of an unknown word in a sentence or paragraph.

E.g. the fire kept me dry and warm, because I was soaked.

2.1.1.3. Using the dictionary to find out the meaning

The dictionary is a very important tool for anyone who is learning a new language with a good dictionary students' can do the following.

Find the English translation of a word in students' language and check the spelling of the word. When students use a dictionary Look up the meaning of an English word students see or hear. Learners' find out other grammatical information, synonyms and antonyms of a word. Furthermore, find out how to say a word (pronunciation).

Thus, vocabulary language learning strategies, scholars have attempted to link these strategies with language learning skills believing that each strategy enhances the learning of vocabulary, pronunciation, etc.

2.1.1. 4. Guessing the meaning of unfamiliar words using context clues

Workout what it means from the words that are around it and from the topic of the paragraph. According to Schmitt (1997), determination strategies are used when students discover the meaning of a new word without using the experience of another person. In this strategy, students try to guess and discover the meaning of the new words with the help of context, structural knowledge and reference material. That means students find the meaning of the words on their own.

2.1.1.5. Paraphrasing

Opportunities for students to paraphrase the definition of a new term so that they can identify the main idea associated with the term and recognize specific bits of information that clarify its broader, more general core idea (Ellis & Farmer, 1996-2000).

2.1.2. Vocabulary Flash Cards

Nation and Webb (2010) consider learning vocabulary from flash needs the highest level of involvement. Based on Lockhart and Craik's (1972, as cited in Schmitt, 2008) level of processing, if an activity has the highest level of involvement and deeper processing is needed, the outcome of that activity is retained and learned better. Holding the level of involvement, language learners must learn to use and create their own flash cards if they want

to be successful in retaining vocabulary for a longer period. Nation (2001), in his comprehensive seminal book, namely, *Learning Vocabulary in another language* guides how to create and teach vocabulary items with flash cards.

2.1.3. Repetition

The last important strategy that is mostly teacher-oriented is repetition. Scholars mostly believe that there must be at least seven times of exposure to take place for every word to be learned efficiently. Nation (2001), believes that Pimsleur's model of repetition is very applicable for vocabulary learning. Based on Pimsleur's graduated interval recall, intervals must be 5 seconds, 25 seconds, 2 minutes, 10 minutes, 1 hour, 5 hours, 1 day, 5 days, 25 days, Therefore, I'll aware students of this spaced repetition schedule to help them in their vocabulary retention. Furthermore, Memory strategies involve correlating the word with previously learned information using some image grouping format. It emphasizes that using visual materials (e.g., word lists, flash cards, word books...) are much more useful and effective than using verbal materials. In cognitive learning strategies, it is important to be clear about the learning skills involved, and what types of learning strategies are required (e.g., organizing information, memorizing information, building conceptual understanding, developing a skill). Different learning strategies are useful for different learning purposes.

2.1.2. Metacognitive Learning Strategies:

Metacognition refers to higher-order thinking which involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Because. It implemented the three components of planning, monitoring and evaluating the quality of the overall (self-aspects) of the self-regulatory process including, the choice and application of the cognitive learning strategies. Anderson N, J (2002b) believes that Metacognitive strategies, allow students to plan, control, and evaluate their learning. Meta-cognitive also involves reflecting on the learning process such as planning and self-evaluation. It involves: manipulating or transforming learning materials. So it empowers students to think about their own thinking.

2.2. Vocabulary Learning Strategy Classification and their Relevance to Effective Vocabulary Comprehension

In order to select a vocabulary learning strategy to teach in the intervention, the study adopts the classification of vocabulary learning strategies developed by O'Malley and Chamot, (1990) and classifies it into six broad categories.

Affective strategies- for handling emotions or attitudes (e.g., anxiety, reduction through laughter and meditation). **Social Strategies**- for cooperating with others in the learning process. (e.g., asking questions). **Metacognitive techniques**- for organizing, focusing, and evaluating one's own learning; (e.g.-planning for language tasks). **Memory** strategies are related to entering new information into memory storage and retrieving it when needed. (e.g., grouping and imagery); General **cognitive strategies** linking new information with existing schemata and analyzing, and classifying it. (Summarizing and practicing); and **Compensation strategies** (e.g., using gestures and guessing meaning from the context) to overcome deficiencies and gaps in one's current language knowledge (Oxford, 1990)

It shows that learners use these strategies together in a synergistic mode, assuming that no single strategy can guarantee vocabulary development.

Metacognitive is composed of planning (preparation for completing the tasks), selective attention (deciding which part of the text should be focused on), directed attention (maintaining attention while listening), monitoring (checking, verifying, or correcting ongoing comprehension or performance) and evaluation (of learning performance, strategy use, and problem identification).

Cognitive strategies consist of the following activities: identifying the main ideas (focusing on the gist of the learning tasks), inference (using known words, context, background knowledge, paralinguistic knowledge, and body language to fill in missing information), prediction (anticipating the contents of a text), note-taking (writing down key words and concepts to assist performance in a vocabulary learning task), elaboration (integrating new information into texts or conversation with known information to fill in missing information), **Memory strategies imagery** (using mental or actual pictures or visuals to present information).

Translation (rendering ideas from one language to another in a relatively verbatim manner), summarizing (synthesizing what is heard to ensure the information has been retained), and

deduction/induction (consciously applying learned or self-developed rules to understand the target language).

Social strategies, which are related to interaction or affective control of language learning, involve three activities: questioning for clarification, cooperation, and **affective strategies** to lower anxiety. Moreover, questioning for clarification means clarifying unclear or missing information related to the listening task or the language by asking oneself or others for an explanation or confirmation whereas cooperation refers to working with others such as classmates or teachers on a word task to check the answers or to get feedback and, lowering anxiety implies using various techniques, such as taking a deep breath when feeling anxious, in order to perform word tasks more successfully.

This classification has been taken as the foundation to investigate the students' use of vocabulary learning strategies and can be used for learning strategy instruction intervention which includes; evaluation, monitoring, identifying main ideas, prediction, inference, note-taking, summarizing, deduction/induction, and elaboration. In addition, the learning strategy classification and their relevance to effective vocabulary learning comprehension were clearly elaborated below;

Generic strategy classification	Representative Strategies	Definitions	Relevance to effective Vocabulary learning Strategies
Metacognitive Strategies	Planning	Using the SMART method (specific, measurable Agreed upon Realistic and Time based) Outline the method that I will use to achieve short-term and long-term goals.	Students take notes in a local course, read the notes, and play the quiz, and questionnaire for a list of vocabulary learning that they need to learn within a week or Students- should pay attention to the details (e.g. time, place) in the vocabulary learning tasks.
	Monitoring	Reviewing attention to a task, comprehension of information that should be remembered, or production while it is occurring.	Learners check their understanding through previous knowledge.
	Evaluation	Checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place.	Learners try to identify what kind of problem prevents them from being successful students.
Cognitive Strategies	Rehearsal	Repeating the name of Items or objects to be remembered.	Students repeat the known knowledge by themselves in Order to successfully apply it in vocabulary learning tasks.
	Organization	Grouping or classifying words,	Students understand the objectives

	n	terminology, or concepts according to their semantic or syntactic attributes.	of vocabulary learning materials, and the importance of the objectives to attend this message.
	Deducing	Applying the rules to the understanding of language.	Students apply skills or rules they have learned in the process of vocabulary learning strategies.
	Transfer	Using known linguistic information to facilitate a new learning task.	Students employ their knowledge about their first language to comprehend vocabulary learning materials in English
	Elaboration	Linking ideas contained in new information, or integrating new ideas with known information.	Students set up a brainstorming, try to find out what they know and what they do not know about topics
Compensation	Inferencing	Using the information in the text to guess the meanings of new linguistic items, consult a dictionary, predict outcomes, or complete missing parts or overcome limitations.	Learners could guess the meaning of unknown words by linking them to the known words.
	Summarizing	Intermittently synthesizing What one has heard the information has been retained.	Students write a summary about what they heard.
Memory strategies	Imagery	Using Sounds and visual images (either generated or actual) to understand and remember new verbal information and employing Actions.	Creating a mental image of information from vocabulary learning materials. For example, Students try to remember a set of nouns related to food (e.g. fish, lettuce, potato) by making a visual image of the situation in which he/she in the kitchen.
Social Strategies	Cooperation	Working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity.	Learners work together to discuss their understanding of vocabulary learning materials.
	Questioning for Clarification	Eliciting from a teacher or peer additional explanation, rephrasing, translation, making sentences or examples.	Learners try to find out more information from listening materials by asking questions.
Affective strategies	Self-talk	Using mental redirection of thinking or assuring oneself that a learning activity will be successful or to reduce anxiety about a task.	Students develop a positive attitude toward lexical tasks and encourage themselves.

2.3. Metacognitive Vocabulary Learning Strategy Training

Nations (2001:217) argues that a language learning strategy must: Involves Choice, i.e. there should be several strategies to choose from. Be complex, i.e. there should be several steps to learn. Require knowledge and benefit from training. It Increases the efficiency of vocabulary learning and vocabulary use. Each intervention included a lesson plan and students' journal entries; every lesson would be designed and reported in teachers' reflections about the study. The lessons consisted of five stages. According to Chamot and O'Malley (1994), a useful framework for direct language learning strategies instruction: Therefore, the researcher who would be trained in the study carried out the five steps to the vocabulary instruction that are trained in a 6 week lesson sequence, use of the pre-lesson activity, review of the target words meanings, having students write sentences for each of the related words, word meaning map, and have the students complete the understanding. The researcher modeled five strategies for learners to understand how to use vocabulary learning Strategy training. Vocabulary learning Strategies intervention consists of 12 sessions, the researcher was trained in a lesson for 3 hours with in a week for 36 hours and lasting 6 weeks. Each session is conducted based on the model given bellow.

1, Preparation: This stage consisted of finding out what students know about the topic through brainstorming concepts in relation to the suggested topic. Lesson objectives will be explained and also established by learners to approach the lesson, as well as the new vocabulary to practice during the lesson.

2, Presentation: During this stage, the new information is presented and explained by modeling some language samples on how to use the new words, making sure of the understanding of the learning activity instructions.

3, Practice: The students worked on different activities such as gap fill-in, brainstorming, associating, and guessing for practicing the new vocabulary. The researcher was guided to help learners assimilate the new words, allowing them to work in groups and clarify understanding.

4, Self-evaluation: In this stage, the students evaluated their performance during the lesson in relation to the way which are attempted to solve language problems they encountered, and their own learning experience with the use of metacognitive strategies. A second mind map and the same needs analysis have also been applied again during this stage in order to measure student growth in retaining new vocabulary and the application of MTS after the interventions.

5, post-implementation: all the data were grouped and analyzed to determine the influence the metacognitive strategies make on the improvement of lexical competence in everyday vocabulary. Nelson and Stage (2008) carried out a study to assess the effects of contextually based multiple-meaning vocabularies. The beginning strategy activates the student's prior knowledge or schema and ultimately makes them more responsible for their learning (Nelson & Stage, 2007; Marzano, 2008).

2.4. Students' Attitude on vocabulary learning strategies

As attitude is one of the key predominant factors for success in language learning, numerous studies have already been conducted in the field of language attitude (Alhmali, 2007; Ghazli et al., 2009). Moreover, Saidat (2010) describes that language attitude research has been considered in the previous 50 years, because of the growing relation between the importance of the language use and the nature of the individual. Researchers in the field of psychology and education specially language learning, considered various definitions of attitude which mention different meanings from different contexts and perspectives (Alhmali, 2007). In addition, based on the theory of planned behavior, Montano and Kasprzyk (2008, p. 71) state,

“Attitude is determined by the individuals beliefs about out comes or attributes of performing the behavior (behavioral beliefs) weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have negative attitude.”

Gardner (1985) also pointed out that attitude is an evaluative reaction to some referent or attitude, object, inferred, on the basis of the individual's beliefs or opinions about the referent. “Attitude is thus linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal.”

Gardner's arguments led Wenden (1991) to present comprehensive definition of the attitude concept. He classified the term “attitude” in to three interrelated components namely, cognitive, affective and behavioral. The cognitive component involves the beliefs, thoughts or points of view, about the object of the attitude. The

affective component also refers to the individuals feeling and emotions towards an object, whether he/she likes or dislikes. The behavioral component involves the tendency to adopt particular learning behaviors.

2.5. The importance of vocabulary learning skills training

The purpose of this training is to help the language learning to be more meaningful, to develop a spirit of cooperation between the teacher and the students, to teach about the possibilities of language learning and to teach and practice skills that help to develop self-confidence. Therefore, to achieve these goals, vocabulary learning skills training should be not only theoretical, but also highly focused on practical practice (Oxford, 1990; G., 2003). As Oxford (1990) explained, students need to know how to learn and teachers need to know how to facilitate the learning process. Although learning is part of human behavior, the use of vocabulary learning skills to learn independently and consciously must be developed through training. Vocabulary learning skills training is especially important in second language learning, because students learn the language without enough resources. Therefore, in order to reach the level of communicative competence required and accepted by students in the language course, it is not only available through what teachers teach in the classroom, but it requires the active participation of students in the course (Oxford, 1990).

Therefore, vocabulary learning strategies training helps students to increase their awareness, and vocabulary learning skills in the process of learning a second language, which skills are more useful for which vocabulary tasks, and to transfer the learned skills to new activities and use them throughout their lives, so that they can be more conscious and able to choose appropriate skills and use them in an appropriate place (Oxford, 1990).

Students who can use appropriate skills can solve the problems they face during the verbal lesson, build self-confidence, and become active participants in the classroom and outside the classroom, and learn better than others.

This also has a significant contribution to make the overall language learning easy, fast, fun and effective by solving students' vocabulary learning problems and developing their vocabulary skills (Schmitt, 2000; Oxford, 1990; Alseweed, 2000).

Training in the use of vocabulary learning skills improves students' vocabulary skills not only for vocabulary learning tasks in the classroom (in the academic world), but also for their

lifelong use of the skills in any context (Tassana-Ngam, 2004; Mehdavi, 2014).

As a result, most language teachers advocate giving students explicit training in how to learn a language (Oxford, 1990).

O'Malley & Chamot (1990) also explain that effective vocabulary learning skills training should include theoretical explanation, modeling of the application of the skills, immediate contextual practice and feedback during the training process. No one knows everything about how to learn a language. Therefore, it is necessary to provide strong support by providing training in the use of vocabulary learning skills in the language learning process (Oxford, 1990). Research suggests that students who are given explicit training in the use of vocabulary learning strategies learn more by accepting responsibility for their learning and actively participating than those who are not trained (O'Malley & Chamot, 1990).

2.6. Vocabulary learning Materials

Authentic material is a real media and materials as a strategy for students learning in the classroom. Vocabulary is a list or a series of words that are used to express an idea, or we teach a foreign language with word knowledge. This research focused on finding out the use of authentic material in teaching vocabulary. The data in this study is gathered from the pre-test and post-test given to the experimental and control groups before and after treatment was done. In this research, the researcher was computed the data by using the t-test formula. After collecting and calculating the data, the researcher will find nd that the mean score of the pre-test and post-test for the experimental group indicates that the authentic use of the material is effective in teaching vocabulary to the students.

2.7. Factors affecting variables on Vocabulary learning strategy training

Studies indicate that there are many variables related to students' use and choice of strategies and influencing the variables of vocabulary learning strategy training (Takeuchi, Griffth, & Coyle, 2007).

The frequently of vocabulary learning strategies employs the many variables related to student characteristics that influence the effectiveness of vocabulary learning strategies training, the following are the main ones.

These include grade level, level of awareness/knowledge about skills, motivation, Learners' differences, motivation, weight of the target language (second and native language), structural differences, attitudes, general learning style, etc., because they are so closely

related, they play a major role in making or hindering the training of vocabulary learning strategies.

A. Grade level:

As O'Malley & Chamot (1990) and Oxford (1990) explain, for example, if students' ability in the target language is low, they will not benefit from the training because it will be difficult for them to understand the training process.

That is, if the strategy training is offered in the context of students' mother tongue education regarding their level of language ability, they can follow it properly even if it is offered to them at the beginning level of education.

B. Level of awareness/Knowledge:

In the context of second language learning, however, it is important to learn until students' second language skills are at their best to provide most skills, including vocabulary learning skills (O'Malley & Chamot, 1990). Students who have a better understanding of strategies and are at a higher grade level (Advanced learners) use strategies more than others.

C. Learners' individual differences

If there is a structural difference between the second language and the native language, the need for students to use their strategies to develop different skills in the language was increased . This also contributes positively to the effectiveness of language learning skills training.

D. Motivation:

Okada, Oxford & Abo (1996) and Wharton (2001) suggested in their research that highly motivated students use different strategies than low-motivated students. Students learning the language is another key factor in using strategies; For example, a person who learns to use the language for communicative purposes uses different strategies in the second language learning process than someone who learns only to pass a test. Therefore, if students are not motivated to learn the language, even if they are trained in vocabulary learning strategies, it will not help them to use the strategies. This in turn affects students' use of strategy (Takeuchi, Griffith, & Coyle, 2007).

E. Weight of the target language:

The weight of the target language (linguistic distance between the second and native language) affects students' use of strategy (Oxford, 1990).

F. Structural differences, As Koda (1996) explains, if the two languages have the same structural system, students are not interested in using strategies because it creates a favorable environment for developing vocabulary knowledge in the second language.

G. Attitudes:

Apart from belief, Wei, (2007) took attitude in to account as another factor influencing learners' metacognitive vocabulary learning strategies use. The results indicated that, attitude does appear to positively correlate with learners' metacognitive vocabulary learning strategies training. The findings showed that. Chinas college students' with positive attitudes vocabulary learning strategies are more effective than those with negative attitudes in four categories, i.e. dictionary, activation, guessing, and management. Thus, the findings were consistent with Zhang. J.L. 's (2003) study revealed that chines students with positive attitudes tended to employ a large variety of VLSs either to discover the meaning of the new words.

H. General learning style:

O'Malley & Chamot (1990) and Oxford (1990) described the influence of teachers' classroom teaching approach, vocabulary learning strategies training approach (training method) and the appropriateness of the training tool, the selection of tasks and the model chosen to provide the training on the effectiveness of training as follows:

Teachers' classroom teaching approach and assessment methods determine students' use of strategy; For example, if the activities offered in class always focus on grammar or similar content, instead of using skills that are useful for developing general communicative competence, students will decide to use only strategies that help to develop the structure of the language, such as analysis.

This does not help them to use different strategies, even if they are trained, their vocabulary and use of strategies will not improve because they cannot use different strategies. Therefore, the activities offered should be able to exercise different strategies (Oxford, 1990) and also, if the vocabulary learning strategy training tool is not appropriate for the students, the training will not be effective or affect the students' use of the strategies. According to Gu (2003b), the effectiveness of students' use of strategy depends on the activities provided and the learning context. That is, explicit training in vocabulary learning strategies is effective when appropriate vocabulary activities are provided in the teaching tool that can practice the skills in context. Therefore, if the training is fruitless, the activities chosen are not appropriate for practicing the strategies. The reason for this is that students need to use multiple strategies to

perform multiple tasks, and certain strategies are appropriate for specific vocabulary tasks (Gu, 2003b). In addition, O'Malley & Chamot (1990) and Oxford (1990) explain that the effectiveness of strategy training depends on the appropriateness of the training approach and the model chosen for the training. For example, if the way of training focuses on clearly teaching and practicing each strategy, why and when it is necessary, by providing strategies from different categories, it will lead students to be more conscious and able to use more appropriate strategies in appropriate places (Oxford, 1990). Therefore, these variables strongly influence the effectiveness of vocabulary learning strategies training as they are highly related to students' strategy use.

Chapter Three: Research Design and Methods

3.1. Introduction

The aim of this study was to investigate the effect of training on Metacognitive vocabulary learning strategies on grade 9 students' lexical knowledge and attitudes at Kuja Secondary School in focus. This section describes the research design and methodological steps, including sampling techniques, data collection instruments, Procedures of data collection, and methods of data analysis.

3.2. Research Design

The study was employed quantitative data method and the researcher used the quasi-experimental research design to determine the effect of training on metacognitive Vocabulary learning strategies on students' lexical knowledge and attitudes in secondary school. The researcher used two classes, one experimental group and one control group in the score of pretest and posttest (James. H Mc Millan & Sally S (1993: 310) Two groups were measured (experimental and control) at two points of experimentation: One, before the treatment (pre-test) and the other after the treatment (post-test). The control group was received training on vocabulary learning strategies by researcher's in normal classes, whereas the experimental group was received trained using the meta-cognitive vocabulary, and the same vocabulary test given before and after the lesson to both groups, This method is used to check whether the score weather affects positively or not on learners' metacognitive vocabulary learning strategies and their lexical knowledge as well as attitudes. Thus, quantitative methods help the researcher to draw valid conclusion for advance planning of the techniques to be adopted for collecting the relevant data and methods were used during analysis.

Design of pre test and post test

Groups	Pre-test	Intervention	Post-test
Control groups	✓	×	✓
Experimental groups	✓	✓	✓

The research was used in the experimental design as follows

G1=T1T2

G2=T1XT2

Whereas

G1=control group

G2=uncontrolled group

T1=pre-test

T2=post test

X: treatment (vocabulary learning strategies

0: no treatment

3.3. Setting of the Study

The study setting is Kuja Secondary School in Kuja town Bench Sheko Zone, South West Ethiopia Region which is 605 km away from Addis Ababa. The school incorporated both Secondary and preparatory levels (from grades 9-12), which serves students of the district and the surrounding village areas.

3.4. Participants

This study was conducted in Kuja Secondary School grade 9 students, who were enrolled in the 2023/24 academic year. The target populations of the study were decided to choose grade nine students at Kuja secondary school. The school students' mostly speak Amharic and in the same way, they had been learning their primary education by the language.

3.5. Sample Size and Sampling Techniques

Kuja Secondary School is purposefully selected as the center of this quasi-experimental study. This method enables the researcher to get data in investigating the effects of training on metacognitive vocabulary learning strategies on grade 9 students' lexical knowledge and Attitudes. There are four different sections of grade 9 students, A, B, C and D and students of each section are A=53 B=52, C=52 and D=52 there are 209 grade 9 students. From these, the researcher has taken sections B and C which means 104 Students were randomly selected among the four sections purposively. Accordingly, 49% of total number of grade 9 students (104) were selected as participants of the study. Students' in grade 9B were assigned to the experimental group, whereas students in section 9C were assigned the control group. After the samples were selected, the researcher designed a test. The test comprises 20 items, which contained 4 the same meanings, 4 unique meanings, 2 guessing meanings, 4 fill in black spaces, 8 identify wrongly spelt words, and 4 direct or lexical meanings. The pre-test and post-test were administered to both of groups at the same time with the same test format. The pre-test was conducted for both the uncontrolled group and the control group in order to check whether or not the selected sample students of grade 9th groups have similar levels of lexical Knowledge. The questionnaire was administered to only the experimental group

before and after giving the vocabulary training to measure students' lexical attitudes. In this way, the researcher calculated a sampling interval to avoid bias.

3.6. Variables of the study

The variables of this study are independent and dependent. The independent variable of the study was metacognitive vocabulary learning strategies. The dependent variables of the study were also students' lexical knowledge and attitudes. These are the most important variables influencing performance in a second language. Both are employed to the experimental group and controlled group that improve students' Lexical knowledge and Attitudes. Since this study aims to measure the effect of training on Metacognitive vocabulary learning strategies

3.7. Instruments

Two instruments were used to collect data from the participants. These instruments are vocabulary tests and questionnaires.

3.7.1. Vocabulary test

A Metacognitive ability test is a measure of students' mental ability. It could be a test that targets a specific cognitive ability. The researcher conducted the pre-test and post-test to collect data from the participants. The vocabulary levels test (VLT) as an instrument for measuring the effect of lexical knowledge administered before (as a pretest). In this study, the students were asked to make a vocabulary test based on the given contents. The test formulated from their text-book, which chosen by the researcher to check their prior knowledge before giving any treatment. After that, the two groups were taken the vocabulary test which the researcher provided as the pretest. After the intervention took place, the two groups took post-test which was aimed to verify the effect of training on metacognitive learning strategies on learners' lexical knowledge. Here, the researcher collected numerical data by comparing the results of the pre-test and post-test. The data used to investigate whether there has been a significant increase in students' vocabulary knowledge and attitudes. Muijs (2004,p.18) describes that the experimental design is also known as the pre-test and post-test control group design, which works chronologically in the way that participants (often known as subjects in the experimental research) are placed into two groups, the experimental and the control group. Moreover, the experimental group received treatment; meanwhile, the control group did not.

3.7.2. Questionnaires

The second data collection tool was the use of vocabulary learning techniques is a questionnaire. The questionnaire was only given to students in the experimental group. The written questionnaire was not given to the control group is because they did not receive training whereas, experimental groups mainly got information about the skills while filling out the written questionnaire, because of the fear that it would negatively affect the results of the study because vocabulary learning skills cannot be measured. Moreover, the written questionnaire is to determine the level of vocabulary learning attitudes or opinions used by the students of the experimental group before the training, and to find out whether the results of training in vocabulary test that improved students' skill use or the effectiveness of the training. The written questionnaire was slightly modified from the questions prepared by Oxford (1990) to fit this study, and it was prepared on a five-point Likert scale and classified under the six main vocabulary learning skills (memory, compensatory, cognitive, metacognitive, social and affective/emotional control vocabulary learning skills), and the detailed skills included in the training. They were based on 20 closed questions in the experimental study, and 20 closed questions in the main study, and only the students in the experimental group completed pre-education. The 20 detailed skills presented in the written questionnaire were divided into three main metacognitive vocabulary learning strategy categories to facilitate analysis. That is, they are divided into planning (1-3), monitoring (4-17), and Evaluation (18-20) vocabulary learning skills. Then, the questionnaire was distributed to students and collected. The group's result was analyzed and compared using percentage and frequency. (see Appendix for the main study's use of vocabulary learning strategies written questionnaire)

3.8. The Material Interventions Design

After the pretest, the experimental groups received training for 12 sessions, lasting six weeks of training in metacognitive vocabulary learning strategies, the next step applied the post-test which is similar to the pretest for the two groups. So, a posttest was given to measure their achievements. The experimental group scored better results than the group that did not learn the strategies clearly. This is also acknowledging the validity and reliability of the pretest and posttest and also the intervention sessions. In their study, using independent samples t-test, they found that the students of the experimental group who were trained in the post-school vocabulary test did have better result. The students of the experimental group showed that their vocabulary improved and when they encountered new words in the reading process,

they were able to use the strategies in an appropriate way, while the control group used the dictionary as the first option to find the meaning of the new words that they encountered during the reading process in the normal class. To sum up, the material interventions make significance difference on students' achievement. The intervention group scored better results than the control one. Both groups in the pre and post-test results would be seen the SPSS method of hypothesis remark would be corrected.

Classroom discourse: In order for the teacher to teach effectively to learners, the teacher needs to use appropriate instructions. The experimental group came up with 1 classroom situation/activity and their cross ponding instruction/commands. Every group of student was presented with their activities through role play. Consolidate the activity by giving participants more examples of classroom discourse. During the Metacognitive vocabulary learning process, the lessons consisted of four stages according to Chamot and O'Malley (1994), a useful framework for direct language learning strategies instruction: The researcher carried out the study using five steps to the vocabulary instruction. These were preparation, presentation, practice, self evaluation and post implementation. Students' are trained in a three-month lesson sequence, use of the pre-lesson activity, review of the target words' meanings, had students write sentences for each of the related words, word mind map, and have the students complete the understanding. Thus, Metacognitive vocabulary learning strategies training was conducted in April, May, and June on grade 9 students' lexical knowledge and attitudes.

3.9. Data Collection procedures

First, the data from the vocabulary learning strategies has been collected and analyzed. The data collection sessions have been arranged according to the school's permission and the willingness of the participants. It took three months period beginning with vocabulary learning strategies analysis followed by the classroom lessons questionnaire and then administering the test. Who has been distributed to 104 students (with the presence of the researcher at the regular class time). During the administration of the test, students who need explanations about the test or the way they should make their answers were given clariification. Finally, the data were collected from Students.

3.10. Methods of Data Analysis

Quantitative methods of data analysis have been employed to address the research objectives. The quantitative data were collected, coded, tabulated, analyzed, described and interpreted. According to Sugiyono (2010), data analysis in both quantitative and qualitative research is the activity after all of source data has been collected; the researcher makes a grouping data, tabulating data. The collected data were analyzed through t-tests, independent and paired samples and independent sample t-test described via the Statistical Package for Social Sciences (SPSS) version 20.0 for to process of data analysis. It was chosen because of its popular and versatile package that allows many different types of analyses data. The data that has been obtained from students through tests and questionnaires have been analyzed, interpreted and discussed accordingly.

3.11. Data Analysis Procedures

The procedures of data analysis are described as below:

1. Pre-test and post-test scores of two groups are arranged by the researcher in the statistical table.
2. A pre-test was administered to identify any probable differences in performance between the control and experimental group, or the data are gained by the researcher based on the post-test result minus by the pre-test result.
3. The researcher tests the hypothesis, compares and investigates the data between both of groups.
4. The researcher used independent sample t-test for understanding and making a conclusion of the result between experimental and control group.

3.12. Reliability and Validity of Instruments

To maintain, the reliability and validity of the test and questionnaire, a pilot study was done with a different sample. The test and questionnaire were applied to 104 students at Kuja Secondary School and the procedure of the training of the study lasted for six weeks and was done in the classroom. Therefore, students were told to fill in the tests and questionnaires by the researcher in the separated room. It was found that the open-ended item was totally rejected by 52 male and 52 female students and they tried to fill in all the items provided irrelevant information. Here, the students were not actually from the sample. Based on the result of the pilot study, the researcher has decided to discard the open ended item and also made some sort of modification on the close ended items. To see the validity of the test, the researcher employed expert comments. Thus, it has been given to the experts (English instructors) who work at Jimma University and considering their comments and suggestions,

some items were modified. Then after, the researcher made corrections and based on the comments, the language of some of the items was refined. Besides, TEFL experts and pedagogical science PhD holders were asked to comment on it and necessary corrections were made on the content and face validity of the items were prepared. The data collected from the test and questionnaire were also statistically analyzed by using the software Statistics Package for the Social Sciences (SPSS) version 20. Firstly, the reliability of the test and questionnaire were analyzed by using scale test calculation. Then, descriptive statistic test and a one Sample t-Test were applied to examine whether there are statistically significant difference between the experiments and the control group in terms of lexical knowledge and attitude before and after the intervention in the effects of training towards vocabulary.

3.13. Ethical Consideration

The researcher received an official letter of cooperation from the selected district Office, and he discussed the study with the school directors and individual participants (EFL teachers and students) formally. The purpose of the study was made clear and understandable students have expressed their willingness to participate in it. When the researcher arrived at the research site, first, he explained to all the students about the research purpose and got their permission for the questionnaire and test. Then after, he met the participants, he outlined how they were going to be involved in it. After that, he briefed them on the purpose of the study and the procedures, to be followed. Any communication with the concerned bodies had been accomplished voluntarily without harming and threatening personal and institutional well-being. At last, all the information obtained from individual participants was kept confidential.

Chapter Four: Data Presentation, Data Analysis and Discussion

This chapter presented the data gathered through lexical knowledge tests and focus questionnaires. These data gathering tools were used because it was hoped that the result obtained would be valid. The findings of the data collected using the above data gathering instruments are organized. For the study, data were collected from grade 9 students of Kuja Secondary School. The study is all about the data gathered from presentation, data analysis and interpretation of data collected using metacognitive vocabulary learning strategies on students' lexical knowledge and attitudes skill tests (pre and post-test). The pretest and the posttest were given to two groups in order to check their understanding and attitudes on students' metacognitive vocabulary learning ability.

The questionnaire was used to determine the level of vocabulary learning attitudes or opinions used by the students of the experimental group before the training. It was an indicator of students' attitudes and led to training for the experimental group. The intervention had been given the experimental group learners for 36 hours. Here, the training groups were trained in metacognitive vocabulary learning strategies by using a manual and given different activities to enhance their lexical knowledge in the class within six weeks for three days with in one week. The quantitative data that were gathered using close ended items were presented using frequencies, percentages, mean and standard deviation.

The data were collected using variables of the study, such as, students' knowledge, attitude and students metacognitive vocabulary learning strategies. The researcher used SPSS statistical (version 20). The analysis of t-test was used to test possible differences and similarities between the two groups at the beginning and end of the study. In order to establish the homogeneity of the two groups in terms of metacognitive vocabulary knowledge, an independent-samples t-test was conducted. To examine the comparison among the performance of the two groups on the vocabulary test before the experiment and find out whether the results of the post-school actually improved the students' skill use or the effectiveness of the training.

Table 4.1: The study participants' information of the two classes.

No	Grade level	Sex		
		Male	Female	Total
1	9B	28	24	52
2	9C	24	28	52
	Total	52	52	104

The above table indicates the number of the study participants both in the intervention group and control group. Fifty two male and fifty two female, a totally of one hundred four participated in the research as experimental and control group. In addition, 28 male and 24 female students were assigned to the experimental group and 24 male and 28 female students were assigned to the control group. Here, it was very difficult to proportionate the number of male and female students assigned in the control and experimental groups, because participants were randomly selected among the four sections purposively

Table 4.2: The pretest results of the vocabulary learning strategies for both groups

Vocabulary or lexical learning strategies	Test	N	Mean	Std. Dev.	Std. Error.	Paired difference			t-value	Ddf	Sign(2 tailed)
						M	Std. Dev.	Std. Error.			
	EX.	52	4.88	2.63	0.366	0.885	3.294	0.457	-1.937	51	0.58
20%	Con	52	5.77	2.129	0.295						

As it is clearly indicated in table 4.2 the score of the intervention and control group mean results in vocabulary learning strategies test were calculated as 4.88 and 5.77 with the standard deviation of 2.63 and 2.129 respectively. In addition, the table shows the paired difference of pretest results of intervention and control groups in vocabulary learning test. The mean difference of the pretest between the two groups was calculated as 0.885 at standard deviation of 3,924. Concerning the t-value and p- value (2 tailed), it was ($t=-1.937$), $p=0.58 > 0.5$). This indicates that, there is no a statistically significant difference in the pretest between the control and experimental groups. Based on the data, it can be concluded that both the control and the experimental groups were at the same level in this vocabulary learning strategies test before the intervention.

Table 4.3: The post-test result of vocabulary learning strategies for both groups

Vocabulary or lexical learning strategies	Test	N	Mean	Std. Dev.	Std. Error.	Paired difference			t-value	Ddf	Sign(2-tailed)
						M	Std. Dev.	Std. Error.			
20%	Exp	52	8.81	3.372	0.468	3.788	4.253	0.590	6.423	51	.000
	Con	52	5.02	2.364	0.328						

As it is showed in the table, the mean result of intervention and control group in the post test in vocabulary learning strategies skills were calculated as 8.81 and 5.02 with the standard deviation of 3.372 and 2.364 respectively. The table also shows the paired difference of post test results of the two groups were calculated as 3.788 at standard deviation of 4.253. Concerning t-value and p-value were (2-tailed), it was ($t = 6.423$, $p = 0.000 < 0.05$). This indicates that, that there is a significant difference in the post test between the treatment and the control groups.

From the above data, we can understand that there is a statically significant difference between the posttest results of the experimental and control group in all metacognitive vocabulary learning strategies. Therefore, based on the evidence, we can conclude that the student who has taken training of metacognitive vocabulary learning strategies on students lexical knowledge and attitudes test is more effective. Furthermore, as stated by Nation (2001), vocabulary learning strategies possess several crucial characteristics: they involve decision-making, they comprise multiple steps, they necessitate knowledge and benefit from training, and they enhance the efficiency of vocabulary learning and utilization (p. 217). Consequently, each strategy possesses its unique features, making it imperative for students not only to recognize but also to effectively employ these strategies. The role of vocabulary learning strategies (vls) in the language learning process can be profoundly influential in English vocabulary acquisition, provided that learners are capable of managing and controlling their vocabulary learning endeavors (Al-Khreshah, M. H., & AlRuwaiti, S. F.

In the case of pre vocabulary learning intervention test, on descriptive statistics as illustrated the score mean of experiment group is 4.88 whereas the control group is 5.77. From this, we

see the control group mean value is greater than treatment group by -0.89 their score. This almost indicates that two group have similar vocabulary learning ability. On the contrary, in the case of posttest, in the above statistical figure show that, the mean score of treatment is 8.81 and the mean score of control group is 5.02. Therefore, the experimental group is better scores in metacognitive vocabulary learning strategies in lexical knowledge test by 3.79. In addition, vocabulary knowledge is known to play a key role in the individuals' proficiency in both first and second language. Vocabulary size was shown to be the best predictor of reading comprehension in L1 and L2 (Coady, 1997). Also it has been shown to correlate highly with global assessment of writing quality and with general language proficiency scores (Bachman & Palmer, 1996). [-7-]

To sum up, this clearly shows that, after the training the treatment groups have better understanding the given manual and scored such results in guess vocabulary meaning or using context clues, using dictionary for finding meaning, paraphrasing, repletion, etc. in various strategies. From the above data we can understand that there is a statistically significant difference between the post test scores of the control and experimental groups in vocabulary learning strategies.

4.1 Analysis of pre and posttest results for both groups

In the study 52 students of the experimental group and 52 students of the control group were participated. The instrument, which was used to verify the effect of training on metacognitive vocabulary learning strategies on students' lexical knowledge through test. Both classes were involved in two cycles of vocabulary knowledge test for the same vocabulary word task e.g., pre and post vocabulary learning test. Or, both groups were took parallel pre-intervention vocabulary learning strategies test, except for the feedback they received. It was carried out so as to make sure whether the two groups were at the same level in vocabulary learning skill or not. The researcher computed a paired sample t-test to compare the pretest result of the control and experimental groups. The result of pretest and posttest obtained from the vocabulary learning strategies tests of both groups were analyzed and interpreted. To evaluate this, paired samples t- test was computed. Statistical analysis of t-test was used to test possible differences between the two groups at the beginning of the study. In order to establish the homogeneity of the two groups in terms of vocabulary knowledge an independent-samples t-test was conducted to examine the difference among the performance of the two groups on the vocabulary test before the experiment. The result indicated that there

was not any statistically significant difference ($t(52) = 1.00$ $a < .05$) between the mean scores of the subjects in the control group with the participants in the experimental group. In simple words, the two groups were homogenous in terms of lexical knowledge of the new items of the vocabulary learning at the beginning of the course.

Table 4.4: The pre and posttest result of the vocabulary learning strategies for the treatment group.

Vocabulary or lexical learning strategies 20 %	Test	N	Mean	Std. Dev.n	Std. Error.m	Paired difference			t-value	Ddf f.t	Sign (2tailed)
						M	Std. Dev.n	Std. Error.m			
	Pre	52	4.88	2.63	0.366	-	4.360	0.605	-	51	0.000
	Post		8.81	3.372	0.468	3.923			6.488		

The above table shows that, the tests scores of the experimental group in metacognitive vocabulary learning strategies in guess vocabulary meaning or using context clues, using dictionary for findings meaning, complete the blank space, creating word association, etc. test were calculated 4.88 and 8.81 with the standard deviation of 2.63 and 3.372. Besides to this, the mean value and the t- value (t-tailed) it was $t=-6.488$ and $p=0.000 < 0 .05$. This indicates that, there is a statistically significant difference between the pretest and posttests in terms of lexical knowledge at the end of the experiment.

According to Anderson (2002b, p. 1), developing metacognitive awareness in learners may also lead to the development of stronger cognitive skills and much deeper processing. It results in critical but healthy reflection and evaluation of thinking. Based on this, we can understand the interventions group learners shown a significant improvement in their metacognitive vocabulary learning strategies in their lexical comprehension test after they had trained. Therefore, based on the above evidence, we can summarize that metacognitive vocabulary learning strategies and lexical knowledge test indicate improvement over all their lexical knowledge of the interventions group. Many scholars stated as metacognitive learning strategies help students to improve their skills. Based on this, the level of reliability of both tests were measured and the reliability of the pre-course test was found to be 4.88, and the post-course vocabulary learning skills use tests was found to be 8.81. This is confirmed to be reliable as it is greater than 0.7. Therefore, in the main study, Cranach's alpha method was

applied to determine the level of reliability of the test (before and after the lesson) for measuring the use of vocabulary learning strategies. To be sure of the homogeneity in the groups regarding lexical knowledge of the book that they were supposed to study during the experiment, a vocabulary achievement test was developed and used. The reliability and validity of the vocabulary test was checked and administered to the subjects. The result of the vocabulary pre-test showed that there was no significant difference between the control and experimental groups in terms of lexical knowledge to be taught in the experiment period. The number of the students in the control was 52 and there were 52 subjects in the experimental group.

4.2. Analysis of pre and post test results of the treatment group:

The researcher took 52 students for the treatment purpose, which was pre intervention and post- intervention vocabulary learning strategies. In this section, the treatment groups' result was compared and contrast with their vocabulary learning scores in the post test. Here, the main purpose of this comparison was to make sure where students in the training group show progress in their vocabulary learning comprehension test or not, after they have trained metacognitive vocabulary learning strategies on their lexical knowledge and attitudes for six week: Metacognitive strategies, cognitive strategies, affective strategies, social strategies, compensation strategies and memorization strategies ,on the other hand, guessing the meaning, filling the gap, spelling or word correction, lexical meaning. The researcher computed a paired samples t-test to compare the pretest and post test scores of the experimental group based on the given vocabulary learning strategies.

Table 4.5: The pre and posttest results for control group

Vocabulary or lexical learning strategies 20 %	Test	N	Mean	Std. Dev.n	Std. Error.m	Paired difference			t-value	Ddf f.t	Sign (2tailed)
						M	Std. Dev.n	Std. Error.m			
	Pre	52	5.77	2.129	0.295	0.750	2.833	0.400	1.876	51	0.066
	Post	52	5.02	2.364	0.328						

In the table 4.5, the comparison between the pretest and post test result of the control group in metacognitive vocabulary learning strategies. The pre and post-test results of this group were calculated 5.77 and 5.02 with the standard deviation of 2.129 and 2.364 respectively. In addition, the mean difference of the pre and post-test result is 0.295 at standard deviation of 0.328. Concerning t-value and p-value (2-tailed), it was (t= 1.876 and p= 0.066 respectively).

From the above data, the result indicated that there are no any statistically significant difference ($t(52) = 0.066$ $a < .05$) between the pre-test and post-test mean scores of the subjects in the control group in this metacognitive vocabulary learning strategies. In relation to vocabulary learning strategies, Sanaoui (1995) reported that there were two approaches to vocabulary learning among students: a systematic approach and an unsystematic approach. In systematic approach learners were more organized and independent, used extensive records of lexical items, and reviewed words more often. In unsystematic approach, learners were dependent on the course, used minimal or no records of lexical items, and reviewed words little or not at all. This means that the control group students didn't show any progress in metacognitive vocabulary learning strategies after they have learned vocabulary. The students haven't got systematic learning approach and record the same result in pre and post test program in their metacognitive vocabulary learning.

4.3. Analysis of pre and post test results of the control group

All members of the control group (52 students) took both the pretreatment and post treatment vocabulary learning strategies test. So, in this section the vocabulary learning strategy pretest scores of the control group compared with their vocabulary learning results in the post test. The main objective of this comparison was to check whether there were statistically significant differences between the pretest and posttest scores of the control group or not after they had learned vocabulary for 36 hours through the metacognitive vocabulary learning strategies to enhance their lexical knowledge. Here, the researcher focused was not to talk about the vocabulary learning strategies improvement that might be encouraged by the control group students after they had trained vocabulary learning strategies, but the researcher conducted this comparison to note the extent of vocabulary knowledge improvement that can be brought the treatment group learners after they have trained vocabulary learning strategies.

Metacognitive strategies has been emphasized by O'Malley, Chamot, Stewner-Mazanares, Russo, and Kupper (1985, p. 561) by stating, "Students without metacognitive approaches are essentially learners without direction or opportunity to review their progress, accomplishment, and future directions". If students are not learning in metacognitive strategies cannot simply be defined as thinking about thinking. Therefore, learners who are metacognitive not aware and know what to do when they do not understand. Following this, they are not determining and choice strategies to define a difficult situation and investigate alternative solutions on the time or in the future. Moreover, students are not evaluating the

given vocabulary comprehension test. Finally, the researcher computed a paired samples t-test to compare the pretest and post test scores of the control group based on the given test.

4.4. Analysis of Data Obtained through questionnaire for experimental students

This study aimed at investigating the effect of training on metacognitive vocabulary learning strategies on students' lexical attitudes in the classes of the selected secondary school of Bench Sheko zone, particularly kuja secondary school in focus. To do this, the questionnaires on students' lexical attitude of metacognitive vocabulary learning strategies in EFL classroom were devised. With regarding to its components, the result of data analysis, finding and discussions of the study were treated under this section respectively.

4.4.1 Analysis and interpretation of Data

The data obtained through questionnaire is presented with the help of tables. The data starts with the background information of the subject before analyzing the main data.

4.4.2. Background Information of the study

There are four different sections grade 9 students, A, B, C and D and students of each sections are A=53 B=52, C=52 and D=52 totally there are 209 grade 9 students. From these, grade 9B were assigned in the experimental group, whereas students who learn section 9C would be control group. Students who learn in grade 9B were assigned in the experimental group, and the researcher was designed questionnaires. We regard to the sample of experimental students' (52), 53.84% of them are males and the rest 46.15% are males. The majority of them range from 14-21 years of age.

The written questionnaire is to determine the level of vocabulary learning attitudes or opinions used by the students of the experimental group before the training, and to find out whether the results of the post-school vocabulary test actually improved the students' skill use or the effectiveness of the training. The written questionnaire was slightly modified from the questions prepared by Oxford (1990) to fit this study, and it was prepared on a five-point Likert scale and classified under the six main vocabulary learning skills (memory, compensatory, cognitive, metacognitive, social and affective/emotional control vocabulary learning skills), and the detailed skills included in the training. They were based on 20 closed questions in the experimental study, 20 closed questions in the main study, and only the students in the experimental group completed pre- education. The 20 detailed skills presented

in the written questionnaire were divided into three main metacognitive vocabulary learning strategy categories to facilitate analysis. That is, they are divided into planning (1-3), monitoring (4-17), and Evaluation (18-20) vocabulary learning skills.

Table 4.6: The study participants' information of the experimental groups.

No	Grade level	Sex		
		Male	Female	Total
1	9B	28	24	52

The above table indicates the biographic information of the study participants was the intervention group. Twenty eight male and Twenty four female, totally fifty two participated in the research as experimental group.

4.4.3 Analysis and interpretation of data obtained through questionnaire

Students' responses on questionnaire about their lexical attitudes of metacognitive vocabulary learning strategies, the extent to which they train metacognitive vocabulary learning strategies in the class were analyzed and presented.

Table 4.7: Students metacognitive vocabulary learning strategies use

No	Metacognitive vocabulary learning Strategies		I Always use it	I usually use it	I use it sparingly	I use it rarely	I never use it
1	I set my own goals before starting any activity that study new words by forming sentences to remember them easily.	Frequency	4	17	22	9	3
		Percentage	7.6	32,7	42,3	11.5	5,7
2	I review my own English vocabulary cards for reviewing before the next lesson starts.	Frequency	9	15	24	3	1
		Percentage	17,3	28.8	46.1	5,76	1,92
3	I would predict the difficulties encountered and the ways of solving it.	Frequency	5	21	22	1	3
		Percentage	9.6	40.3	42,3	1.92	5.76
4	I interpret English synonyms or antonyms words directly into my native language.	Frequency	19	26	4	3	—
		Percentage	36.5	50	7.69	5.7	—
5	I evaluate whether I have achieved the goals (learned words at the end of activities)	Frequency	7	17	21	7	
		Percentage	13.4	32.7	40.3	13.4	

As shown in the table, most students set their own goals before learning and new words (42.3 & 32.7%) sparingly and usually respectively. while students (7.6 & 5.7%) always and never

use new words respectively to this idea. and 46.1 & 28.8 % of students sparingly and usually use English vocabulary cards before the next lesson regarding this. This implies that most students use their vocabulary learning by reviewing before the actual lesson.

In the same method, about (17.3%) of the respondents answered always to the idea, whereas (1.92 %) of the students responded that they never reviewed the lesson. (42.3 & 40.3 %) of students use sparingly and usually use strategies that encounter difficulties respectively to the idea. On the other hand, few students (5.76%) rarely use way of the problem related to difficulties. (50 & 36.5 %) of students also gave responses usually and always to interpret English words directly in to their mother tongue. So, this result manifested that most of the students assume that language interpretation plays an important role in their lexical skills. Parallel to this, most students 40.3 & 32.7 %) of students respond use sparingly and usually evaluate their learning goal whether achieved or not respectively. However, only (13.4 & 13.4%) said they always and use it rarely use evaluation method to achieve their task.

Table 4.8: Students used for Cognitive Strategies

No	Cognitive Strategies		I always use it	I usually use it	I use it sparingly	I use it rarely	I never use it
1	I read stressed and unstressed words and reorganize the words to make different sentences.	Frequency	8	18	22	4	2
		Percentage	15.38	34.61	42.3	7.7	3.8

Table 4.8 indicates that, most students (42.3 & 34.61 %) sparingly and usually use words by stressed and unstressed as well as they recognize to make different sentences. Moreover, (15.38%) responded use always it, but few of them (7.7%) rarely used usually stressed and unstressed words to make sentence. From this, (3.8%) of respondents never use such strategies. This implies that the most of students use their sparingly use stressed and unstressed words to construct sentences.

Table 4 .9: Strategies for memorization strategy

N o	Memorization learning Strategies	Vocabulary		I always use it	I usually use it	I use it sparingly	I use it rarely	I never use it
1	I can train my memory by learning short passages and poems		Frequency	16	23	11	2	—
			Percentage	30.7	44.2	1.9	3.8	—
2	To remember the words, I have learned by their word parts (e.g., nouns on the one hand, verbs and		Frequency	9	15	24	3	1
			Percentage	17,3	28.8	46.1	5.76	1.9
3	I summarize the way of learning vocabulary.		Frequency	5	21	22	2	2
			Percentage	9.6	40.3	42.3	3,8	3.8
4	I evaluate my vocabulary learning strategies to find out the problems that exist and the way of solving them		Frequency	6	14	19	9	4
			Percentage	11.5	26.9	36.5	17.3	7.69

As shown in the above table, most students (44.2& 30.7%) students replied usually and always can trained their memory by learning the passage and poem respectively. On the other hand, few students (3.8 & 1.9 %) sparingly never use this respectively to this idea. This implies that, most the students use their memory by training the given passage and poem by heart. In the same method, about 46.1 & 28.8 % of the respondents answered sparingly and usually used remembered words by their word part. To summarize the way of learning, (42.3 %, 40.3 %)) of them responded sparingly and usually use respectively to the idea. Besides this, (36.5 & 26.9 %) of students' replied sparingly and usually used to evaluate vocabulary learning strategies to find out and solve problems respectively. Only (17.3%, 15.5%) said they don't usually use it and always vocabulary learning strategies and come up with problem solvers respectively. Regarding this, the result clearly indicates that, most students do not evaluate their vocabulary learning strategies and solve the hinders.

Table 4.10: Strategies for Compensation Strategy

N	Compensation Vocabulary Learning Strategies		I Always use it	I usually use it	I use it sparingly	I use it rarely	I never use it
1	I organize the activities using techniques that facilitate the learning of new words (e.g. drawing, writing, and singing, drawing concept maps, counting).	Frequency	1	3	35	10	3
		Percentage	1,9	5.7	67,3	19.2	5.7
2	I try to guess the meaning by looking for contextual clues (words around the unknown words).	Frequency	3	15	24	9	1
		Percentage	5.7	28.8	46.15	17.3	1.9
3	I use nonverbal actions when learning words.	Frequency	1	21	22	3	5
		Percentage	1.9	40.3	42.3	5.7	9.6
4	I learn the meaning of words by identifying it's parts of speech.	Frequency	11	13	20	3	5
		Percentage	21.15	25	38.46	5.7	9.6
5	I know some new words when working in group works (compensation strategy)	Frequency	24	26	2	—	—
		Percentage	46.15	50	3.8	—	—
6	I use a bilingual dictionary to help me translate English words into my mother tongue.	Frequency	18	23	7	4	—
		Percentage	34.6	44.2	13.46	7.69	—

As the above table displays the data collected on the sample, the majority of the sample students' (i.e., 67.3& 19.3%) use sparingly and use rarely “ organize the activities that the learning of new words” respectively. Besides, (5.7 and 1.9 %) of them usually and always use this statement respectively. 5.7% of students also selected the rating scales never.

As revealed from item no.2, (46.15 & 28.8 %) of the participants use sparingly and usually with the statement: “I try to guess the meaning by looking for contextual meaning”. The table also displayed 17.3% of respondents who selected the rating scales don't use usually guessing meanings depending on their contextual clues. (1.9&1.9%) of the participants of the study always and never use the contextual meaning respectively.

Item 3 showed that none of the respondents rated the scales sparingly and usually used. 42.3 & 40.3% of participants responded respectively by: “ I use nonverbal actions when learning words”. Whereas, 5.7 % also selected the scaling rate of don't use usually, but 1.9 % of respondents also never used nonverbal languages.

The fourth item was stated as, “I learn the meaning of words by identifying it's parts of speech”. (38.46, 25%) respondents were used sparingly and usually with this statement. In addition, 21.15% of them responded always used to identify parts of speech. (9.6& 5.7%) never and not usually used to identity parts of speech respectively.

Item 5 stated that; “ I know some new words when working in group works”. Although 46.15% of the respondents always use it, 50% of respondents also usually work in groups to know new words. On the other hand, 3.8% used it sparingly. This implies that the most of students used group work to know new lexical words.

According to item 6, it can be clearly seen that (44.2 &34.6%) of the respondents usually and always used a bilingual dictionary to help them translate English words into their mother tongue respectively. In addition, (13.46 &7.69 %) of them responded sparingly and didn't use a bilingual dictionary to translate English words into their mother tongue respectively. However, there is not one who never uses a bilingual dictionary.

Table 4.11: Strategies for Affective strategy

No	Strategies for affective strategy		I always use it	I usually use it	I use it sparingly	I use it rarely	I never use it
1	I made a mistake in vocabulary learning.	Frequency	35	14	3	—	
		Percentage	67.3	26.9	5.7	—	
2	I am not worry very much about the difficult words found when reading or listening. I	Frequency	—	1	5	21	25
		Percentage	—	1.9	9.6	40.3	48.07

From the sample students' responses, table 5, it can be clearly shown that (67.3 & 26.9 %) of the respondents always and usually have made a mistake in vocabulary learning respectively. Additionally, 5.7% of respondents sparingly made a mistake in vocabulary learning.

According to item 2, (48.07 & 40.3 %) of respondents never and did not use usually the difficult words found when they read or listened to respectively. It implies that, many of the students were likely to worry about the difficulty word. Moreover, (and 9.6&1.9%) of respondents sparingly and usually worry very much the difficulty of words respectively. As has been seen from the above table there are no any respondents who selected the rating scale always.

Table 4.12: Strategies for social Strategies

No	social strategy Vocabulary learning items		I always use it	I usually use it	I use it sparingly	I use it rarely	I never use it
1	To develop my vocabulary skills, I practice cooperation with my friends (Social strategy)	Frequency	8	17	12	12	3
		Percentage	1.5	32.6	23.6	23.07	5.7
2	I ask the teacher to translate the word in to my native language (Social strategy)	Frequency	13	14	16	9	—
		Percentage	25	26.9	30.7	17.3	—

As shown in the table, most students (32.6% & 23.7%) of the sample of English students use usually and sparingly to develop their vocabulary skills and practice cooperation with their friends respectively. Though the percentage of the respondents who don't use usually statements was 23.07%, 5.7 % of the sample showed they never developed vocabulary skills with their friends. Only 1.5% of them selected the scaling rate always to develop vocabulary skills through cooperative work. This indicated that, the majority of the participants of the study considered developing vocabulary skills and practicing cooperative with their friends.

Item 3, showed that there are no respondents who asked the teacher to translate words in to the native language. The percentage of the respondents who sparingly and usually with this statement were 30.7% and 26.9% respectively. Additionally, 25% of the sample students indicate always with this statement. And also, the percentage of the respondents who don't usually ask the teachers regarding translation 17.3%. As it is shown, many of the students stated that they were asked by their teacher to translate the word. Oxford et al. (1990, p. 210) in their studies of six cases found that "Strategy training can enhance both the process of language learning (the strategies or behaviors learners use and the affective elements involved) and the product of language learning (changes in students' language performance)." They also claimed that the training has some positive effects on the teacher. To sum up, as we can see, from the above results students have positive out-looks towards their metacognitive vocabulary learning strategies in relation to improving their lexical knowledge, by planning, monitoring and evaluating themselves.

4.5 Discussion of the result

In order to implement metacognitive vocabulary learning having lexical knowledge about the strategies alone is not enough. Students attitude towards the vocabulary learning strategies play a significant role in influencing the training of vocabulary learning positively or negatively. Majority of the students responded that they positively influence the strategies. Based on the findings of this study, it is concluded that there is a:

- Very strong positive relationship between secondary school students' attitude (meta-cognitive, cognitive, memorization, affective, social and compensation) towards meta-cognitive vocabulary learning strategies and their English vocabulary knowledge (meaning of new words), whereas there is a strong positive relationship between their attitude (meta-cognitive, cognitive, memorization, affective, social and compensation) towards vocabulary learning and their breadth of English vocabulary knowledge (translation of words);
- Moderate positive relationship between secondary school students' attitude (cognitive, affective and behavioral) towards vocabulary learning and their English vocabulary knowledge.
- Moderate positive relationship between secondary school students' attitude (cognitive, affective and behavioral) towards vocabulary learning and their fluency of English vocabulary knowledge.

To sum up, as we can see, from the above results students have positive out looks towards their metacognitive vocabulary learning strategies in relation to improve their lexical knowledge, by planning, monitoring and evaluating themselves.

Chapter Five: Summary, Conclusion, and Recommendation

This chapter contains summary, Conclusion, and recommendation. In this chapter, a summary of the thesis and the major findings were described. Conclusions also crucial findings were drawn. Finally, some important recommendations were forwarded on the basis of the findings of the research.

5.1. Summary of the Major Finding

The key findings in this research were that investigate the effect of training on metacognitive vocabulary learning strategies on students lexical knowledge and attitudes. Kuja Secondary School which is found in South West Ethiopia Region Bench Sheko Zone, especially in Gura Ferda District. The study was conducted in school. The samples were selected among a total population of two hundred nine grade nine students in the school. The data gathered through tests and questionnaires. The method of data analysis was quantitative. The test and questionnaire data were numerically analyzed by tabulating and expressed the scores in numbers, percentage mean, standard deviation and the like. Then interpret the outcomes in words.

- ★ The results from all data analysis indicate the EFL students were focused on some vocabulary learning strategies in the EFL classroom. Those are:
 - Moderate positive relationship between secondary school students' attitude towards vocabulary learning strategies (metacognitive, cognitive, memorization, affective, social, and compensation) and their English vocabulary knowledge.
 - Moderate positive relationship between secondary school students' attitude (metacognitive, cognitive, memorization, affective, social, and compensation) towards meta-cognitive vocabulary learning strategies and their fluency of English vocabulary knowledge.
 - Encouraging them to study new words by forming sentences and also review them before the next lesson.
 - Set their own goals to learn vocabulary learning strategies.
 - Develop their vocabulary skills and practice them with their peers.
 - Construct sentences and avoid frustration when they have learned
 - Vocabulary learning to improve their lexical knowledge and attitudes.
 - Evaluate whether they achieved their learning goal or not yet.

The most important Metacognitive vocabulary learning strategies to teach in EFL classroom:

- ★ Guessing meaning from the context
- ★ Finding out meaning by using a dictionary
- ★ Creating word associations and making the words visual
- ★ Use collaborative learning or cooperating with peers
- ★ Encourage students to train students inside and outside the classroom and do exercises with their classmates.

The findings also show that the pedagogical effect of training on metacognitive learning strategies in EFL classrooms is to:

- ❖ Modeled strategies to learn
- ❖ Assist the students to actively work in cooperation
- ❖ Lowering anxiety
- ❖ Motivate the students to use the English language
- ❖ Help the students to train in the classroom and out of class

The findings indicate that there was significant difference between the control and experimental group on the pre-test lexical knowledge scores. However, the post-test lexical knowledge result indicates that there was statistically significant difference between the control and experimental groups, favoring the latter. In addition, there was significant difference between the control group and experimental group students' achievement in Lexical knowledge and attitude towards their vocabulary learning strategies.

5.2 Conclusions

The major issue of the present study was to investigate the effectiveness of metacognitive strategies training on vocabulary learning of the EFL students in Kuja secondary school. As it was shown, the experimental group outperformed the comparison group on the vocabulary achievement test. Thus, the effect of metacognitive strategy training seems to have contributed to the improvement of students' vocabulary learning. It was found that the training in metacognitive vocabulary learning strategies contributed to improving their vocabulary skills. Metacognitive vocabulary learning strategy training does have a significant effect on EFL students' vocabulary knowledge reflection.

In positive influence the knowledge of vocabulary learning tools, as implied by Chamot and O'Malley (1994). Metacognitive Vocabulary strategy training will have a positive effect on the development of vocabulary knowledge of EFL students. Meta-cognitive vocabulary strategy training and practice the experimental group will receive about how to plan their Vocabulary strategy training, select specific goals with in a time period, and select the most appropriate vocabulary learning strategy among a repertoire of strategies.

To sum up, meta-cognitive vocabulary learning strategies were trained on students to achieve their lexical knowledge and attitudes. It also paved the way for learning vocabulary by asking a peer and a teacher, grouping and imagery guessing the meaning from the context, summarizing and practicing, and paraphrasing meaning in different strategies. Ktheir own vocabulary learning strategies and realize to be revised the given interventions. Learning strategies on EFL Learners' can be more conscious about the deck of strategies to evaluate the learning process he has improved and expanded their lexical knowledge and Attitudes. Besides, he would conclude with reflection and show problems as well as show instruments and methods of analysis.

5.3. Recommendations

The finding of the study shows that the procedure to investigate the effect of metacognitive vocabulary learning strategies on students' vocabulary knowledge and attitudes. This is manifested as the outcomes of metacognitive vocabulary learning strategies in lexical knowledge tests and lexical attitudes questionnaires in developing their metacognitive vocabulary skills. Therefore, based on this evidence, some recommendations are made:

- ✓ The school should adjust the program to support students per week, and EFL teachers to discuss in order to minimize the skill gap on students' lexical knowledge and attitudes.
- ✓ Students to teach each other how to use their metacognitive vocabulary learning strategies.
- ✓ EFL teachers should give emphasis on teaching students to use metacognitive vocabulary learning strategies in the classroom.
- ✓ EFL teachers should work on their students' lexical knowledge and attitude towards vocabulary

Generally, the researchers advocate metacognitive vocabulary learning strategies are applied in the classroom by drafting course action plans or teaching manuals.

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Appendixes

JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Metacognitive Vocabulary Learning Strategy Training Manual for Grade Nine Students'

Appendix-A: Overview of Training tool for experimental groups

This tool was prepared to train grade 9B students for only treatment group to investigate the effect of metacognitive vocabulary learning strategies on students' lexical knowledge and attitudes. The main objective of adapting or preparing this manual was to help the training group students develop lexical knowledge and attitudes by using metacognitive vocabulary learning strategies.

The teacher was selected for the experimental group of study to implement vocabulary learning skills and also gave training by using this manual for three months (From March – June, 2024). The experimental group was trained based on the designed manual, whereas the control group was conducted in the normal class or usual teaching way. After pretest, for the experimental group, participants received Vocabulary learning Strategies training for six consecutive weeks. The intervention consists of 12 sessions, lasting 6 weeks.

Objectives of the Training tool

At the end of this training the treatment group students will be able to:

- Comprehend the given lexical words by using metacognitive vocabulary learning strategies
- Summaries the metacognitive vocabulary learning strategies, using new words in in context, grouping word parts ,(identify parts of speech), stressed and unstressed words, construct words, clauses and sentences, using dictionary, using translation by using planning ,monitoring and evaluating strategies.

Section one: General introduction of this section

1. **Vocabulary learning skills Judgment:** To have a general understanding of the nature and use of vocabulary learning skills. Vocabulary learning skills of the second language students' can easily learn new words in the second language learning process. They are strategies that used to help themselves and keep records.

2. Types of vocabulary learning skills

Direct skills Learning Strategies

It directly helps them to learn the words of the target language while performing tasks teaching tool (text) .Direct skills students are directly involved in the language learning process and use the vocabulary skills to teach words. They are Memory skills, mental skills and compensatory skills.

First, to introduce vocabulary learning skills to students

The following tasks are completed in each strategies are done first.

- ★ Be asked to explain effective learners how to use Vocabulary skills.
- ★ Note writing on the board the strategies used by effective students;
- ★ **wers given by the students under the elementsClassify the ans**
- ★ A clear explanation of the reliability, utility and application of each method.

Part One: Vocabulary Skills Training

Using new words in context: This is clever at the same time to expand students' vocabulary because; it helps to learners to understand meaning. Use words in different contexts leads to remember for a long time. The ability to use the new words you have learned by yourself in different contexts to memorize the words for a long time to use the following words in different contexts and show your own work.

Activities: cereals, diary, meat, fish, vegetables, fruit, sweets

Do you have questions about the strategies? I am proud of you. You should be proud of yourselves.

What you have learned to understand the meaning of words and keep them permanently in your mind.

Part Two: Vocabulary Learning Strategies

□ Group work: - This Strategies you once learned remember to use words that have the same content, to facilitate memory by connecting with your mind. It's a strategy that works for you.

To use the skill of grouping, for example, put related words together orally For example, put nouns or verbs together, in divorce their similarities or their opposite, someone about something Words used to express feelings together by assigning you can use.

□ How to use the grouping strategies from your textbook after working on some of the words you have learned before, another one When I remember to use them in their word parts and grammar I'll show you when I'm bored. Please take a page from your text book 63 reveal and follow me.

Activities: attract, attraction, attractive

<u>verb</u>	<u>noun</u>	<u>adjective</u>
attract	attraction	attractive
educate	education	educated
enjoy	enjoyment	enjoyed .

Activities:

<u>OOO</u>	<u>OO</u>	<u>OQOO</u>
radio	handsome	celebrity
media	lifestyle	television

Activities-Work in pairs to say each words aloud and decide which group the word belongs to as in the example.

successful	election	beggars	presenter
introducing	artistic	famous	musiician
professional	dedicated	limelight	compassion

□ Using the strategies together, we will train on the following words and show them the solutions stressed and unstressed words when they are read. Please take a page from your text book 183 open .and follow me

Activities:

1st syllable	2nd syllable	3rd syllable	4th syllable
present	permit	photograph	comunicate
helpless	relax	example	information
begine	object	conceptual	remarkable

Everyone in our class is present today. (adjective)

She gave her friend a lovely present. (noun)

The student will present their speeches on Monday. (verb)

What problems did you encounter while applying the strategy?

How about the problem you encountered? Did you solve it?

Is the strategy useful in understanding the meaning of the word you have learned?

Is the strategy difficult to implement?

What did you learn about vocabulary from your classmates?

Do you know when and why to use the train of stressed and un stressed vocabulary learning strategy?

activity: put the word in below into columns according to the stressed syllable.

breakfast	begin	september	university	newspaper
-----------	-------	-----------	------------	-----------

magazine	machine	family	prepare	understand
----------	---------	--------	---------	------------

e.g-1st syllable	2nd syllable	3rd syllable
------------------	--------------	--------------

breakfast	-----	-----
-----------	-------	-------

How many syllables are there in each one?

Underline the stressed syllable in words with more than one syllable.

Say the words with the correct stress.

Ask if you have any questions while using the strategies.

I am proud of you. You should be proud of yourselves. It helps you to understand the meaning of new words. You have used unique practice techniques.

You have taken advantage of it.

Part four: Vocabulary learning strategy training

Translation

☐ Translating: English language words into native language Amharic words by translating from the mother tongue (English to Amharic language)

It is a strategy used to understand the meaning of new words.

☐ How to use the translation skill to find the meaning of the words in English?

I will show you that I have not translated into Amharic language to understand.

Please attend a page from your textbook and follow me.

Example:Famous: tawaki, Maize: Bokollo , Information:Mereja, Inovation:Fetera

Using the strategy together, we will work to understand the meaning of the following words and translate them into Amharic language

Activitise: the most rugged mountain,hospitality and harmony, water tower,well-known,dialects,
(Textbook page, 34 taken from the passage)

What problems did you encounter while applying the strategy?

The problem you have how did you solve it?

Is the strategy useful in understanding the meaning of the word you have learned?

Is the strategy difficult to implement?

What did you learn about vocabulary from your classmates? Do you know when and why you use translation skills? To understand the meaning of the following new words using translation skills Individually, in pairs and in groups, translate it into Amharic and show them.

Ask if you have any questions while using the strategy.

Tasks: to visit, to benefit, to tour, to travel (grade ninth students text book page, 33.

-Can you show me how you used the strategy?

Using a translation strategy or your own translation strategy by creating, for example, translating from English to Amharic or another language show yourself that you have worked to understand the meaning of the following words in the future, using the translator that is convenient for yourself.

Using the following words to understand the meaning. So do it yourself.

Activities: skyscrapers, outdoor, underground, etc

-Do you have any questions about the strategies?

Students, you did a great job today.

To understand the meaning of new words, I used the translation strategy for you. Monitoring and evaluation to control your understanding of the meaning of words you used strategies.

Part five: Vocabulary learning strategies training : note taking

□ Note taking :The new words that you get in different situations record and use a word. In a notebook training reading or listening to divorce by recording, looking for their use from different sources. It's a great way to improve your vocabulary learning strategy.

□ To use note-taking skills when students take notes. For example, the definition of new words in the Amharic language in the native language.

Do you know when and why you use note-taking techniques?

□ Using the technique of note taking, the following words in English language their equivalent definition, Similar and opposite meaning in Amharic language. Find out how to use them individually, in pairs and in groups

□ Use the strategies in group which related to the poem law of the jungle and encounter the new words while reading and record in our note book. (Textbook page, 205)

The words in their own language without looking at the usage or dictionary studying and keeping records of equivalent divorce etc. It includes conceptual meaning, parts of speech synonyms, antonyms and so on.

Conceptual meaning is a semantics refers to the abstract, underlying ideas or concepts associated with words or expressions. It is also called logical or cognitive meaning. It is the basic propositional meaning which corresponds to the primary dictionary definitions.

Example: Consequence= outcome

artificial=not real, manufactured

difficult= not easy, hard to do or understand

lead= to go in front of

love=deep affection, strong emotional attachment.

What problems did you encounter while applying the strategy?

How about the problem you encountered? Did you solve it?

Is the strategy useful in understanding the meaning of the word you have learned?

A part of speech or word classes is a category that describes the role a word plays in a sentence which can help you analyze how words function in a sentence, construct good sentences and improve your writing.

	parts of speech	function(job)	example of words	example of sentences
1	Verb	action or state	to(be), have, do, like, work, ...	I like sport club.
2	Noun	things or person	pencil, hen, town, work, house, ...	this is my hen she lives in Jimma
3	Adjective	describes a noun	big, good, yellow, small, ...	my dogs are small.
4	Determiner	limit or determines a noun	a, an, the, some, many, ...	I have two goats and some hens.
5	Adverb	describe a verb, adjective, ...	quickly, silently, well, very	my dog eats

				when he is very hungry.
6	Preposition	links a noun to another word	to,at,after,on,but,...	we went to school on monday.
7	Pronoun	replace a noun	I,you,he,she,...	Aster is American, she is pretty.
8	Conjunction	join clauses/sentences or words.	and, but,when,...	John and kedir had come to my home.
9	Interjection	short exclamation	wow,oh,	oh! I forget to a turn off light.

#Moreover, here are some example of sentences made with different English parts of speech.

Noun	Verb
Helen	Walks

Noun	Verb	Verb
Selam	Is	Sleeping

Pronoun	Verb	Noun
She	Likes	Dogs

Noun	Verb	Noun	Adverb
Chalitu	Speaks	French	Well

Noun	Verb	Adjective	Noun
Dawit	Speak	Good	French

Pronoun	Verb	Preposition	Determiner	noun
She	Ran	To	The	station

pro.	Verb	adj.	Noun	con.	pro.	verb
She	Wants	Small	Cats	but	I	hate

Here a sentence that contains every parts of speech.

Is these vocabulary learning strategy difficult to implement?

What did you learn about parts of speech from your classmates?

-Ask, if you have any questions while using the strategy.

Activities:

1. My work is easy.
 2. Are you well?
 3. Every one come, but Aster.
 4. He likes big animals, but I dislike.
- Can you show me how you identify the parts of speech?
Please open your book on page 81 and follow me.

Find it from different sources in your note book and show your work.
- Have questions about the strategies?

Part Six: Monolingual dictionary Learning Training

Using Integrated Vocabulary

The main purpose of training in the use of lexical vocabulary; To help them use appropriate monolingual learning dictionary Words which develop students lexical skill by promoting independent vocabulary learning. It's able to use one language well.

To help students usage of monolingual learning dictionary Words (English-English) to promote lexical skill or to help you by creating a situation where they develop, especially words with their appropriate meaning.

To build their confidence and experience when you use monolingual learning dictionary Words and meet them once or in class by giving you more information about the new words you have learned. It is to help them develop their vocabulary learning.

Use of monolingual learning vocabulary: So much for learning new words. It is a useful and factual resource. When students use vocabulary using a dictionary written in the common language (Amharic-Amharic).

It will help you expand your vocabulary better. Monolingual Learning Dictionaries are learners should progress from a bilingual dictionary to a monolingual one as they become more proficient in the target language. Monolingual students are able to learn a second language quickly. Monolingual

English sentences were used and mixed Amharic and English utterance were excluded from the analysis, (for example, from English to Amharic, from Amharic to English) dictionary always gives us the word in the native language. It's just an equivalent definition.

Monolingual dictionary learning or Amharic-Amharic dictionary learning the meaning of sentences depend on the words, for example, similar, opposite meanings and the oral part or it includes other more explanations of words to separate normal meaning and you identify the Usage to help you to know the language especially in writing strategy.

□ How do I use the skill of a monolingual dictionary learning?

English Dictionary of Ethiopian Historical sites, I will take some words and show you. Copy the dictionary page 33, and follow me.

1. events that existed in the past	2. visit a place	3. extremely good	4. to make interested
------------------------------------	------------------	-------------------	-----------------------

1, Attracted e.g- Ethiopia to attract more foreign visitors.

A concept that is to make someone interested. The term has the meaning given in number 4.

2. Wonderful e.g-I had a wonderful time. The concept Wonder is extremely good, unusual, effective. The word has the meaning given in number 3.

3. Historical e.g- We have so many historical sites in our country.

The concept historical is connected events that existed in the past. The term has the meaning given in number 1.

4. Tours e.g- I went on a 3-day tour of Axum.

The idea in this context tours to visit a place for pleasure. Number 2 shows the meaning of the word

Use the following phrasal words strategy together.

We will work together to find their dictionary meaning.

1. to enter	2. to remove something	3. be watchful
5. to dress	6. to continue	7. to visit someone

Activities:

1. Take off: I took off my jacket when I go to work. The idea in this context contains in number 2.

2. If an aircraft takes off. It contains what is described in number-4

2. Look out: Look out! There is a man coming! The term has the meaning given in number 3.

3. Carry on: Carry on reading your book. The term has the meaning given in number 6.

4. Called on: Yimer called on me a last week. Number 7 shows the meaning of the word.

5. Get in: I got in the bus. The term has the meaning given in number 1.

6. Put on: She put on a new skirt for the dance. It is described in number 5.

What problems did you encounter while applying the strategy? How about the problem you encountered? Did you solve it?

Is the strategy useful in understanding the meaning of the word you have learned?

Is the strategy difficult to implement?

What did you learn about vocabulary from your classmates?

Do you know how to use monolingual Dictionary learning strategies when, how and why?

Using the strategy of monolingual language dictionary learning to find the meaning of the following words and also do your work individually, in pairs, and in groups to show the meaning of the word.

Tasks: Craft, hobby, weaving, dyeing, Cut, Drink, collect, poetry (Learning (Book pp. 38-39).

Use a monolingual language dictionary to find the meaning, part of speech and grammatical usage of the following words and looking for, record it in your notebook and show it to yourself.

Functions: Look at these food adjectives: bitter, sour, greasy, juicy, salty, tasty.

Check their meaning in dictionary , then make a sentence for each one.

e.g- lemons taste very bitter.

-Do you have any questions about the strategies?

Students, you did a great job today.

To understand the meaning of new words, you have used the strategy of using monolingual language dictionary.

Part seven: - Vocabulary learning strategy training

Compensation strategies: These strategies are due to the lack of vocabulary knowledge that helps you to deal with the problems you face in the process of communication. These strategy a more appropriate tool for vocabulary learning.

- ☐ The strategy to guess the meaning of new words from the context.
- ☐ The strategy to guess the meaning of new words from the context, the learner interprets two different pieces of information (knowledge of the language) and it's a strategy that helps you guess the meaning of new words using non-linguistic clues.
- ☐ Using linguistic clues means, for example, to guess the meaning of new words encountered in the process of reading or listening by identifying their parts of speech, identifying prefixes and suffixes, and looking for similar or opposite meanings whereas using non-linguistic clues means inferring the meaning of new words from context based on our prior knowledge /based on background knowledge or general knowledge about the subject.
- ☐ How to use guessing strategy after reading the passage from your textbook the title Our Environment, the following words provide clues to the meaning of what we read, for example, looking for the opposite meaning of the words, identifying the part of the word, identifying prefixes and I will show you suffixes, and guessing the meaning of new words that I encounter. Please open to page-205 of your text book and follow me.

Activities:

-Benefits	-Plan	-Pollution
-Organized	-Disorder	-arrangement

After we have read the passage called the poem, using the skill of guessing together then, We will work together to find the meaning of the following words based on what we read.

Activities:

-Imagine	-Authorities
-Innocent	- Arguing
-Destroyed	-Permission

What problems did you encounter while applying the strategy? How did you solve the problem you encountered? Is the strategy useful in understanding the meaning of the word you have learned? Is the strategy difficult to implement? What did you learn about vocabulary learning from your

classmates? Do you know when, how, and why you use guessing from context? After reading the passage, argue using guessing to define the following new words and show the contextual meaning of them according to the passage? -Do you have any questions about the strategies? Please open to page-161 of your text book and follow me.

Activities:

-Celebrate

-Relations

-Festival

-Declar

- Ritual

- Sacred

I am proud of you. You should be proud of yourselves. You used special method of strategy to help you understand the meaning of new words.

Note: Allow students to ask questions until the end of the lesson (in each process), respond to questions, and remind students of the purpose of using the strategies (to understand vocabulary and control the process of learning vocabulary). Incorporate indirect strategies and problem-solving strategies at each level, including control, evaluation, socialization, and responsibility-taking strategies.

Appendix B: Training schedule for experimental groups

Month	Sections	Teaching Methodology			Teaching Aid	Evaluation	Remark
		Teacher Activities	Time	Students' activities			
April	Preparation	Introducing and makes ground rules Measure their lexical attitudes through questionnaire.	4hrs	Recognizing Taking questionnaire	Words Sheets	_class work _Questionnaire	
		Explain lesson objectives and modeling language learning strategies e.g- use context, dictionary, word parts, syllables, etc.	4hrs 30 min	Identify the strategies and develop their lexical knowledge and Attitudes	Authentic learning task	Test	
		Establish learners' approach to the lesson	5hrs	Participate on the lessons.	Large Print	class work	
		Practicing new vocabulary lesson	4hrs	Asking clarification about the lesson	Words	Pair work	
	Presentation	New vocabulary	3hrs	_ Understand the	Guides	class	
May	Practices	Provide guidance regarding the vocabulary learning strategies	4hrs	Students have worked worked on different activities, e. gap fill in, brain storming, associating, and guessing.	Guides	Test	

		Assimilate the new words, giving them the opportunity to work in groups and clarify understanding.	3hrs	Work in group and clarify understanding.	Dictionary	Group work	
	Evaluation	The teacher understand students 'performance and solve their language problems _giving assessment test	2 hrs	Students reflect on their own vocabulary learning strategy use and make comprehension on the evaluation sheet. -Solve language problems by their own learning and Measure their own vocabulary attitudes and knowledge.	Sentences	_Questionnaire _Test	
	Expansion	The teacher following the given steps based on the vocabulary learning strategy intervention model.	1hrs 30min	Students work with peers			
	Self			Students are given			
June		Analyzing the influence that Metacognitive strategies on lexical competence.	5hr	Take up a result	—	—	

Appendix C: Weekly lesson plan

Kuja Secondary School Daily lesson plan

Teachers name: Simachew Mihretu Grade & section 9B

Date: 12/7/2016 E.c

Lesson Topic: Vocabulary

Topic: vocabulary Time: 1;00

Objectives of the lesson :At the end of the lesson students will be able to describe the general idea of the given task:

- ✓ **Define vocabulary terms & List different words with examples.**
- ✓ **Read different lexical items in the class**

Day	Sections	Teaching Methodology			Teaching Aid	Evaluating	Remark
		Teacher Activities	Time	Students' activities			
Monday	Preparation	-stimulating the students', -Revising the previous lesson -Introducing the new topic -Explain lesson objectives and modeling language learning strategies, -Establish learners' approach to the lesson -Practicing new vocabulary lesson, etc.	10`	-Recognizing -Identify the strategies and develop their lexical knowledge and Attitudes by group -Taking notes, -Participate on the lessons. -Asking clarification about the lesson	-Words -Authentic learning task -Large Print Words	-Class work Test -Pair work	
	Presentation	-New vocabulary learning strategies would be presented and explained by modeling some language samples on how to use the new words, understanding the learning activity instructions.	15`	-Understand the learning activities and taking notes.	-Guides -Chart	-class work	
	Practices	-Provide guidance regarding the vocabulary terms -Assimilate the new words, giving them the opportunity to work in groups and clarify understanding.	15`	-Would be worked on different activities, e. gap fill in, brain storming, associating, and guessing, -Work in group and clarify understanding.	-Guides -Dictionary -Chart	-Test -Group work	
	Self-evaluation	-Giving classwork or -Giving assessment test -Analyzing the influence that Metacognitive strategies on lexical competence.	10`	-Solve language problems by their own learning and - Measure their own vocabulary attitudes and knowledge by doing task. -Take up a test	Sentences	_Questionnaire _Test	

Teacher's name: _____ **Dep.t head:** _____ **Dir.** _____
Sign: _____ **Sign:** _____ **Sign:** _____

Date: _____ **Date:** _____ **Date:** _____

Appendix D: Tests were filled by Students.

Instruction: Please indicate your answer by making a circle in the appropriate letter.

Part one: Read the following sentences and **guess the meaning** of the underlined words.(4 pt.)

1. Literature **records** the up and downs of human life.
a. is taken b. it is written c. it compresses d. keep
2. The enemy soldiers **give up** fighting.
a. started b. finish c. win d. stop
3. My neighbor **looks after** my children when I am away.
a. feeds them b. dresses them c. takes care of them d. punishes them
4. Selam **fitches** some water for her mother after school.
a. takes b. gives c. brings d. washes

Part two: Circle the letter that contains the word that is **unique in meaning** (4 point)

5. a. trouble b. problem c. suffering d. comfortable
6. a. criticize b. blame c. support d. condemn
7. a. editor b. reader c. accessible d. listener
8. a. end b. arise c. finish d. open

Part three: Use the following words to **complete the blank spaces** (2point)

a. essay	b. magazine	c. newspaper	d. paragraph
----------	-------------	--------------	--------------

9. _____ a piece of writing that begins on a new line and contains one or more sentences.

10. _____ a short piece of writing by a student on a particular subject.

Part four: Choose the correct option from the given alternatives (6point)

11. Which one of the following words wrongly spelt?

- A. chief b. recieve c. piece d. believes

12. Which one of the following words correctly spelt?

- a. stopping b. stoping c. biger d. smaler

13.. I can play the guitar, _____ I can't sing.

- a, and b, however c, as well d, so

14. _____ I passed my English exam, I didn't pass Math.

- a, although b, more over c, however d, yet

15. As the battle _____ came at night, he realized that he could not resist.

- a. ranging b. flowing c. scrambling d. fading

16. Of the following words, which one has **two syllables**?

- a. begin b. understood c. prepare d. September

- a. hanging it up b. enlightened c. blow it up d. got it

Part five: Choose the letter that contains **direct or lexical** for each one (4 point)

17. Praise: a cheat b. admire c. look down d. blessed

18. Appointed: a. pick up b. choose c. approved d. selected

19. Flax: a. oil seed b. grains c. fruit d. vegetables

20. Home: a. marriage b. human habitation c. accommodation d. the place where you live.

Appendix-E: Questionnaires for Experimental group students

Choose the answer(s) that best describes your usage.

Description of Standards

1. I always use it 3. I use it sparingly 5. I never use it
2. I usually use it 4. I use it rarely

No	Students attitude towards vocabulary learning strategies	Frequencies of responses				
		I always use it	I usually use it	I use it sparingly	I use it rarely	I never use it
1	<u>Planning</u> I set my own goals before starting any activity that study new words by forming sentences to remember them easily (Metacognitive Strategy)					
2	I review my own English vocabulary cards for reviewing before the next lesson starts (Metacognitive strategies)					
3	I would predict the difficulties encountered and the ways of solving it (Metacognitive strategy)					
4	<u>Monitoring</u> I can train my memory by learning short passage and poem by heart (Memorization Strategy)					
5	To remember the words, I have learned by their words parts (e.g., nouns on the one hand ,verbs and adjectives on the other hand, etc) I grouped them (Memorization Strategy)					
6	I interpret English synonyms or antonyms words directly into my native language (Metacognitive strategy)					
7	I organize the activities using techniques that facilitate the learning of new words (e.g. drawing, writing, sining, drawing concept maps , counting) (compensation strategy)					
8	I read stressed and unstressed words and reorganize the words to make different					

	sentences (Cognitive strategy)					
9	To develop my vocabulary skills ,I practice cooperative with my friends in pairs or groups (Social strategy)					—
10	I ask the teacher to translate the word in to my native language (Social strategy)					
11	I try to guess the meaning by looking for contextual clues(word around the unknown words) (compensation strategy)					
12	I use non verbal actions when learning words (Compensation strategy)					
13	I know some new words when working in group works (compensation strategy)					
14	I think why I make a mistake in vocabulary learning (Affective strategy)					
15	I use bilingual dictionary to help me translate Englishwords into mother tangué (compensation strategy)					—
16	I learn meaning of words by identifying it's parts of speech (Compensation strategy)					
17	I am not worry very much about the difficult words found when read or listening. I pass them simply.(Affective strategy)					
18	<u>Evaluation</u> I summarize the way of learning vocabulary (Memorization strategy)					—
19	I evaluate my vocabulary learning strategies to find out the problems existed and the way of solving them.(Memorization strategy)					
20	I evaluate whether I have achieved the goals (learned words at the end of activity) (Metacognitive strategy)					

Appendix- F: Pre intervention vocabulary learning Test result for the treatment group(grade 9B)

No	Sub	Sex	Result	No	Sub	Sex	Result
1			4	27			6
2			10	28			10
3			6	29			2
4			2	30			2
5			10	31			10
6			8	32			2
7			2	33			2
8			6	34			2
9			6	35			2
10			6	36			4
11			2	37			2
12			4	38			4
13			6	39			4
14			6	40			8
15			6	41			4
16			2	42			6
17			8	43			6
18			2	44			10
19			6	45			2
20			2	46			6
21			2	47			6
22			4	48			2
23			2	49			6
24			4	50			8
25			6	51			4
26			6	52			2

Appendix G:Pre intervention vocabulary learning Test result for control group(grade 9C)

No	Sub	Sex	Result	No	Sub	Sex	Result
1			10	27			4
2			6	28			8
3			8	29			2
4			6	30			8
5			4	31			4
6			6	32			6
7			6	33			6
8			7	34			4
9			5	35			4
10			4	36			8
11			8	37			4
12			8	38			6
13			4	39			4
14			6	40			2
15			4	41			4
16			8	42			6
17			6	43			6
18			11	44			2
19			5	45			5
20			6	46			3
21			6	47			5
22			6	48			7
23			5	49			4
24			6	50			6
25			5	51			7
26			5	52			7

Appendix-H

Post intervention vocabulary learning Test result for the treatment group(grade 9B)

No	Sub	Sex	Result	No	Sub	Sex	Result
1			14	27			6
2			8	28			14
3			6	29			12
4			8	30			18
5			10	31			4
6			8	32			6
7			8	33			8
8			8	34			6
9			12	35			6
10			4	36			4
11			10	37			8
12			8	38			8
13			8	39			10
14			6	40			10
15			12	41			8
16			12	42			6
17			6	43			6
18			6	44			10
19			10	45			4
20			16	46			6
21			7	47			12
22			5	48			12
23			9	49			13
24			11	50			10
25			10	51			14
26			17	52			6

Appendix. I: Post intervention vocabulary learning Test result for the control group(grade 9C)

No	Sub	Sex	Result	No	Sub	Sex	Result
1			4	27			4
2			4	28			6
3			10	29			5
4			6	30			5
5			4	31			5
6			6	32			5
7			6	33			6
8			11	34			4
9			7	35			3
10			4	36			3
11			2	37			5
12			2	38			3
13			2	39			6
14			2	40			2
15			6	41			4
16			8	42			4
17			7	43			5
18			5	44			5
19			9	45			6
20			2	46			4
21			4	47			4
22			4	48			2
23			5	49			6
24			5	50			6
25			4	51			6
26			6	52			5