

**AN EMPIRICAL STUDY OF DIFFERENCES IN THE USE OF
ENGLISH VOCABULARY LEARNING STRATEGIES: THE CASE
OF HIGH AND LOW ACHIEVER STUDENTS IN AGARO GRADE
12 PREPARATORY SCHOOL.**

By

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Requirements for the
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Declaration

I, the undersigned, 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 duly acknowledged.

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Confirmation and Approval

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Abstract

The main purpose of this study was to investigate vocabulary learning strategies employed by high and low achiever students. Sixty respondents (thirty high and thirty low achiever students who were attending grade 12 at Agaro preparatory school in 2009 E.c. were involved in the study. The focus was to investigate similarities and differences in using categories of English vocabulary-learning strategies and types vocabulary learning strategies which are most frequently used by high and low achievers. *A five points Likert scale questionnaire adapted from Gu and Johnson (1996) VLSs questionnaire, and interview Instruments were employed. Data obtained through questionnaire were analyzed using SPSS (version 22.0). The frequency and t-test were used to analyze the data. The frequency was used to describe the information taken from the questionnaire. The t-test (with significant difference level $P < 0.05$) was applied to check if there was a statistically significant difference between “high” and “low” achievers in using each sub-category of vocabulary learning strategies while the data gathered through interview were analyzed qualitatively.* The finding shows that there were differences and similarities between high and low achievers in vocabulary learning strategy use. High achievers use more vocabulary learning strategies than low achievers. Additionally, *High and low achiever students in case of memorizing the meanings and pronunciations of new words they have similar patterns in using vocabulary learning strategies. The most frequently used vocabulary learning strategies were found among the use of three categories namely Cognitive, Memory, and Meta-cognitive strategies, between the high and low achievers. There were no significant differences found in using social strategies.*

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1. Introduction

1.1. Background of the Study

Since one is unable to communicate without words, Vocabulary knowledge is essential when using a foreign language. It plays an important role in expressing our feelings, emotions, and ideas to others. Although it plays an important role, learning it for many students is very difficult task (Krashen, 1998). Vocabulary has always been a crucial part of language learning and teaching. However, vocabulary teaching has not been receptive to problems in the area, and most language teachers have not recognized the great communicative advantage in developing an extensive vocabulary M. J. McCarthy,(1990). Many researchers such as (N. Schmitt and M. MaCarthy, C. B. Zimmerman, (1997) V. F. Allen, 1983, T. Hedge, 2000. H. Jackson and E. Z. Amvela, 2000. A. Maley, J. Morgan and M. Rinvoluceri, 1986. P. Meara, (1980 vol. 13, pp. 221-246,) have said that vocabulary studied have been neglected, and paid less attention and so little importance has been given to vocabulary in modern language teaching. There is a lack of attention to vocabulary T. Hedge, (2000). Furthermore, some researcher gave a notable reason for the neglect of vocabulary that learners themselves do not place considerable significance on vocabulary V. F. Allen, (1983).

Since vocabulary learning is part of language learning and teaching, it is also worth mentioning in the present study that strategies should be indispensable parts of vocabulary learning. It is necessary for language learners to be taught vocabulary learning strategies in order that they can learn how to discover the meaning of new words, how to store them in their memory, how to practice with them and how to expand their vocabulary. These strategies are essential tools for developing communicative competence (M. Williams and R. L. Burden, 1997, E. Tarone, 1983 , J. Rubin and A. Wenden, 1987 , J. M. O'Malley and A. U. Chamot, R. Oxford, 1990). In language learning, it is unavoidable for language learners to deal with vocabulary and vocabulary learning strategies. **With reference to our country**, through an extensive review of related literature and available research works on vocabulary learning strategies, the researcher has noted that except many global researchers, local and regional

researchers in the past have paid only little attention to vocabulary learning when compared with other aspects of language, such as grammar, reading, writing, phonology and etc. The researcher has found four locally conducted studies, on vocabulary learning strategies. Setegn,(2007) , Getinet Gidey (2008). Abebe G/Tsadik (1997) JeylanAman (1999).

Moreover ,as far as the researcher's knowledge concerned , in the context of English as a foreign language (EFL) locally and regionally , it is found that very few research works have been conducted to investigate vocabulary learning strategies used by High and low achiever students at the preparatory level. From personal experience of the researcher, grade 12 Students at Agaro preparatory school, there are a wide gap and great differences between High and low achiever students. Year after year, many students have been complaining about the difficulty of memorizing new words. They have been learning vocabulary in one or more ways. Without paying much attention to English explanation, some read new words together with their L1 meaning next to them. In contrast, some other students pay attention to English explanation and using Oxford dictionary, modern technologies such as electronic dictionary and a Few other students are using guessing the meaning from the context.

This research is thus interesting in investigating the English vocabulary learning strategies commonly used by High and low achiever at Agaro grade 12 students

1.2. Statement of the Problem

It is known that without a good working knowledge of words all language skills: reading, writing, listening, and speaking will be poorly understood. Since students have their own learning styles, they apply different styles and strategies for every language skills and more specifically it is true for vocabulary learning as well . Among the various factors that contribute a lot to a successful learning, using a variety of language learning strategies in general, and vocabulary learning strategies in particular are some. With this regard O'Malley and Chamot (1990) state that meaningful learning and teaching takes place when there is an active involvement of learners in the language learning process. As (Alemu, 1994) stated, successful foreign language learning can be achieved when students participate in the learning process.

Schmitt (1997:215) also states:

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

Therefore, unable to use appropriate vocabulary learning strategies may lead students not to have adequate vocabularies and this in turn also leads them to lose interest in learning English language. Currently, among students in the same class there are high achievers who are successful in language learning and low achievers and unsuccessful language learners.

Grade 12th Students who are high achievers and low achievers at Agaro preparatory school learn vocabulary differently. Without paying much attention to English explanation, some read new words together with their L1 meaning next to them. In contrast, some other students pay attention to English explanation and using Oxford dictionary, modern technologies such as electronic dictionary, and a Few other students are using guessing the meaning from the context.

There are a wide gap and great differences between High and low achiever students. They are always complaining on how to avoid the difficulty of discovering the meaning of new words, storing them in their memory, practicing with them and expand their vocabularies.

Although there are many factors that make students successful or unsuccessful in language learning, using or not using appropriate vocabulary learning strategies might be one among them. Stressing on its importance, methodologists and linguists have increasingly been turning their attention and studied for several decades (Schmitt and McCarthy (2002) Erten & Fan, (2003), Williams, (2008). A number of types of strategies for learning vocabulary (for instance, using guessing from context, using association) have been identified.

In an attempt to assess the locally conducted studies, there are four research works on vocabulary learning strategies.

One is by Setegn,(2007) he has investigated vocabulary learning strategies employed by Somali speaking students. He found out that there is no statistically significant gender difference among learners in using vocabulary-learning strategies except for cognitive strategies.

Getinet Gidey (2008) at Gondar College of Teacher Education has conducted research on vocabulary-learning strategies used by high and low achiever students. He found out that there was a relationship between vocabulary learning strategy use and language learning achievement. The more successful language learners (i.e. high achievers) use more vocabulary learning strategies than the less successful learners (i.e. low achievers).

Abebe G/Tsadik (1997) on strategies of vocabulary learning employed by first year students at A.A.U. The finding indicates that a wide range of English vocabulary acquisition strategies were reported by the target sample students but only few of the strategies were reported to be used by a large number the students.

JeylanAman (1999) on vocabulary learning strategies used by grade 11 students at Menelik II senior secondary school in A.A. He found out that the majority of students seemed rarely use most of the strategies investigated.

Although students at this level learn English for five periods per week for forty minutes, in each Vocabulary Learning, students have no exposure to English VLS inside the classroom which is essential to enhance their vocabulary as well as their English language proficiency and still many of them cannot express their ideas fluently and cannot do English examinations as well.

However, the interest that attracted the researcher is that in the context of English as a foreign language (EFL) in Ethiopia, it is found that no empirical research works have been conducted on vocabulary learning strategies used by high and low achiever students at the Preparatory level is the first reason. The second one is in the above namely specified school context, among students in the same class except a very few, most of them have the difficulty on how to discover the meaning of new words, storing them in their memory to use it at the time of exam, practice with them and expand their vocabularies.

Therefore, most of them have been achieving poor English results. This research is thus interesting in investigating the English vocabulary learning strategies commonly used by high

and low achiever of Agaro grade 12 preparatory school students. Hence, it is hoped that the current study intends to fill the above research gaps.

Although the above researches conducted locally on related topics, the current research differs from those in that:

- The earlier studies reviewed by the researcher most of them were conducted using students at college and universities.
- At zonal grade 12 preparatory school level, no study so far conducted as an empirical research work on vocabulary learning strategies used by high and low achiever students.

1.3. Objectives of the Study

This study has both general and specific objectives.

1.3.1. Main Objective

The general objective of this study is to investigate differences in the use of English vocabulary learning strategies between high and low achiever students of Grade 12 at Agaro Preparatory school.

1.3.2. Specific Objectives

The specific objectives of this study include:

1. To investigate a significant difference between the high and low achieving students in categories of vocabulary learning strategy uses?
2. To identify the vocabulary-learning strategies that are employed by high and low achieving students in learning English.
3. To identify which vocabulary learning strategies are most frequently used by high and low achiever students of Grade 12 at Agaro Preparatory school?

1.4. Research Questions

This research will try to see answers to the following questions:

1. Is there any significant difference between the high and low achievers in categories of vocabulary learning strategy uses?
2. What vocabulary-learning strategies that are employed by high and low achieving students in learning English.
3. Which vocabulary learning strategies that are most frequently used by high and low achieving students of Grade 12 at Agaro Preparatory school?

1.5. Significance of the Study

It is obvious that vocabulary-learning strategies play a significant role in helping students to learn vocabularies easily. This study, therefore, will have the following significances.

- It could help to promote the knowledge of vocabulary learning strategies of students.
- It helps students to apply different English vocabulary-learning strategies so that it will help them in their study of other subjects.
- The teachers can implement the findings of this study to support more high achieving students and encourage low achiever students.
- It familiarizes the strategies to learn the concept and context of words and to create ways in which the learner interacts and actively uses the word meaning.
- For who wish to conduct further researches. it could also serve as a springboard.

1.6. Limitation of the Study

First of all, this was an empirical study that only included a small number of participants. A larger sample from different school at this level would definitely yield more generalizable findings. The sample of the study, which is restricted to Agaro Preparatory school due to time and financial constraints, might not enough to be generalizable representing the overall

Preparatory school students in Oromia region. Hence, it is unlikely to be fully representative of the Preparatory school students' actual vocabulary learning strategies. Secondly, although it was better to use varieties of instruments to get more information, the researcher limited himself to only questionnaire and semi-structured interview which he thought were relevant to the study. Finally, as other studies, the data were collected by using only two instruments which do not reflect a reality because students could have not read the questions carefully but simply circled them. Therefore, there is the danger of participants believing that they use a strategy but it might not necessarily be the case.

1.7. Delimitation of the Study

Although it had been better if the researcher had covered more Preparatory Schools, the researcher is limited only to Agaro Preparatory School because of time and money constraints. The study will be delimited to grade 12 students in Agaro Preparatory School 2009 E.c. This study will focus on differences in the use of English vocabulary-learning strategies by high and low achievers students, social science students and natural science students and male and female students.

2. Literature Review

2.6. Definition of language Learning Strategies

Rubin, (2007) define language learning strategies as "any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information." In a study by Segler, Pain, and Sorace (2001) states they conclude that there is no consensus on a definition of the term language learning strategies. According to Lessard-Clouston (1997) states, language learning strategies, being specific actions, behaviors, tactics, or techniques, facilitate the learning of the target language by the language learner. All language learners, needless to say, use language learning strategies in the learning process. Since the factors like age, gender, personality, motivation, self-concept, life-experience, learning style, excitement, anxiety, etc affect the way in which language learners learn the target language, it is not reasonable to support the idea that all language learners use the same good language learning strategies or should be trained in using and developing the same strategies to become successful learners.

2.7. Vocabulary Learning Strategies

O'Malley and Chamot (1990), confirm that most language Learning strategies are used for vocabulary learning tasks.

Nations (2001:217) argues that a language learning strategy must:

- Involve 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.
- Increase the efficiency of vocabulary learning and vocabulary use.

Hatch and Brown (1995:373) describe five essential steps of vocabulary learning strategies. These are:

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

Based on Schmitt's (1997) research, Catalan (2003) discusses a more concrete and detailed definition of vocabulary learning strategies. Taking into consideration the ideas of different researchers such as Oxford,(1990); Rubin (1987); Schmitt (1997); Wenden (1987), Catalan suggests the following using in the use of vocabulary learning strategies:

- To 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 mode (Catalan 2003:56).

From all above, the vocabulary learning strategies use is the knowledge to use

Strategies to find out and memorize meaning of unfamiliar words and retrieve when needs arise whether in oral or written aspects.

2.8. The Importance of Vocabulary and Vocabulary Strategies

Vocabulary conveys meaning which ensures an effective communication. This is to say that words are the basic unit of a language form without which one cannot communicate effectively or express ideas (Krashen, 1998) states:

Vocabulary is basic to communication. If acquirers do not recognize the meanings of the key words used by those who address them, they will be unable to participate in

the conversation. And if they wish to express some ideas or ask for information, they must be able to produce lexical items to convey their meaning.

Similarly, Wilkins (1982:134) writes “Very little can be conveyed without grammar but nothing can be conveyed without vocabulary.”

Vocabulary is also very indispensable for the acquisition process. Cameron (2001: 82) states “Vocabulary has been considered as a major resource for language use.” Early foreign language learning offers the chance for learners to build up a solid core of words useful for further learning. Regarding the importance of vocabulary, McCarthy (1990: VII) states that:

No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way.

Harmer (1991:53) also writes “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.” An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words (vocabularies) are used.

Therefore, word knowledge is an essential component of communication and it is important for both production and comprehension in a foreign language, Seal (1991).

2.9. Strategies in Vocabulary Learning

There are a variety of learning strategies that learners can use to improve their vocabulary learning. There is no best strategy as students may have preference to one over another. Some strategies may be good for some students at certain level. The same strategy which works well to some students may not be enjoyed by others. For this reason, much has been written about the strategies learners can use to develop their knowledge of vocabulary and guide them how the words work together with other words to perform meaningful communication Schmitt and McCarthy, (1997).

2.10. Classification of Vocabulary Learning Strategies

Many language researchers have attempted to develop classification of language learning strategies (Wenden and Rubin, 1987; O'malley et.al 1985; Oxford 1990; Stern 1992). Oxford (1990), Gu and Johnson (1996), Schmitt (1997) and Nation(2001). for example ,Oxford(1990) attempts to present classification that makes distinction between 'direct strategies' (working with the language itself) and 'indirect strategies' (general management of learning). Below is a summary, and brief discussion by Gu and Johnson (1996).

Direct strategies are divided into three subclasses:

- 1.1.Memory strategy (strategies to store and retrieve aspects of the target language),
- 1.2.cognitive strategies (strategies for using the language and for understanding and
- 1.3.Compensation strategies (strategies for using the language despite gaps in knowledge).

Indirect strategies include metacognitive strategies (strategies for planning, organizing and evaluating learning), affective strategies (Strategies for approaching the task positively), and social strategies (strategies for working with others to get input and practice).

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

Metacognitive regulation

Plan making

Selective attention

Learner autonomy

Reviewing/Testing

• Cognitive strategies

Memorization includes guessing strategies, association, note-taking, imagery, word formation, Contextualization, dictionaries strategies, Rehearsal, encoding,

Gu and Johnson's (1996) metacognitive strategies entail selective attention Learner autonomy Reviewing/ testing. Second language learners who employ selective attention strategies know

which words are important for them to learn and are essential for adequate comprehension of a passage.

Cognitive strategies consist of guessing strategies, skillful use of dictionaries and note-taking strategies, learners using guessing strategies draw upon their background knowledge and use of linguistic clues like grammatical structures of a sentence to guess the meaning of a word.

Classification of Gu and Johnson’s (1996) and Schmitt (1997) vocabulary learning strategies is summarized in the following table.

Memory strategies are classified into rehearsal and encoding strategies. Encoding strategies encompass such strategies as association, imagery, visual, auditory, semantic and contextual encoding as well as word structure (i.e. analyzing a word in terms of prefixes, stems, and suffixes).

Categories of Vocabulary Learning Strategies and Items

	<i>Strategies</i>	No of items
	Beliefs	6
1	Metacognitive Strategies	19
1.1	Plan making	4
1.2	Selective attention	4
1.3	Learner autonomy	6
1.4	Reviewing/Testing	5
2	Cognitive Strategies	37
2.1	Memorization	21
2.1.1	Repetition	6
2.1.2	Association	6
2.1.3	Imagery	2
2.1.4	Word formation	2
2.1.5	Grouping	2
2.1.6	Contextualization	3
2.2	Guessing	4
2.2.1	Immediate context	2
2.2.2	Wider context	2
2.3	Dictionary use	9
2.3.1	For comprehension	4
2.3.2	Elaborate use	5
2.4	Note-taking	4
2.4.1	Meaning-oriented	2

2.4.2	Use□oriented	2
3	Social /Affective Strategies	7
3.2	Social activities	2
3.2.	Affective control	5
	Total	70

Source: Fan (2002) and Gu and Johnson(1996)

3. Research design and methodology

The design of the research, source of data, sample of the population and sampling techniques, instruments and procedures of data collection, and method of data analysis are stated hereunder.

3.6. Research Design

In this research, descriptive type of research design which involves both quantitative and qualitative techniques will be employed. These techniques are chosen because they can provide information concerning the status of the current practices of vocabulary learning strategies in the preparatory school. Therefore, both qualitative and quantitative techniques help the researcher to draw valid conclusions for advance planning of the methods to be adopted for collecting the relevant data and both techniques will be used during analysis.

3.7. Source of Data

The sources of data will be all two groups of grade 12th students at Agaro Preparatory School. According to the information from the school, in the 2017 academic year, there are 164 grade twelve students. These are taken as the population of the study. Depending on their academic performance of their first semester, 25% (high achievers and 25% low achievers students) will be taken as a sample the study.

3.8. Sample and Sampling Techniques

Agaro preparatory school is selected purposively based on cost, time and availability of resources for the study. The researcher also decided to choose grade twelve students for three reasons. The first reason is that the respondents at this grade level have much more experience in using the language to learn English language and other subjects. The fact that the researcher had familiarity with the students, teachers and the school administration is the second reason. This familiarity would help the researcher to have access to documents needed for the study. The third reason is that the researcher didn't come across an empirical study conducted on differences of vocabulary learning strategies at the selected school. Among a lot of teachers in the school, the researcher has decided to use English language teachers as a sample for interview.

3.9. Subjects

In this study, in looking at, (high achievers and low achievers, Natural science and social science and male and female differences, the researcher will choose at random equal number of male and female students from each section and stream). Of the total 4 classes (two social and two natural) sections (A-D), the researcher will choose 25%. They all will participate for the University entrance examination in the coming June, 2009 E.C.

3.10. Data Collection Instruments

3.10.1. Questionnaire

The instrument used for collecting data for this study is a questionnaire, focus group discussion and interview. (See Appendix A.) The questionnaire consisted 74 items of vocabulary learning strategies. Vocabulary learning questionnaire adapted from that of Gu and Johnson (1996) will be used. Both focus group discussion and interview will be also used. After being told the purpose of the questionnaire they will be encouraged to respond to each item in the questionnaire honestly. Finally, it will be collected and analyzed.

Interview

The researcher will interview students from each stream. To have qualitative data and to check the data from the questionnaire He will also interview all of his colleagues who teaches grade 12th students. The interview will revolve around the biggest problem in their teaching.

It will help to obtain information from the Teachers' whether they help the students' usage of vocabulary learning strategies, and which types of strategies being used in EFL classes.

3.5. Methods of Data Analysis

By means of SPSS the data from questionnaire will be analyzed quantitatively. An independent T-test will be used to compare the differences and to answer research question 1, 2 and 3. The data which collected by interview was analyzed qualitatively. Finally, based on the finding, conclusions will be drawn and recommendations will also be forwarded.

4. Time and Budget Breakdown

4.1. Budget Breakdown

No	Items	Unit price	Quantity	Total	
				Birr	Cen
1	Duplicating paper	120	3	360	00
2	CD	8	3	24	00
	Per dium for cooperator	100	82	8,200	00
3	Flash	160	1	310	00
4	Pen	5	24	200	00
5	Pencil	1.5	4	12	00
6	Typing	60 x 5 page	6	1800	00
7	Photocopying			2000	00
8	Binding			150	00
9	Transportation			3000	00
10	Note book	1		150	00
11	Mobile communication			400	-
12	Contingency			1000	00
Total				27,750	00

4.2. Work Plan /Time line/

No.	Task	Duration
1	Preparing proposal	December
2	Submitting the first draft of proposal	January

3	Taking comments and correction on the proposal	February
4	Rewriting the proposal and submitting final draft	February
5	Defending thesis Proposal	February
6	Preparing questionnaires	March
7	Distributing questionnaires	March
8	Collecting questionnaires	April
9	Data analysis	April
10	Drawing conclusion	May
11	Writing research draft	May
12	Submitting the first draft to advisor	May
11	Taking comments and writing the final report	May
12	Rewriting the final draft submitting	June
13	Defending thesis	June

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Appendix A

Questionnaire For students English Version

Dear Students,

The objective of this study is to investigate vocabulary-learning strategies employed by High and low achiever students of grade 12 preparatory classes. It will be used for the purpose of the researcher's MA thesis to be submitted in partial fulfillment of the requirement of the Master of Arts in English as a foreign language. Your data will never be used for any other purposes.

Each statement has five options to choose from. There are (Extremely not true of me , Usually not true of me , Somewhat true of me , Usually true of me ,Extremely true of me).These are provided in the columns right in form of the statement and are represented by number ranging from 1-5 as follows:

1. Extremely not true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Extremely true of me.

Please read each statement very carefully and then put a tick (✓) against each statement to indicate how often you use the strategies described to learn English vocabulary. Answer in terms of how well the statement describes you. Do not answer as what other people think. There are no right or wrong answers, and you are not evaluated based on your responses. Work as quickly as you can without being careless. If you have any questions, let the researcher know immediately.

Thank you for your Co-operation.

The researcher

Categories of VLSSs		No	Types of Vocabulary Learning Strategies	1	2	3	4	5
Beliefs		1	Vocabulary learning demands no creativity.					
		2	I'm not interested in learning vocabulary.					
		3	I derive sense of success from vocabulary learning.					
		4	I find vocabulary learning is very interesting since I like guessing meanings from contexts.					
		5	I find vocabulary learning very interesting because I need using my head.					
		6	I feel fun in learning vocabulary since it needs me to work out in various way					
M E T A C O G N I	Plan making	7	I make plan for vocabulary learning.					
		8	If the outcome of my vocabulary learning plan is not satisfactory, I will modify it.					
		9	I learn certain amount of new words at regular time.					
		10	I will not forget the words I have learned before while learning new words.					
	Selective attention	11	I know which words are important for me to learn.					
		12	When I come across a new word, I know whether I need to remember it or not.					
		13	I will underline or take down those words I consider important in my learning.					
		14	I will pay more attention to those words that are essential for comprehending a passage.					
		15	I look up those words that I'm interested during my reading					
	Learner Autonomy	16	Besides textbooks, I read other English materials that fall under my interest.					

T I V E		17	I only learn those that my English teacher requires of us to learn. (Reversed value)						
		18	My English vocabulary is mainly from English class and my homework. (Reversed value)						
		19	I often watch English TV programs or listen to English radio programs						
		20	I try to remember the new words when playing English games (including computer games)						
		21	I buy some vocabulary books and learn a lot from them.						
		22	I learn English songs and remember new words in them						
	Reviewing/Testing	23	I review the words I have learned regularly.						
		24	I often practice oral translation between English words and their L1 equivalents						
		25	I install electronic vocabulary application on my mobile and review the words in it when time is available.						
		26	I often cooperate with my classmate to test the vocabulary we have learned						
		27	Only before examination I review the meaning of the words I have learned.						
	C O O R	M e m o r	Repetition	Oral	28	When I try to remember a word, I mainly repeat its pronunciation in my mind.			
29				I memorize its spelling according to its pronunciation					
Visual			30	When I try to remember a word, I mainly write it repeatedly.					
			31	I write both the new words and their L1 equivalents repeatedly to remember them.					
			32	When I try to remember a word, I read and write it repeatedly.(Oral+Visual)					
Ass o c i a t i		Combined	33	I write the word while listening to them on the tape.(Auditory +Visual)					
			Phonological	34	When I remember a new word, I associate it with other English words that sound similar				
		35		When I remember a new word, I associate it with L1 words that sound similar.					
		Morphological	36	When I remember a new word, I associate it with other English words that share a similar part in spelling.					
			37	I learn by analyzing words using prefixes, stems(roots)and suffixes.					
Seman	38	When I remember, I associate it with several L1 words that share the same meaning (eg. Agenda, alcohol, broadband, brushes.)							

n i t i v	Z a t i o n	on	39	I remember by associating it with other English words that share the same or opposite meaning (Happy-glad, happy-sad)				
		Imagery	40	I act out a word in order to remember it better. (physical action, e.g. for the word laugh – by laughing)				
			41	I create a mental image of the new word to help me remember it. (Mental Image)				
		Word Formation	42	. I carefully study word formation rules in order to remember more words.				
			43	I learn the commonly used prefixes, suffixes and stems by heart.				
		Grouping	44	I group the words based on synonyms versus antonyms when remembering them.				
			45	I group the words related to a topic together when memorizing them. (Topics)				
		Contextualization	46	I remember a new word, by making up a sentence with it				
			47	When I remember a new word, I recall the context where the new word occurs.				
			48	I remember words better when I put them in contexts				
	Guessing	Wider Context	49	I use of my general knowledge of the words when guessing the meaning of a word.				
			50	I check my guessed meaning against the wider context to see if it fits in.				
		Using linguistic cues	51	I use the grammatical structure of a sentence when guessing the meaning of a new word.				
			52	I make use part of speech of a new word when guessing its meaning.				
	Diction o nary U s e	For comprehension	53	When I meet a new word, I write it down and look it up after finishing reading.				
			54	When I see an unfamiliar word and prevent me from understanding a whole sentence or even paragraph, I look it up.				
			55	When I want to confirm my context guess about a word, I look it up.				
			56	I only look up those words that are crucial to the understanding of the whole passage.				
		Elaborate Use	57	I write down the new words I look up along with their meanings and sample sentences				
			58	. When I want to know the usage of a word which I have already some knowledge, I look it up				
			59	When I look up a new word, I pay attention to its English and L1 explanation				
			60	When I get another new word in the definitions; I look up this word as well.				
			61	I make conscious efforts to memorize the word when I look it up				
Note	Meaning	62	I take down the words I look up in the dictionary along with L1 equivalents.					

e	taking	Oriented	63	I take down synonyms and antonyms of a word together.					
		Use Oriented	64	I make a note when I see a useful expression or phrase.					
			65	I take down grammatical information about word when I look up.					
Social strategies	Social strategies		66	I try to communicate with my local mates and other classmates					
			67	Sometimes I write English letters if the receiver knows English (English email)					
	Affective Control		68	I concentrate on vocabulary study.					
			69	. When I try to remember a word, I remind myself that I have a good memory.					
			70	When I can't recall a learned word, I often remind myself not to get upset.					
			71	When vocabulary learning outcomes are not satisfactory, I will encourage myself					
	72	I do not get upset when encountering a complex new word.							

Appendix B

Questionnaire For students Afan OromoVersion

Categories of VLSS		No	Types of Vocabulary Learning Strategies	1	2	3	4	5
Beliefs		1	Jechoota Afaan Ingilizii barachuun wanta Haaraa uumuu hin banbaardu					
		2	Jechoota Afaan Ingilizii barachuuf, fedhii hin qabu.					
		3	Barnoota jechoota Afaan Ingilizii irraa miira milkaa'inaan argadha.					
		4	Hiika jechoota Afaan Ingilizii akkaataa galumsa isaaniitiin tilmaamuun waanin hubadhuuf, barachuun baay'ee nagammachiisa.					
		5	Dandeettii waa yaadachuu kootii fayyadamuuf fedhii waanin qabuuf, Barnoota jechoota Afaan Ingilizii barachuun natti tola.					
		6	Maloota adda addaa hedduu fayyadamee hiika jechootaa akkan sakatta'u waan carraa naa banuuf, Barnoota jechoota Afaan Ingilizii barachuun gammachiisaa dha.					
m e t a c o g	Plan making	7	Jechoota Afaan Ingilizii karoorsuudhaanan baradha .					
		8	Jechoota Afaan Ingilizii barachuuf karoorrin baafadhebu'aan isaa quubsaa yoo hin taane, irra deebi' uudhaa nan foyyeessa.					
		9	Jechoota Afaan Ingilizii muraasa yeroo sagantaa idilee keessattan baradha.					
		10	Yeroo sagantaa idilee Barnootaatti jechootan Afaan Ingilizii kanaan dura baradhe hin erraanfadhu.					
	Selective Attetion	11	Jechoota Afaan Ingilizii isaan kam yoon baradhe bu'aa (faayida) akka naaf qabu addaan baasee nanbeeka.					
		12	Jechoota Afaan Ingilizii haaraa dubbisa keessatti namudatan isaan kamiin yaadachuu akkan qabuu fi isaan kamiin immoo yaadachuu barbaachisaa akka hin taane addaan baasee nanbeeka.					
		13	Yeroo dubbisaatti jechoota haaraa naqunnaman faayida qabeessa ta'uu isaanii yoon hubadhe jala sararuun ykn yaadannoo irratti barreessuun hiika isaanii nan qu'adha.					

n i t i v e	Learner Autonomy	14	Jechoota dandeettii dhuunfaa waan tokko hubachuu kan waan tokko hubachuu koo naaf gabbisuu danda'an irratti xiyyeefannoo kennuudhaan jechootan Afaan Ingilizii nanbaradha.						
		15	Jechoota Afaan Ingilizii haaraa dubbisa keessatti qunnaman barbaachisaa ta'uu isaa yoon hubadhe galmee jechoota Afaan Ingilizii nanfayyadama.						
		16	Kitaaba barnootaan alatti fedhii kootiin waliin deemuu kan danda'an kanneen akka barruulee, asoosamaa fi k.k.f. dubbisuun beekumsa kiyya nangabbifadha.						
		17	Barsiisaan Afaan Ingilizii jechoota isaan akkan barachuu qabu natti himan qofan baradha.						
		18	Caalatti jechoota kanin baradhu yeroo sagantaa idilee fi hojmanee naaf kennamu irratti.						
		19	Yeroo hedduu sagantaawwan Afaan Ingilizii Televizhiiniin ykn raadiyoon tamsa'an dhaggeefachuun hiika jechoota Afaan Ingilizii nanbaradha.						
		20	Taphawwan(games) koompiteraan moobaayilii fi k.k.f. taphachaa jechoota haaraan baradhe hin dagadhu.						
		21	Kitaaba galmee jechootaa muraasa bitadheen jechoota haaraa hedduu irraa baradha.						
		22	Sirboota Afaan ingilizii barachuun jechoota haaraa achi keessa achi keessatti argaman nan yaadaha.						
		23	Jechoota Afaan Ingilizii sagantaa idilee baradhe yeroo hunda irra deebi'uun nanqu'qdha.						
		24	Yeroo hedduu garaagarummaan jechoota Afaan Ingilizii fi afaan dhalootaa gidduutti hiikkaa(oral translation) shaakala nan taasisa.						
		25	Appilikeeshiiniiwwan hiikaa jechoota Afaan Ingilizii bilbila moobaayilii kiyya irratti fe'uun yeroo barbaachisaa ta'ee argametti hiika jechootaa n an baradha.						
		26	Yeroo hedduu hiikaa jechoota haaraa baruudhaaf,barattoota daree kootii waliin hammam akka hubanne beekuuf, dabaree dabareen walqormaata.						
		27	Jechootan kanaan dura baradhe qormaata qofa duratti irra deebi'ee qu'achuun hiikaa isaanii hubadha.						
C o o g m	M e m	Repetition	Oral	28	Irra caalaatti akkaataa maloottan jechoota itti sagaleessan sammuu keessatti irra deebi'uudhaan nan baradha.				
			29	Akkaataa jechoota itti barreessan haala sagaleessuu isaanii irratti hundaa'uun nan yaadadha.					
			Visual	30	Caalatti jechoota irra deebi'uun yoon barreesse nan yaadadha.				
		Combine d	31	Jechootan haaraa fi hiika isaanii irra deddeebi'uun Afaan jalqabaan yoon barreesse nan yaadadha.					
			32	Irra deddeebi'uun dubbisuu fi barreessuudhaan hiika jechootaa nan yaadachuuf nan yaala.(oral +visual)					
		33	Sagalee Kaaseettii irraa dhaggeefachaa barreessuun nan baradha.(auditory+visual)						
		Ass ocia	Phonolo gical	34	Jechoota Afaanichaa kanneen biro waliin sagalee walfakkaataa qaban walitti firoomsuun nan baradha.				
35	Jechoota Afaan jalqabaa waliin sagalee walfakkaataa kanneen qaban walitti firoomsuun (fkn. Jecha Afaan								

n i t i v e	o r i z a t i o n	Morphol ogical		Ingilizii “shy” jedhamu jecha Afaan Oromoo “Shaayii” jedhuun walitti firoomsuun .					
			36	Jechoota Afaan Ingilizii kanneen biro waliin akkaataa barreeffama isaanitiin kan walfakkaatan walitti firoomsuun hiika jechoota haaraa nan baradha.					
			37	Maxxantoota (duraa, boodaa fi hundee jechootaa) fayyadamuun hiika jechoota Afaan Ingilizii nanbaradha. (fkn.Un-break-able = Unbreakable)					
			Semanti c	38	Jechoota Afaan jalqabaa waliin hiika walfakkaataa kan qaban walitti firoomsuun Jechoota Afaan Ingilizii nan yaadadha. (fkn.Broadband,Agendaa,Alkoohoolii fi k.k.f.)				
				39	Hiika Jechoota haaraa Afaan Ingilizii waliin tokko ta’anii fi faallaa ta’an waliin walitti fiduudhaan nanyaadadha. (fkn.Happy-glad,happy-sad)				
			Imagery	40	Gocha jechichi ittiin ibsamuu danda’u (act out) raawwachuun hiika jecha haaraa sana nanyaadadha. (fkn. jecha Afaan Ingilizii laugh kolfuudhaan)				
		41		Hiika Jechoota haaraa sana kan bakka bu’u sammuu kiyya keessatti fakkii isaa uumuun hiika isaa nanyaadadha.					
		Word Formation	42	????????????????????????????????					
			43	Maxxantuuwwan bebbeekamoo (duraa, boodaa fi hundee jechootaa) irra deddeebi’ee qu’achuudhaan qalbii kiyatti nanqabadha.					
		Grouping	44	Jechoota garee hiikni isaanii walfakkaatuu fi faallaatti qoqqooduun nanyaadadha.					
			45	Mataduree jechootni keessatti baratamaniin walitti fiduun nanbaradha.					
		Contextualiz ation	S Making	46	Jechoota hima keessatti galchuun yeroon fayyadamu hiika isaanii nanyaadadha.				
				Other context	47	Jechoota haala qabiyyee kam keessatti akkan arge xinxaluun (fkn.Fuula kitaabaa,beeksisa qarqara daandii gabatee gurraacha fi k.k.f.) irratti isaan barreeffaman yaadachuun.			
			48		Hiika jechootaa akkaataa galumsa isaanitiin (context) fayyadamee yeroon tilmaamu haala foyyee qabuun nanyaadadha.				
		Guessing	Wider Context	49	Beekumsa waliigalaa(general knowledge)kiyya fayyadamuun Hiika Jechoota Afaan Ingilizii nantimaamuun nanbaradha.				
				50	Beekumsa waliigalaa(general knowledge)kiyya fayyadamee Hiika Jechootaan Afaan tilmaame sirrii ta’uu isaa nanmirkaneeffadha.				
			Using linguistic cues	51	Caaseffama seerluga himaa fayyadamuun Hiika Jechootaan Afaan Ingilizii nantilmaama.				
				52	????????????????????????????????				
Di comprehension	For	53	Jechoota haaraa dubbisa keessatti namudatan yaadannoo irratti barreessuudhaan ergan xumuree booda galmee jechoota afaan Ingilizii fayyadamuudhaan hiika isaa nan barbaada						
		54	Jechoota haaraan hubachuuf nama rakkisan dubbisa keessatti yoo naqunnamanii fi yaada waliigalaa himichaa keessumattuu yaada keeyyatichaa akkan hin hubanne yoo nataasise galmee Jechootaan Afaan Ingilizii nanfayydama.						

C tion a nary U S E	Elaborate U s e	55	Hiika jechootaa akkaataa galumsa isaanitiin (context) tilmaame galmee Jechootaan Afaan Ingilizii fi Afaan jalqabaa(English-Oromo dictionary) fayyadamee nan mirkaneeffadha.						
		56	Jechoota yaada waliigala dubbisichaa hubachuuf nagargaaran qofaafan galmee Jechootaan Afaan Ingilizii fayyadama.						
		57	Jecha haaraadhaaf galmee Jechootaan Afaan Ingilizii yeroon fayyadamu fakkeenya jechichi himaan ibsame waliini.						
		58	Jecha tokkoo akaataa itti fayyadama isaa hanga tokko hubannoo kanin qabu yoo ta'e,galmee jechootaa nanfayyadama.						
		59	Hiika jecha haaraadhaaf galmee Jechootaan Afaan Ingilizi fi Afaan jalqabaa walcinatti xiyyeefannoo kenneen baradha.						
		60	Hiika jecha tokkoo osoon barbaaduu jechi haaraan kan biraa hiika sana keessatti yoo naqunname itti dabalataan hiika jechichaaf galmee jechoota afaan Ingilizii fayyadamuun nanbaradha.						
	Note taking	Meaning Oriented	61	Galmee jechoota afaan Ingilizii fayyadamuun jechan hubadhe yaadachuuf,carraaqqii si'oomina qabu nantaasisa.					
			62	Hiika jechootaa galmee jechoota afaan jalqabaa irraa hiika isaanii barreeffachuudhaan nan baradha.					
		Use Oriented	63	Hiika jechichaan walfakkaatuu fi faallaa isaa barreessuudhaan nan baradha.					
			64	Ibsawwan (expression) fi gaaleewwan faayida qabeessa ta'n yeroo naqunnaman yaadannoo kiyya irrattan galmeeffadha.					
Social strategies	Social Activities	65	Odeefannoo waa'ee caas-luga jechichaa yaadannoo qabachuun jechoota Afaan Ingilizii nanbaradha.						
		66	Hiriyoota naannoo kootii mana barumsaa tokkotti barannu waliin dubbachuuf nan yaala.						
	Affective Control	67	Yeroo tokko tokko hiriyoottan kiyya afaan Ingilizii hubachuu danda'aniif xalayaa fi Imeeliin yaada waljijjirra.						
		68	Jechoota afaan Ingiliziif xiyyeefannoo guddaa kennuudhaan nan qu'adha.						
		69	Sammuu dandeettii waa yaadachuu qabu waanan qabuuf,hiika jechootaa nanyaadadha.						
		70	Yeroon hiika jechootaa yaadachuu dadhabu of hin dhiphisu.						
71	Barnoota afaan Ingiliziin qabxiin kiyya quubsa yoo hin taane ofan jajjabeessa.								
72	Jechoota afaan Ingilizii walxaxaa ta'an yeroo naqunnaman of hin dhiphisu								

Appendix C

Questionnaire For students Amharic Version

Categories of VLSSs		No	Types of Vocabulary Learning Strategies	1	2	3	4	5
B E L I E F S		1	የእንግሊዝኛ ቃላትን መማር የፈጠራ ችሎታን አይፈልግም።					
		2	የእንግሊዝኛ ቃላትን ለመማር ፍላጎት የለኝም።					
		3	ከእንግሊዝኛ ቃላት ትምህርት የስክታማነት ስሜትን እናሰፋለሁ።					
		4	አዉደ-ንባባዊ (context) ስልት መጠቀምን ስለምወድ የእንግሊዝኛ ቃላትን ለመማር ፍላጎቴ በጣም የጎላ ነዉ።					
		5	የማስታወስ ችላታዬን መጠቀም ስለምፈልግ የእንግሊዝኛ ቃላት ትምህርትን በጣም አስፈላጊ ሆኖ አግኝቻለሁ።					
		6	የተለያዩ ብዙ ስልቶችን ተጠቅሜ ትርጉሙን ለመፈልግ ስለምረዳኝ የእንግሊዝኛ ቃላት ትምህርት አዝናኝ ሆኖ አግኝቻለሁ።					
M E	Plan making	7	እቅድ በማዉጣት የእንግሊዝኛ ቃላትን እማራለሁ።					
		8	የእንግሊዝኛ ቃላትን ለመማር ያወጣሁት እቅድ ዉጤቱ አጥጋቢ ሆኖ ካላገኘሁት ደግሜ አሻሽለዋለሁ።					
		9	ጥቂቶቼን የእንግሊዝኛ ቃላት ትርጉምን በመደበኛዉ ሰአት እማራለሁ።					
		10	በእንግሊዝኛ ከፍለ-ጊዜ ቀደም ስል የተማርኩትን አልረሳቸዉም።					
T	Selective Attention	11	የትሾቼ የእንግሊዝኛ ቃላት ብማራቸዉ አስፈላጊ(ጥቅም) ልሰጡኝ ይችላሉ የሚለዉን ለይቼ አዉቃቸዋለሁ።					
		12	በማነብበት ወቅት የሚያጋጥሙኝን አዳድስ የእንግሊዝኛ ቃላት ማስታወስ የሚጠበቅብኝንና የማያስፈልጉትን አዉቃቸዋለሁ።					
		13	በማነብበት ወቅት ይጠቅሙኛል ብዬ ያሰብኩዋቸዉን ከስሩ በማስመር ወይም በማስታወሻዬ ?Á oFèð TÍúFú« ™Ó>—ú\$					

A C O G N I T I V E		14	½™«Æ« H«pq ½GYw®@ (½FOÄ) »ü:úA {« >ËÐ oÖH @;ÄqP@->H...>ú c?}... @e »úOw-»WO>-ú\$					
		15	በማነብበት ወቅት የሚያጋጥሙኝን አዳድስ የእንግሊዝኛ ቃላቶች ትርጉምን አስላጊ ሆኖ ካገኘሁት የእንግሊዝኛ መዝገበ-ቃላትን እጠቀማለሁ።					
	Learner Autonomy	,, ,,	16	ከመማርያ መጽሀፍት በተጨማሪ ሌሎች ከፍላጎቴ ጋር ልጣጣሙ የሚችሉትን መጽሔቶችን ወይም ልበ-ወለዶችን ወዘተ በማንበብ እዉቄቴን አዳብራለሁ።				
			17	የእንግሊዝኛ ትምህርት መምህር እንድማራቸዉ የሚፈልጉትን ቃላት ብቻ እማራለሁ።				
			18	በይበልጥ ቃላቶችን የሚማረዉ በመደበኛዉ ክፍለ ግዜና ከመሚሰጡኝ የቤት ስራ ነዉ።				
			19	ብዙ ግዜ በእንግሊዝኛ ቴሌቪዥንና ራዲዮ ፕሮግራም የሚተላለፈዉን በመከታተልና በማዳመጥ እንግሊዝኛን እማራለሁ።				
			20	የእንግሊዝኛን ጌሞችን (በኮምፒዩተር በሞባይል ወዘተ) ስጫወት የተማር ኩተትን የአዳዲስ ቃላት ትርጉም አስታወሳለሁ።				
			21	ጠቋት የእንግሊዝኛ መዝገቤ-ቃላት መጽሀፍቶችን በመግዛት ብዙ ቃላቶችን እማር በታለሁ።				
			22	የእንግሊዝኛ ዘፈኖችን በመማር አዳዲስ ቃላትን አስታወሳለሁ።				
	Reviewing/Testing		23	በመደበኛ ክፍሌ-ግዜ የተማር ኩትን ቃላቶች ሁልግዜ በመከለስ እማራለሁ።				
			24	ብዙ ግዜ በእንግሊዝኛና በአፍ መፍቻዬ መካከል ያለውን ፊቺ (oral translation) ልምምድ አደርጋለሁ።				
			25	የቃላቶችን ትርጉም የያዘ አፕሊኬሽኖችን በሞባይል ላይ በመጫን አስፈላጊ ሆኖ ስገኝ በመጠቀም የእንግሊዝኛ ቃላት ትርጉም እማራለሁ።				
			26	የአድሱን ቃል ትርጉም ለማወቅ ብዙ ግዜ ከክፍል ጓደኞቼ ጋር በመሆን የተማርነዉን የቃላቶችን ትርጉምን ያህል አንደተረዳን ለማወቅ ተራ በተራ እንገማገማለን።				
			27	ከፈተና በፊት ብቻ የተማር ኩትን በድጋሚ በመከለስ ትርጉማቸዉን እማራለሁ።				
		Repetition	Oral	28	በይበልጥ የቃላት አነጋገር ስልትን በእምሮዬ በመደጋገም እማራለሁ።			
29				የቃላት አፃፃፍን (spelling) በአነጋገር ሁነታዉ ላይ በመሞር ኮዝ አስታወሳለሁ።				

C o g n i t i v e	M e m o r i z a t i o n	Association	Visual	30	በይበልጥ ቃላትን የማስታወሻው ደጋግሜ በመጻፍ ነው፡፡				
				31	የአዲሱን ቃላት ትርጉም በተደጋጋሚ በአፍ መፍቻ ቋንቋዬ ስፅ ፋቸው አስታውሳቸዋለሁ፡፡				
			Combine d	32	ደጋግሜ በማንበብ እና በመጻፍ የቃላትን ትርጉም ለማስታወስ እሞክራለሁ፡፡ (oral + visual)				
				33	ከካሴት ክር እየሰማው በመጻፍ እማራለሁ፡፡ (Auditory+ visual)				
		Phonolo gical	34	ከሌሎች ከእንግሊዘኛ ፊደላት ጋር ተመሳሳይ ድምፅ ያላቸውን በማዛመድ የአዲሱን ቃላት ትርጉም አስታውሳለሁ፡፡ (Right ,write)					
			35	የአዲሱን ቃል ትርጉም ለማስታወስ ከሌሎች ተመሳሳይ ድምፅ ካላቸው ከአፍ መፍቻ ቋንቋዬ ቃላቶች ጋር በማጣመር እማራለሁ፡፡ (ለምሳሌ ‘shy’ የሚለውን የእንግሊዘኛ ቃል ‘ሻይ’ ከሚለው የአማርኛ ቃል ጋር በማዛመድ)					
			Morphol ogical	36	ከሌሎች የእንግሊዘኛ ቃላቶች ጋር በአገገ ፋቸው የተመሳሳይነት ባህሪ ያላቸውን በማዛመድ የአዲሱን ቃላት ትርጉም እማራለሁ፡፡				
				37	ቅጥያዎችን (ቅድመ፣ ድህረ እና የቃላት ስር (ግንድ) በመጠቀም የቃላትን ትርጉም እማራለሁ፡፡ (ለምሳሌ፡ un+happy=unhappy ወይም un+break+able)				
			Semanti c	38	ከሌሎች ጥቂት (የተወሰኑ) አፍ መፍቻ ቋንቋዬ ጋር ተመሳሳይ ትርጉም ካላቸው ቃላት ጋር በማዛመድ የአዲሱን ቃል ትርጉም አስታውሳለሁ፡፡ (ለምሳሌ አጀንዳ፣ አልኮል፣ ብሮድባንድ፣ ብሩሽ ወዘተ)				
				39	የአዲሱን ቃል ከሌሎች ተመሳሳይ እና ተቃራኒ ቃላት ጋር በማዛመድ (ለምሳሌ happy-glad ወይም Happy sad)				
		Imagery	40	የቃሉን ተግባራዊ (physical action) መገላጫ በመጠቀም (በመፈፀም) አስታውሳለሁ፡፡ (ለምሳሌ ‘laugh’ በመሳቅ)					
			41	የአዲሱን ቃል የሚወክለው ትርጉም በአይምሮዬ በማሳል የቃሉን ትርጉም አስታውሳለሁ፡፡					
		Word Formation	42	የቃላት አርባታሕግን (word formation rules) ብዙ ቃላት እንዲያስታውሰኝ ዘንድ በጥንቃቄ አጠናለሁ፡፡					
			43	የተለመዱ ቅድመ (ግንድ (ዋና ቃል) እና ድህረ ቅጥያዎችን በመሸምደድ እማራለሁ፡፡					
		Grouping	44	ቃላትን በተመሳሳይ እና በተቃራኒ ያቸው ጎራ በመመደብ አስታውሳቸዋለሁ፡፡					
			45	ከተማር ኩትር ዕለት ጉዳይ ጋር በማገናኘት ቃላቶችን አስታውሳለሁ፡፡					

	Contextualization	S Making	46	ቃላትን በ ዓረፍተ ነገር ውስጥ አስገብቼ ስጠቀም አስታውሳቸዋለሁ፡፡					
		Other context	47	ቃላቶችን በየትኛውሁኔታ (context) እንዳይሆኑቸው በማስታወሻዎች ቃላትን ትርጉም አስታውሳለሁ፡፡ (ለምሳሌ በመንገድ ማስታወቂያ፤ በመጫወቻ ግጥ፤ በጥቁር ሰሌዳ፤ ፍላጎት ካርድ ወዘተ) ላይ የተጻፉትን በማስታወስ፡፡					
			48	ዓውደንገባባዊ ትርጉምን ስጠቀም የእንግሊዘኛ ቃላቶችን በተሻለ ሁኔታ አስታውሳቸዋለሁ፡፡					
Guessing	Wider Context		49	አጠቃላይ የእውቀቴን አድማስ በመጠቀም የእንግሊዘኛ ቃላት ትርጉምን በመገመት እማራለሁ፡፡					
			50	አጠቃላይ እውቀቴን ተጠቅሜ የገመገሙትን የቃላት ትርጉም ትክክለኛ ስለመሆኑ አረጋግጣለሁ፡፡					
	Using linguistic cues		51	የዓረፍተ ነገር ሰዎሰዋዊ አወቃቀርን በመጠቀም የቃላት ትርጉምን እገምታለሁ፡፡					
			52	የንግግር ክፍልን (Parts of speeches) በመጠቀም የአዳዲስ ቃላት ትርጉምን እገምታለሁ፡፡					
Dictionary	For comprehension		53	ያጋጠመኝን አዳዲስ ቃላቶችን በማስታወሻዬ ላይ በመጻፍ አንብቤ ከጨረሱ ከሁለት ላይ የእንግሊዘኛ መዝገብ ቃላትን በመጠቀም ትርጉሙን እፈልጋለሁ፡፡					
			54	ያልተለመዱ (unusual) ቃላት ሲያጋጥሙኝ እና ዓረፍተ ነገሩን በተለይ የአንቀጹን ዋና ሃሳብ እንዳልገነዘብ የሚያደርገኝ ከሆነ የእንግሊዘኛ መዝገብ ቃላትን እጠቀማለሁ፡፡					
			55	ዓውደንገባባዊ ትርጉምን (context) ተጠቅሜ የገመገሙትን የቃላት ትርጉም ለማረጋገጥ የእንግሊዘኛ በአፍ መፍቻ ቋንቋ (L1) መዝገብ ቃላትን በመጠቀም ትርጉሙን አረጋግጣለሁ፡፡					
			56	አጠቃላይ የምንገባውን ሃሳብ እንድንገነዘብ በጣም ለማረዳት ቃላት ብቻ የእንግሊዘኛ መዝገብ ቃላትን እጠቀማለሁ፡፡					
Use	Elaborate Use		57	ለአዲሱ ቃላት የእንግሊዘኛ መዝገብ ቃላት ትርጉም እና የዓረፍተ ነገር ምሳሌንም በመጠቀም ጭምር እማራለሁ፡፡					
			58	ከዚህ በፊት ትርጉማቸውን በተወሰነ ደረጃ ለሚያውቁት ቃላት ስለአጠቃቀሙ ግንዛቤ ለማግኘት የእንግሊዘኛ መዝገብ ቃላትን እጠቀማለሁ፡፡					
			59	ለአዲሱ ቃላት ትርጉም የእንግሊዘኛና የአፍ መፍቻ መዝገብ ቃላትን ትኩረት በማድረግ የእንግሊዘኛ ፊደላትን እማራለሁ፡፡					
			60	የአንድን ቃል ትርጉም የእንግሊዘኛ መዝገብ ቃላትን ተጠቅሜ ስፈልግ በቃሉ ትርጉም ውስጥ ሌላ አዲስ ቃል ሲያጋጥመኝ የቃሉንም ትርጉም የእንግሊዘኛ መዝገብ ቃላት ተጠቅሜ እማራለሁ፡፡					

Note taking	Meaning Oriented	61	የእንግሊዘኛ መዝገበ ቃላት ተጠቅሜያ ወኩትን ለማስታወስ የነቃጥረት አደርጋለሁ፡፡					
		62	ከመዝገበ ቃላት ያየሁትን በአፍ መፍቻዬ ቋንቋ ትርጉሙን በማስታወሻሻዬ ላይ እፅፈዋለሁ፡፡					
		63	የቃላቱን የእንግሊዘኛ ተመሳሳይና ተቃራኒ ትርጉም በመጻፍ እማራለሁ፡፡					
		64	ጠቃሚ የሆኑ የእንግሊዘኛ ገለጻዎችንና ሀረጎች ስያጋጥመኝ በማስታወሻሻዬ ላይ እፅፈዋለሁ፡፡					
		65	የቃላቱን ሰዋሰዋዊ መረጃዎችን በማስታወሻሻዬ ላይ የእንግሊዘኛ ቃላት ትርጉሙን እማራለሁ፡፡					
Social strategies	Social Activities	66	ከሰፈርና ከትምህርት ቤት ተማሪዎች ጋር ለመነጋገር እሞክራለሁ፤፤					
		67	አንድ አንድ ጊዜ የእንግሊዘኛ ቋንቋን ልገነዘቡ ለሚችሉ ጓደኞቼ ደብዳቤ (ኢሜል በመጻፍ ሀሳቦችን እንለዋወጣለን፡፡					
	Affective Control	68	በእንግሊዘኛ ቃላት ላይ ትኩረት በማድረግ አጠናቅቃለሁ፤፤					
		69	ጥሩ የማስታወስ ችሎታ ስላለኝ የቃላት ትርጉምን አስታወሳለሁ፡፡					
		70	የተማርኩትን የቃላት ትርጉም ማስታወስ ስያቅተኝ ራሴን አላሸብርም፡፡					
		71	በእንግሊዘኛ ቃላት ትምህርት አጥጋቢ ዉጤት ካላስመዘገብኩኝ ለተሻለ ጤት እራሴን አበረታታለሁ፡፡					
		72	ዉስብስብ የሆኑ እንግሊዘኛ ቃላቶች ስያጋጥመኝ አልሸበርም፡፡					

Appendix D

Interview for Students

Interview for Students

1. Do you think vocabulary is important in English learning?
2. Do you like vocabulary?
3. How do you learn vocabulary?

Appendix E