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JIMMA UNIVERSITY
COLLEGE OF SOCIAL SCIENCES AND LAW
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
(GRADUATE PROGRAM, TEFL)

**VOCABULARY LEARNING STRATEGIES USED BY EFL STUDENTS:
THE CASE OF 11TH GRADE HIGH AND LOW ACHIEVERS
AT JORGO NOLE PREPARATORY SCHOOL**

**BY
GETACHEW BEKELE**

**A THESIS SUBMITTED TO
THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)**

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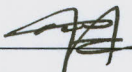
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ABSTRACT

The purpose of this study is to identify vocabulary learning strategies (VLSs) used by high and low achievers. Accordingly, a questionnaire and an interview were designed by adapting Schmitt's (1997) VLSs questionnaire to carry out this study. Fifty four respondents (27 high achievers and 27 low achievers) who were attending 11th Grade at Jorgo Nole Preparatory School (JNPS) in 2005(E.C.) were involved in the study. In order to strengthen the data obtained through questionnaire, some interview questions were prepared, and ten randomly selected respondents (five from the high and five from the low achievers) were interviewed. Data obtained through the questionnaire were analyzed using Statistical Package for Social Sciences (SPSS) version-16.0. Frequency, percentage, mean and t-test were employed to analyze the data obtained through questionnaire, and the data obtained through interview were analyzed qualitatively. Frequency and percentage were used to show the number of respondents rated the five points likert scale for each item. The mean scores were used to compare the difference between the high and the low achievers in using the sub-categories of VLSs. The t-test (at $P<0.05$) was used to check if there is statistically significant difference between the high and the low achievers in using each of the VLSs provided to the respondents in the questionnaire, and to assess the relationship between VLSs and their English language achievement. Findings of the study indicate that there is a relationship between the students' perception and their language achievement, and VLSs preferred by the students and their English language achievement, i.e. the high achievers prefer more VLSs than the low achievers to learn and study new vocabulary. In addition, there is significant difference between the high and the low achievers regarding VLSs they use since many of the high achievers 'Usually' and 'Always' use almost all of the strategies, whereas many of the low achievers 'Never' and 'Rarely' use many of the strategies to discover the meanings of new English words and to consolidate the words they have learned. Finally, it is recommended that English language teachers should facilitate the teaching learning conditions in which the high achievers can help the low achievers practice different VLSs that help them to learn and consolidate new English words in order to speed up their English language acquisition.

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Beginning from the early 1960s, the issue of second language acquisition (SLA) has been emphasized by the emergence of research into language learning strategies (LLSs) that sprang from the first attempt at investigating reasons why some learners, under the same conditions, achieve better results than their classmates when they learn foreign/second language (FL/L2). According to Saville-Troike (2012, p. 209), “it is only since the 1960s that scholars have formulated systematic theories and models to address the basic questions in the field of second language acquisition”. Oxford, Park-Oh, Ito and Sumrall (1993) and Thompson and Rubin (1993) point out that the use of appropriate LLSs often results in overall improved language achievement and/or in a specific language skill area. According to Chamot and Kupper (1989), successful language learners tend to select strategies that work well together in a highly orchestrated way which are adapted to the requirements of the language task. O'Malley and Chamot (1990) also argue that successful learners can easily explain the strategies they use and how they employ them. However, this cannot be true in the context of Ethiopia since the students do not have adequate exposure to English as well as different strategies relatively. Further, according to Cohen (1990) and O'Malley and Chamot (1990), successful language learners employ a variety of strategies to improve their achievement in the target language.

Schmitt (1997) argues that in the late 1970s and early 1980s, the development in the area of SLA research turned attention away from a teaching-centered perspective to one which incorporates an interest in how the actions of learners might affect their acquisition of language. Schmitt (1997) further elaborates his view that the belief that individual learners' endeavors tend to be a governing factor in the language learning process was gradually held by a number of scholars. Consequently, language teachers as well as researchers in the field of second language (L2) became motivated to examine what the individual learners, especially successful learners, do in the process of language acquisition. For instance, Rubin (1975) and Stern (1975) were the pioneer researchers who shifted their focus from teaching methods and materials to a more learner-centered aspect, arguing in their studies that successful language learners made use of a

variety of learning strategies to facilitate their language acquisition. These scholars gathered data by means of questionnaire, interview, and observation by which a more substantial collection of learning strategies was made possible and researchers attempted to construct a thorough framework to describe the strategies adequately.

However, Skehan (1989, as cited in Schmitt, 1997) argues that the area of learner strategies is still in an embryonic state, and Schmitt also strengthens the fact that Skehan's statement holds is especially true for VLSs due to lack of any comprehensive list of taxonomy of strategies in this specific area.

Before the 1980s, vocabulary learning and teaching were given little attention. For instance, Meara (1980) describes that in the previous years of SLA research, vocabulary acquisition was not considered in relation to the learners who encounter difficulty at the primary stages of acquiring their target language. To express how much vocabulary was neglected earlier, Jones (1995) also states that being marginalized, after decades learning lexis is now receiving much attention. According to Zimmerman (1997), in the late 20th century, interest in vocabulary grew as a result of the appearance of lexicographical research in the 1980s, and that time onwards, there has been great interest in the acquisition of vocabulary.

Authorities (e.g. Hatch and Brown, 1995) identify that the strategies of vocabulary learning that students use have greater impact on the success of their vocabulary learning. In a study of some Sudanese students, Ahmed (1989) also found out that good learners use more VLSs and rely more heavily on various strategies than poor learners do. Ahmed's study indicated that good learners not only prefer more strategies but also differ from poor learners in that they learn words in context and use a dictionary as a resource. Poor learners, however, show no interest in learning words in context and are generally less aware of what they could learn about new words. Similarly, Gu and Johnson (1996) suggest that the most successful learners use a wide range of vocabulary learning strategies and this, in turn, help them to be successful vocabulary learners as well as effective language learners. By contrast, less successful learners use a limited range of VLSs inappropriately.

According to Tadesse (2012), the role that English language plays in Ethiopia cannot be neglected. It is obvious that English language has played a central role in the education system of the country, and this may be related to the introduction of modern education in Ethiopia at the beginning of the 20th century (1908). Currently, the Ethiopian educational system is organized into three major programs: general education, technical vocational education and higher education. English is being given as a subject starting from kindergarten (KG) up to higher education. Furthermore, English is normally a medium of instruction from high school up to higher institution.

Recently, vocabulary teaching-learning in Ethiopian schools in general and preparatory schools in particular seems to fit the implicit and explicit vocabulary learning approaches suggested by different scholars (e.g. Schmitt, 2008; and Robinson, 2001). For example, from the new 11th Grade student's English textbook published by FDRE, MOE (2003E.C.), one can see that it seemed to be designed in such a way to help students get opportunities to learn and practice new English words implicitly as well as explicitly. In the textbook, students are offered to learn words implicitly under different topics such as 'Introduction', 'Reading', 'Listening', 'Language Focus', 'Speaking', 'Study Skills', 'Writing' and so forth. Moreover, some VLSs are provided explicitly to the students under topics like "Increase Your Word Power" and "Study Skills: Focus on Vocabulary" to the students in order to equip them with various strategies of vocabulary learning, and give them an equal chance to prefer the strategies so as to learn and practice new English words to enhance their vocabulary knowledge. For instance, in unit seven of the textbook, some of the strategies of vocabulary learning that are explicitly offered to the students are: 'Completing definitions with terms commonly used in discussion of climate change', 'Recording these terms in their vocabulary notebooks for further study of the terms', 'Identifying some discourse markers and their functions', 'Matching pictures to descriptions' and 'Matching nouns and adjectives to weather features'. These strategies seem to have resemblance with some of the strategies, e.g. 'Keep vocabulary notebook', 'Study a word with its pictorial representation of its meaning', 'Connect a word to personal experience', etc., which were found out by Schmitt (1997).

Jorgo Nole Preparatory School (JNPS) is one of the Ethiopian secondary schools in which English is taught as a foreign language. The students learn English for five periods (sessions) per week for forty minutes in each session. The students have no exposure to English outside the classroom which is very essential to enhance their vocabulary as well as their English language proficiency. Inadequacy in vocabulary may be one factor that affects the students' language achievement negatively. Though English is offered to students of JNPS like other students in Ethiopia from the very beginning of their class, i.e. grade one, the experience of the researcher, still many of them cannot express their ideas fluently, and cannot do English examinations well from.

1. 2. Statement of the Problem

A shift of perspective from teacher-centered approach to learner-centered approach initiated SLA researchers to think about factors that influence successful language learning. According to O'Malley and Chamot (1990), meaningful teaching-learning occurs when there is a lively engagement of students in the language learning process. The way one uses LLSs in general and VLSs in particular may be one of the factors that influence language learning. Nyikos and Fan (2007) argue that more proficient students have essential knowledge needed to effectively apply a greater range of VLSs than their less proficient peers. Further, Nation (2001) emphasizes that the essential benefit reaped from all learning strategies, including strategies for vocabulary learning, is the fact that they enable students to take more control of their own learning so that students can take more responsibility for their learning.

These days, English language teachers complain that many students do not have adequate vocabulary to improve their English language achievement. The inadequacy of the learners' vocabulary may result from their VLS use. According to Fan (2003), the inadequacy in lexical knowledge may hinder students' language proficiency development. Students may lack adequate vocabulary due to their inability to employ appropriate VLSs which, in turn, might make them lose interest in learning FL. Therefore, from numerous factors that influence students to be

successful or unsuccessful in language learning, one may be the extent to which foreign language learners use appropriate VLSs while they learn vocabulary.

In addition, students may have low perception about the importance of vocabulary learning to enhance their English language achievement. Vocabulary learning perception may have its own impact on the extent to which students' prefer VLSs in particular and on their language achievement in general. Dornyei (2005) argues that the beliefs language learners hold considerably affect the way they go about mastering L2. As Ellis (2008a) points out, self-efficacy governs the extent to which learners are prepared to make use of the opportunities for learning in a given context. Gu and Johnson (1996) investigated beliefs about vocabulary learning of some Chinese students in which the students' opinions about the best way to approach vocabulary learning were addressed. According to Allen (1983), students not only communicate in words but also they do most of their thinking in words because words are the tools they use to think, to express ideas and feelings, as well as to explore and analyze the world around them. This shows that vocabulary learning is fundamental for their English language achievement though the target students' perception about the importance of vocabulary learning for their English language achievement may be low.

In the past, various researchers attempted to investigate VLSs employed by L2 learners to speed up their language acquisition. For instance, from abroad, various researchers (e.g. Gu and Johnson, 1996; Hatch & Brown, 1995; Ming Wei, 2007; Morin & Goebel, 2001; Nation, 2001; Schmitt, 1997) carried out different studies to assess students' efforts to use VLSs for the enhancement of their vocabulary learning as well as their language achievement. In the Ethiopian context, as far as the knowledge of the researcher is concerned, some local researches also conducted on VLSs focusing on different variables and settings (levels). For instance, Abebe (1997) studied the strategies of vocabulary learning employed by first year students at Addis Ababa University; and he concluded that variations in VLSs depend on the learner's level of performance or proficiency in English. Jeylan (1999) conducted a study on VLSs used by 11th Grade students at Menelik II Senior Secondary School in Addis Ababa. The finding of Jeylan's



research generally indicated that the respondents did not seem to use many of the strategies investigated, and this might suggest that they lacked awareness of the various strategies recognized as productive by several researchers in the field of VLSs. Setegn (2007) assessed VLSs employed by Somali speaking students. Setegn concluded that there is no statistically significant gender difference among learners in using VLSs except for cognitive strategies. Getnet (2008) investigated vocabulary learning strategy use and students' achievement (high and low achievers in focus) at Gonder College of Teachers Education. Getnet's research finding revealed that there is a relationship between language achievement and VLSs, i.e. high achievers always use a wider range of VLSs than low achievers do.

As far as the researcher's knowledge is concerned, Getnet (2008) is one of the few local researchers who investigated the relationship between VLSs, and students' English language achievement and found out that there is a relationship between language achievement and VLSs. This shows that locally, there is a scarcity of researches conducted on the relationship between VLSs and students' English language achievement. Thus, the interest of this study was examining the relationship between VLSs and English language achievement of the target students. Getnet (2008) also recommended that more research is needed to investigate the similarities and differences between high and low achievers in using VLSs to arrive at reliable conclusions. Consequently, this study assessed the similarities and differences between high and low achievers in using VLSs to learn and consolidate new English words.

What makes this research different from Getnet's research is that:

- First, Getnet's research was conducted at a college level while this research was carried out at a preparatory school level.
- Second, Getnet focused on VLSs alone in his questionnaire and interview whereas the present researcher, in addition to VLSs, assessed the perception of the respondents about the importance of vocabulary learning in improving their English language achievement.

Accordingly, the present researcher investigated the similarities and differences between high and low achievers in using VLSs, and the relationship between VLSs and the respondents' English language achievement at preparatory school level. Moreover, he assessed whether or not there is significant difference of perception between the high and the low achievers about the importance of vocabulary learning to improve their English language achievement.

To this end, the research attempts to search answers to the following questions:

1. Is there any significant difference of perception between the high and the low achievers about the importance of vocabulary learning?
2. What are the similarities and differences between the high and the low achievers in using VLSs?
3. Is there any relationship between VLSs and English language achievement?
4. What are the most and the least used sub-categories of VLSs for the high achievers, and for the low achievers?

1. 3. Objectives of the Study

1. 3. 1. Main Objective

The main objective of this study is to assess the similarities and differences between the high and the low achievers in using VLSs, and examine the relationship between VLSs used by the respondents and their achievement in the target language.

1. 3. 2. Specific Objectives

This research intends to achieve the following specific objectives:

- To see the difference of perception between the high and the low achievers about the importance of vocabulary learning.
- To assess the similarities and differences between the high and the low achievers in using VLSs.
- To examine the relationship between VLSs used by the respondents and their English language achievement.
- To assess the most and the least used sub-categories of VLSs for the high achievers, and for the low achievers.

1. 4. Significance of the Study

It is hoped that the findings of this study will have the following significances. Firstly, it could the target students to be aware of various VLSs and use them to promote their English language achievement in their future learning. Secondly, it might give a better insight about VLSs for teachers to help their students in using effective and adequate VLSs to enhance their students' English language achievement. Lastly, it might serve as an input for other researchers interested in this area under different contexts.

1. 5. Delimitation of the Study

The study is delimited to JNPS, which is found in Oromia Regional State, West Wollega Zone, Nole Kaba District. The result of the study would have been more comprehensive if the researcher had included other preparatory schools (PSs). However, the researcher was restricted to one preparatory school (PS) and one grade level (11th Grade) high and low achievers due to time and financial constraints. Moreover, the study was confined to VLSs only and its findings might not be generalizable to learning strategies of other language skills.

1. 6. Limitation of the Study

The study has the following limitations. Firstly, the instruments used to obtain information were limited to questionnaire and semi-structured interview for reasons like time and financial constraints. The study would have been stronger if other tools, such as 'Classroom observation', 'Think Aloud technique', etc. had been used in the study. Secondly, the examinations whose results were used to categorize the respondents into high and low achievers were not standardized ones since they were prepared by the classroom teacher. Therefore, it was difficult to check the validity of the examinations. Thirdly, the study would have been more comprehensive if it had involved the medium achievers. However, the researcher made up his mind to focus on the two extremes (high and low achievers) in the study.

1. 7. Definitions of Key Terms, Abbreviations and Acronyms

In this section, definitions of some key terms, abbreviations as well as acronyms used in the study are presented to make the reading of the paper more convenient.

1. 7. 1. Definitions of key terms

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

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

Language Achievement: a success in learning a language as a foreign language or proficiency in learning a foreign language. In this study, English language achievement was referred to the target students' first semester 11th Grade English language results of 2005 E.C.

New English words: English words whose meanings are not known among the respondents or English words that the respondents encountered for the first time.

1. 7. 2. Abbreviations and acronyms

df: degree of freedom

E. C.: Ethiopian calendar

EFL: English as a Foreign Language

e.g.: example

FDRE: Federal Democratic Republic of Ethiopia

FL: Foreign Language

GMT: Grammar Translation Method

i.e.: that is

KG: kindergarten

L2: Second Language

LLSs: Language Learning Strategies

MOE: Ministry of Education

PS: preparatory school

PSs: preparatory schools

Q: Question

SLA: Second Language Acquisition

TOEFL: Teaching of English as a Foreign Language

VLSs: Vocabulary Learning Strategies

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2. 1. The Importance of Vocabulary

From all the language skills, vocabulary is a very essential part in English language learning, and no one can communicate in any meaningful way without vocabulary. According to Nyikos and Fan (2007), vocabulary has a fundamental function in both the receptive and productive skills associated with effective communication. This means, vocabulary is a basic component of language proficiency which provides the base for learners' performance in other skills, such as speaking, reading, listening and writing. Bowen *et al.* (1985) and McCarthy (1990) indicate that vocabulary is the principal component of any language course. Nation (1990) also argues that learners see vocabulary as being a very central element in language learning. Learners feel that many of their difficulties, in both receptive and productive language use, result from the lack of vocabulary knowledge. However, many scholars in the fields of vocabulary learning and teaching (e.g. Allen, 1983; Carter and McCarthy, 1988; Hedge, 2000; Long and Richards, 1997; Maley, 1986; Richards, 1985; Zimmerman, 1997) indicate that vocabulary has long been neglected in the language classroom. Thus, the main purpose of this section is to study and review the importance of vocabulary in language learning, especially English language teaching and learning.

Scholars (e.g. Allen, 1983) claim that words are the instruments learners use to think, to express ideas and feelings, as well as to explore and analyze the world around them. Limited vocabulary knowledge keeps them from expressing their thoughts and feelings whereas a large, rich vocabulary gives them the right words to use at the right time and context. According to Kitajima (2001), without words that label objects, actions, and concepts, one cannot express intended meanings effectively. Nandy also strengthens the preceding idea by saying, "the more words one is able to use correctly, the better one will be able to express oneself easily and with self-confidence and to understand the world one lives in" (1994, p. 1).

It is obvious that in a good language learning classroom, both vocabulary and grammar are fundamental skills; however, vocabulary needs to receive more attention before grammar. Regarding this, Allen (1983) points out that in the best classes, neither grammar nor vocabulary is neglected, but vocabulary is more essential and should be taught before grammar. Flower (2000) also states that words are the most important things students must learn because it is more important than grammar. Further, Lewis (1993, p. 115) views the significance of vocabulary as the center of language teaching and learning since language consists of 'grammaticalised lexis, not lexicalized grammar' and 'grammar, as a structure, is subordinate to lexis' The above views from different scholars reveal that these scholars see that words should be preceded by grammar in the classroom teaching and learning situation. From one's own experience, it is possible to imagine that one can comprehend others' messages even if they pronounce words badly, and make grammatical mistakes, but without the mediation of words, any meaningful way of communication is rather difficult.

Wilkins (1972, as cited in Lessard-Clouston, 2012, p. 1) also claims, "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed". Ellis (1994) also asserts that lexical errors tend to hamper comprehension more than grammatical errors. Similarly, Harmer (1991) declares that choosing words carefully in certain situations is more important than choosing grammatical structures because language learners cannot use structures correctly if they do not have enough vocabulary knowledge. Precisely, vocabulary seems to be the key to language learning, and it is also vital for comprehension of language skills.

To wind up, one can see the importance of vocabulary since language learners with better vocabulary knowledge can achieve success in their classroom, their social life, and in their continuing acquisition of the target language, i.e. the target language achievement in general. Allen (1983) strengthens this idea that a large, rich vocabulary gives language learners the right words to use at the right time and context, and also enables them to express their real thoughts, ideas, and feelings. Thus, one can see, from the scholars' views mentioned above, that vocabulary plays a central role in learning and understanding a language as well as in using a target language confidently which leads to language achievement.

2. 2. Intentional Vs Incidental Learning of Vocabulary

Scholars (e.g. Ahmad, 2011; Fong, Kwan & Wang, 2008; Khoii & Sharififar, 2013; Schmitt, 2008) point out that there are two ways of learning vocabulary in L2 acquisition, namely: intentional (explicit) and incidental (implicit) vocabulary learning. For instance, Schmitt (2008) claims that the main reason for an explicit focus on vocabulary is that it is effective: although researches (e.g. Ahmad, 2011; Robinson, 2001) have demonstrated that valuable learning can come from incidental exposure, intentional vocabulary learning (i.e. when the specific goal is to learn vocabulary, usually with an explicit focus) almost always leads to greater and faster gains, with a better chance of retention and of reaching productive levels of mastery.

Robinson (2001) defines that intentional vocabulary learning refers to any activity aiming at committing lexical information to memory. Ahmad (2011) argues that intentional vocabulary learning based on synonyms, antonyms, word substitution, multiple choice, scrambled words and crossword puzzles, regardless of context, is not so effective, because learners are more prone to rote learning. They cram the meaning of the new words without undergoing cognitive process. A very few words learned through this method get transformed into active process.

On the other hand, Schmitt (2008) argues that many of the encounters which learners need to consolidate and enhance their knowledge of lexical items must come from the extensive exposure generated by the meaning-focused input component, from which incidental learning can occur. As a consequence, teachers and materials writers need to consider the maximization of meaning-focused exposure as an equal partner to explicit vocabulary learning, and thus actively promote and manage it.

Ahmad (2011) claims that incidental learning is the process of learning something without the intention of doing so. According to Robinson (2001, p. 271), incidental vocabulary learning means "the learning of vocabulary as a by-product of any activity not explicitly geared to vocabulary learning". Incidental vocabulary learning may occur while learners learn listening, speaking, reading and writing. In terms of language acquisition, incidental learning is said to be

an effective way of learning vocabulary from context. Ahmad further argues that incidental vocabulary learning motivates learners for extensive reading, involves learners' ability to guess the meaning of new words from the contextual clues, and promotes deeper mental processing and better retention. In incidental vocabulary learning, learners get themselves fully involved in the process of decoding the meaning through the clues available in the text. They think and rethink about the new words involving cognitive process which helps the learners retain the words for a longer period of time. While they read extensively, learners understand not only the meanings in the given text but also the related grammatical patterns, common lexical sets and typical association of the word with the context. According to Ahmad (2011), learning vocabulary through extensive reading also improves learners' fluency because learners look at group of words rather than each individual word while reading. However, incidental learning of vocabulary may lead EFL learners to incorrect inferences as they may lack the word knowledge from context and do not use active reading strategies, such as visualizing, summarizing, self-questioning, etc.

2. 3. Definitions of Vocabulary Learning Strategies

According to Nation (2001), VLSs are a part of language learning strategies which in turn are a part of general learning strategies. Catalán (2003) also suggests that “the definition of vocabulary learning strategy stems from that for language learning strategies” (p. 55). Various researchers have defined LLSs in different ways before VLSs become the focus of attention among researchers. For instance, Oxford (1990) defines LLSs, which incorporate VLSs, “are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p. 8). Rubin (1987) also broadly defined learning strategy as “the process by which information is obtained, stored, retrieved, and used” (p. 29). The use of strategy is especially important in vocabulary learning, which depends quite heavily on individual learners' endeavors.

Cameron (2001, p. 92) defines VLSs as “the actions that learners take to help themselves understand and remember vocabulary items”. Catalán (2003, p. 56) adopts the definition of VLSs

from Rubin (1987); Wenden (1987); Oxford (1990); and Schmitt (1997) as the working definition in her study as “knowledge about the mechanisms (processes, strategies) used in order to learn vocabulary as well as steps or actions taken by students 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 the oral or written mode”. Similarly, Intaraprasert (2004) defined VLSs as “any set of techniques or learning behaviors, which language learners reported using in order to discover the meaning of a new word, to retain the knowledge of newly-learned words, and to expand their knowledge of vocabulary” (p. 9). According to Takač (2008, p. 106), “Vocabulary learning strategies are activities, behaviours, steps or techniques used by learners (often deliberately) to facilitate vocabulary learning”. Various definitions given above by different scholars show that VLSs are specific techniques preferred by L2/FL learners for the acquisition of new words in the target language, for the consolidation of words once one has encountered, and retrieval and use of those words.

2. 4. Classification of Vocabulary Learning Strategies

VLSs can be categorized in terms of knowledge-oriented strategies; and skill-oriented strategies. Knowledge-oriented strategies refer to understanding and recognizing words (which involve receptive skills). Skill-oriented strategies refer to the use of words (which is concerned with productive skills). Miller and Gildea (1987) and Nation (1990) argue that language learners need to learn and know how to record, store, and practice new words by using different types of VLSs. This may be because, there is no single strategy which is comprehensive enough, and which equally serves all students to learn vocabulary systematically. Rather, according to Oxford (1990); and Schmitt (2000) each strategy for vocabulary learning may be appropriate for its purpose.

Intaraprasert (2004) claims that scholars use different ways of classifying LLSs and these classification systems give an essential contribution to the knowledge of VLSs. A brief discussion as well as consideration of the classification systems of VLSs which have been identified in different contexts by different scholars will be provided in the following paragraphs.



Strategies for dealing with vocabulary items proposed by Cohen (1987, 1990) have been found to share some common characteristics. Consequently, it could be put together to create the new three main categories. They include strategies for remembering words, semantic strategies, and vocabulary learning and practicing strategies.

Rubin and Thompson (1994) formulated three main categories of strategies for vocabulary learning that have been reported by language learners. These include Direct Approach, Use Mnemonics, and Indirect Approach. In Direct Approach, language learners pay attention to learning words in lists or completing various vocabulary exercises. Mnemonics are techniques that make memorization easier by organizing individual items into patterns and linking things together. In Indirect Approach, a lot of vocabulary is learned through reading and listening; according to these scholars, it is vital to focus on strategies for dealing with unfamiliar words indirectly instead of memorizing them.

Gu and Johnson (1996) made use of a questionnaire to study Chinese advanced learners' use of English VLSs. Their categorization includes: Beliefs about vocabulary learning; Meta-cognitive regulation; Guessing strategies; Dictionary strategies; Note-taking strategies; Memory strategies (rehearsal); Memory strategies (encoding) and Activation strategies. Gu and Johnson (1996) developed a substantial list of EFL VLSs reported being employed by advanced Chinese learners. The study has profiled the beliefs and strategies of adult Chinese learners for learning EFL vocabulary.

The individual VLSs recognized by Lawson and Hogben (1996) have been classified under four different categories. These include Repetition, Word Feature Analysis, Simple Elaboration, and Complex Elaboration. Repetition Strategy comprises five strategies (Reading of Related Words, Simple Rehearsal, Writing of Word and Meaning, Cumulative Rehearsal and Testing); Word Feature Analysis consists of three strategies (Spelling, Word Classification and Suffix); Simple Elaboration incorporates four strategies (Sentence Translation, Simple Use of Context,

Appearance Similarity and Sound Link); and Complex Elaboration has three strategies for learning vocabulary items (Complex Use of Context, Paraphrase and Mnemonic).

Schmitt (1997) developed a taxonomy of VLSs based on Oxford's (1990) taxonomy of extensive LLSs, including Memory, Cognitive, Compensation, Meta-cognitive, Affective, and Social categories. Schmitt (1997) classified VLSs into two broad categories: (1) Strategies for the discovery of a new word's meaning, and sub-categories: Determination Strategies and Social Strategies. (2) Strategies for consolidating a word once it has been encountered, and sub-categories: Social Strategies, Memorization Strategies, Cognitive Strategies, Meta-cognitive strategies.

Weaver and Cohen (1997) classified strategies for acquiring vocabulary into six main categories: Categorization, Keyword mnemonics, Visualization, Rhyme/Rhythm, Language Transfer, and Repetition. Categorization involves learning new words by separating according to meaning, part of speech, formal vs. informal language forms, alphabetical order, or types of clothing or food; Keyword mnemonics includes finding a native-language word or phrase with similar sounds, and creating a visual image that ties the word or phrase to the target-language word; Visualization refers to learning words meanings through mental images, photographs, charts, graphs, or the drawing of pictures; Rhyme/Rhythm involves making up songs or short ditties in order to learn new words; Language Transfer incorporates using prior knowledge of native, target, or other language structures; and Repetition means repeating words over and over to improve pronunciation or spelling, trying to practice the words using all the four macro skills: writing new sentences, making up stories using as many new words as possible, reading texts that contain those new words, purposely using the words in conversation and listening for them as they are used by native speakers. These strategies are found to share similar characteristics of words in terms of word meaning, word form, and word use like other researchers' classifications.

VLSs identified by Hedge (2000) are classified under two main categories, namely: Cognitive and Meta-cognitive strategies. Cognitive strategies refer to strategies for using the vocabulary

and for understanding how vocabulary works. Meta-cognitive strategies generally involve preparing, planning for learning, selecting, and using learning strategies, monitoring strategy use, organizing various kinds of strategies, and evaluating the effectiveness of strategy use and learning.

Cook (2001) identified two main categories for understanding and using vocabulary which include strategies for getting meaning, and strategies for acquiring words. She suggested that the implication is how teaching can fit the language learners' ways of learning vocabulary items. Language learners can get the meanings of vocabulary items by guessing the meaning from context, using a dictionary, making deductions from the word form, and linking vocabulary items to cognates. They may acquire vocabulary items by repetition and rote learning, organizing words in their mind, and linking words to existing knowledge.

VLSs suggested by Decarrico (2001) are categorized into four main groups, i. e. (1) guessing meaning from context, a mnemonic device or the keyword method, vocabulary notebooks, and strategies involving checking for an L1 cognate; (2) studying and practicing in peer groups; (3) using verbal and written repetition; and (4) engaging in extended rehearsal. She mentions that language learners have not been taught the majority of words. Therefore, vocabulary learning is more likely to be mainly implicit (incidental). She further suggested that strategies should aid both in discovering the meaning of a new word and in consolidating a word once it has been encountered. Thus, language learners should approach independent learning of vocabulary by using a combination of extensive reading and self-study strategies.

Nation (2001; 2005) provided a taxonomy of VLSs, which can be grouped under three main categories: Planning (comprise planning), Sources (finding information) and Processes (establishing knowledge). The planning category involves choosing where and how to focus attention on the vocabulary item and contains strategies for choosing words, choosing aspects of word knowledge and choosing strategies as well as planning repetition. The sources category involves finding information about the word from the word form itself, from the context, from a reference source like dictionaries or glossaries and from analogies and connections with other

languages. The process category refers to establishing word knowledge through noticing, retrieving and generating strategies. From the features of all three main categories of VLSs, it could be assumed that VLSs proposed by Nation (2001; 2005) involve both cognitive and meta-cognitive strategies since both include a wide range of strategies of different complexity.

Pemberton (2003) indicated that one of the biggest problems with vocabulary learning is that what is 'learned' today is often forgotten tomorrow, and most of the language learners seem to have all experienced this problem. He proposes a variety of strategies for vocabulary learning. There are two main categories in his vocabulary learning strategies classification, including strategies for learning vocabulary items, and strategies for reducing the 'forgetting problem'. VLSs classified by Pemberton (2003) seem to be the ways for some solutions to remember words for a long period of time, to learn them so well that they become 'known', and fixed in the learner's memory. Moreover, these strategies seem to promote language learners to make individual effort in their independent vocabulary learning.

VLSs proposed by Intaraprasert (2004) are classified under three main categories, including strategies: (1) to discover the meanings of new vocabulary items (DMV), (2) to retain the knowledge of newly-learned vocabulary items (RKV), and (3) to expand the knowledge of vocabulary items (EKV).

Generally, VLSs have been classified into various categories by different researchers. Although some of these categories have been named differently, they seem to overlap; and they seem to share some common strategies. Nyikos and Fan (2007) claim that one reason researchers often overlap categories is that they frequently utilize a priori conceptual constructs from cognitive and social psychology to classify strategies, rather than specifically relying on emerging patterns of how learners deploy VLSs. Most VLSs can be applied to a wide range of vocabulary learning, and are useful at all levels or stages of vocabulary learning. These VLSs are very important for language learners since they promote language learners to take control of their learning away from the teacher. In other words, language learners with a variety of VLSs would make

themselves more self-directed learners. The students would also make their vocabulary learning easier, faster, more enjoyable and more effective themselves.

Table 2.1: Different researchers and their VLSs classification

No.	Researcher(s)	Classification of VLSs they used
1	Cohen (1987, 1990)	Category 1: Strategies for Remembering Words Category 2: Semantic Strategies Category 3: Vocabulary Learning and Practicing Strategies
2	Rubin and Thompson (1994)	Category 1: Direct Approach Category 2: Use Mnemonics
3	Gu and Johnson (1996)	<ul style="list-style-type: none"> • Beliefs about vocabulary learning; • Meta-cognitive regulation; • Guessing strategies; • Dictionary strategies; • Note-taking strategies; • Memory strategies (rehearsal); • Memory strategies (encoding); • Activation strategies
4	Lawson and Hogben (1996)	Category 1: Repetition Category 2: Word Feature Analysis Category 3: Simple Elaboration Category 4: Complex Elaboration
5	Schmitt (1997)	Category 1: Strategies for the discovery of a new word's meaning <ul style="list-style-type: none"> • Determination Strategies (DET) • Social Strategies (SOC)

6	Weaver and Cohen (1997)	Category 1: Categorization Category 2: Keyword/mnemonics Category 3: Visualization Category 4: Rhyme/rhythm Category 5: Language transfer Category 6: Repetition
7	Hedge (2000)	Category 1: Cognitive Strategies Category 2: Meta-cognitive Strategies
8	Cook (2001)	Category 1: Strategies for getting meanings of words Category 2: Strategies for acquiring words
9	Decarrico (2001)	Category 1: Guessing Meaning from Context Category 2: A Mnemonic Device or the Keyword Method Category 3: Vocabulary Notebooks Category 4: Other Learner Strategies
10	Nation (2001; 2005)	Category 1: Planning (Choosing what and when to focus on) Category 2: Sources (Finding information about words) Category 3: Processes (Establishing knowledge)
11	Pemberton (2003)	Category 1: Strategies for Learning Vocabulary: 1. Memorization 2. Using words 3. Recycling words one has learned Category 2: Strategies for Reducing the 'Forgetting Problem'
12	Intaraprasert (2004)	Category 1: Strategies to Discover the Meaning of New Vocabulary Items (DMV) Category 2: Strategies to Retain the Knowledge of Newly-learned Vocabulary Items (RKV) Category 3: Strategies to Expand the Knowledge of Vocabulary Items (EKV)

Although there are various classifications of VLSs by different scholars as it has been discussed earlier, the researcher adapted and used Schmitt's (1997) VLSs classification as this scholar uses more thorough and in-depth studies which look at VLSs as a group are in need to contribute to a more comprehensive taxonomy of VLSs. Schmitt (1997) further suggests that an exhaustive list or taxonomy of strategies in this specific area (VLSs) has not come into consensus, and in order to address this gap, he attempted to propose a list of VLSs as exhaustive as possible and to classify them based on Oxford's (1990) LLSs classification. He primarily refers to Oxford's (1990) classification scheme and adopt four strategy groups (Social, Memorization, Cognitive, and Meta-cognitive) which seems best able to illustrate the wide variety of VLSs. Social strategies involve learners using interaction with other people to facilitate their learning. Memorization strategies consist of approaches that help to relate new materials to existing knowledge system. According to Oxford (1990), there are skills which require "manipulation or transformation of the target language by the learner" (p.43). Such skills are considered as Cognitive strategies. Lastly, Meta-cognitive strategies "involve a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best way to study" (Schmitt 1997, p. 205).

Since Oxford's system deals with LLSs in general and thus seems not to be able to cover certain specific strategies used in vocabulary learning, Schmitt (1997) created a new category for those strategies learners employ when discovering a new word's meaning without consulting other people, namely Determination Strategies. According to Schmitt, in terms of the process involved in vocabulary learning, strategies may be divided into two groups: (a) those for the discovery of a new word's meaning and (b) those for consolidating a word once it has been encountered.

Table 2.2: Some of Schmitt's (1997) Vocabulary Learning Strategies

1. Strategies for the discovery of a new word's meaning	
Strategy group	Strategy
Determination	<ul style="list-style-type: none"> ✦ Analyzing a part of speech ✦ Analyzing affixes and roots ✦ Analyze any available pictures or gestures ✦ Guess meaning from textual context ✦ Use dictionary (bilingual or monolingual)
Social	<ul style="list-style-type: none"> ✦ Ask a teacher for a synonym, paraphrase, ✦ Ask a teacher for L1 translation of new words ✦ Ask classmates for meaning ✦ Ask a teacher for a sentence including new words
2. Strategies for consolidating a word once it has been encountered	
Strategy group	Strategy
Social	<ul style="list-style-type: none"> ✦ Study and practice meaning in a group ✦ Interact with native speakers

Memory	<ul style="list-style-type: none"> ✦ Connect words to a previous personal experiences ✦ Associate words with their cognates ✦ Use semantic maps ✦ Image word form/meaning ✦ Use keyword method ✦ Group words together to study them ✦ Group words together spatially on a page ✦ Study the spelling of a word
Cognitive	<ul style="list-style-type: none"> ✦ Verbal repetition ✦ Written repetition ✦ Word lists ✦ Put English labels on physical objects ✦ Keep a vocabulary notebook
Meta-cognitive	<ul style="list-style-type: none"> ✦ Use English language media (songs, movies, news, casts, etc.) ✦ Use spaced word practice (expanding rehearsal) ✦ Test oneself with words tests ✦ Continue to study words over time

2. 4. 1. Discovery Strategies

According to Schmitt (1997), discovery strategies include several determination strategies and social strategies. A learner may discover a new word's meaning through guessing from context, guessing from an L1 cognate, using reference materials (mainly a dictionary), or asking someone else (e.g. their teacher or classmates). There is a natural sense that almost all of the strategies applied to discovery activities could be used as consolidation strategies in the later stage of vocabulary learning. Let us discuss some of the Discovery Strategies in detail next.

2. 4. 1. 1. Guessing from Context

Nation (2001, p. 232) maintains that "incidental learning via guessing from context is the most important of all sources of vocabulary learning". Schmitt (1997) also argues that over the past two decades, this strategy has been greatly promoted since it seems to "fit in more comfortably with the communicative approach than other, more discrete, discovery strategies" (p. 209). Context tends to be more interpreted as simply textual context. Nevertheless, some other important sources of information should also be taken into account when guessing, such as knowledge of the subject being read, or knowledge of the conceptual structure of the topic. According to Liu and Nation (1985, as cited in Nation, 2001), it is found that a minimum requirement for the guessing to happen is that 95% of the running words are already familiar to the learner. Clarke and Nation (1980, as cited in Nation, 2001) present an inductive five-step approach to guess. These are: finding the part of speech of the unknown word, looking at the immediate context of the unknown word and simplify this context if necessary, looking at the wider context of the unknown word, i.e. looking at the relationship between the clause containing the unknown word and surrounding clauses and sentences, guessing the new word and checking the guess.

According to Nation and Coady (1988), there are several ways to check the guess:

1. Check that the part of speech of the guess is the same as the part of speech of the unknown word.
2. Break the unknown word into parts and see if the meaning of the parts relate to the guess.
3. Substitute the guess for the unknown word. Does it make sense in context?
4. Look in a dictionary (p. 104-105).

It needs to be noted here that the use of the word form comes after the context clues have been used. Some studies (e.g. Laufer & Sim 1985, as cited in Nation, 2001) suggest that learners make wrong guesses probably due to their heavy reliance on word form. When learners make an incorrect guess based on word-part analysis, they may twist their interpretation of the context to support the incorrect guess. Thus, Nation (2001) suggests that the most difficult part of the guessing strategy is to make learners delay using word form clues until after using contextual information.

2. 4. 1. 2. Dictionary Use

Reference materials like a dictionary can be used in a receptive or a productive skill in language learning. However, since there is likely insufficient time to consult a dictionary during the process of speaking and listening, more look-up work happens during reading and writing. A common situation is that, for example, when a learner meets an unknown word in the text and fails to infer the meaning through context, they might be advised to consult a dictionary. According to Scholfield (1982), looking up a word in a dictionary is “far from performing a purely mechanical operation”; instead, a proficient dictionary user “is often required to formulate and follow several hypotheses and make use of prior knowledge of various sorts, especially information derived from context” (p. 185). Since many lexical items in a language have more than one meaning, learners should be instructed how to reduce multiple options by elimination. For instance, Underhill (1980) proposes that scanning all of the definitions in the entry before

deciding which definition is the one that fits is a good idea. After choosing a seemingly reasonable meaning from the definitions in the entry, a user then needs to “understand the definition and integrate it into the context where the unknown word is met” (Scholfield 1982, p. 190). The most complicated parts involving dictionary use arise when none of the definitions in the entry seems to fit the context or more than one fits the context. In such situations, a user may need to infer a meaning that comes from the definitions in the entry or “seek further contextual clues in the source text to disambiguate” (Scholfield 1982, p. 193). Each of the above skills may be practiced separately through well-designed activities and only in this way effective dictionary use can be maximized and misunderstanding minimized.

2. 4. 1. 3. Word Part Analysis

A large number of English words have derivational forms by adding prefixes or suffixes to the root word. Some studies (e.g. Bauer and Nation, 1993 & White *et al.*, 1989) have confirmed the frequent, widespread occurrence of derivational affixes, and this makes learning word parts meaningful for language learners. Regarding this, Nation (2001, p. 264) insists that:

A knowledge of affixes and roots has two values for a learner of English: it can be used to help the learning of unfamiliar words by relating these words to known words or to known prefixes and suffixes, and it can be used as a way of checking whether an unfamiliar word has been successfully guessed from context.

Nation (2001) argues that if used properly, this strategy helps the learning of thousands of English words, including high-frequency and low-frequency words, especially academic vocabulary. The word part strategy involves two steps. Firstly, learners need to be able to recognize prefixes and suffixes so that they may break the unknown word into parts. Secondly, they need to relate the meaning of the word parts to the dictionary meaning of the word. To achieve this goal, learners have to know the meanings of the common word parts and “to be able to re-express the dictionary definition of a word to include the meaning of its prefix and, if possible, its stem and suffix” (Nation, 2001, p. 278).

2. 4. 2. Consolidation Strategies

2. 4. 2. 1. Memorization Strategies

Memorization strategies refer to the process of making connections between the to-be-learned word and some previously learned knowledge, using some form of imagery or grouping. Thus, memorization strategies play an important role in helping learners to place new words into memory and in the whole process of vocabulary learning. Schmitt (1997) includes 27 memorization strategies in his 58 items of VLSs taxonomy. Examples of memorization strategies include “study a word with a pictorial representation of its meaning”, “associate a word with its coordinates”, “use semantic maps”, “group words together within a storyline”, “study the spelling of a word”, “use Keyword Method”, or “use physical action when learning a word”, etc. Among the numerous mnemonics, the Keyword Method is also one of the three strategies that Nation (1990) proposes to apply when dealing with low-frequency words. This technique involves a learner finding an L1 word which sounds like the target language word and creating an image combining the two concepts. A number of studies (e.g. Pressley *et al.*, 1980; 1982) have indicated that the Keyword method is an effective method of improving word retrieval for foreign vocabulary learners.

2. 4. 2. 2. Cognitive Strategies

In Schmitt’s (1997) VLSs taxonomy, cognitive strategies primarily refer to written and verbal repetition as well as some mechanical means of involving vocabulary learning. Schmitt (1997) claims that although repetition as a learning strategy is not much praised by those supporting the Depth of Processing Hypothesis, it is popular among learners and may help them achieve high levels of proficiency. In Schmitt’s (1997) study, for example, up to 76% of Japanese learners reported that they used verbal and written repetition as consolidation strategies, making them the second and third most-used strategies separately. Other cognitive strategies involve using some kind of study aids, such as taking notes in class and making a tape recording of word lists and studying by listening. Vocabulary notebooks are also recommended by numerous scholars (e.g. Gairns and Redman, 1986; Schmitt and Schmitt, 1995; Fowle, 2002) to be implemented by learners to facilitate vocabulary acquisition.

2. 4. 2. 3. Meta-cognitive Strategies

The study by Gu and Johnson (1996) has found that meta-cognitive strategies are positive predictors of vocabulary size and general English proficiency, showing the significant role the meta-cognitive strategies play in language learning. Thus, a need is seen to train students to control and evaluate their own learning through various ways, such as using spaced word practice, continuing to study word over time, or self-testing, all of which are included in Schmitt's (1997) meta-cognitive taxonomy. In this way, learners will take more responsibility for their studies, and their overall learning effect may be improved.

2. 5. The Importance of Vocabulary Learning Strategies for EFL Students

Different scholars in the field of SLA (e.g., Wenden and Rubin, 1987; O'Malley & Chamot, 1990; Oxford, 1990) point out that from 1980s onwards, there have been increasingly rapid advances in the field of research into L2 learning strategies. According to Nation (2001); and Scharle and Szabo (2000), the main benefit gained from VLSs is the fact that they enable learners to take more control of their own learning so that learners are able to take more responsibility for their vocabulary learning. Brown, Campione and Day, (1980, as cited in Oxford & Nyikos, 1989) also argue that preference of appropriate learning strategies enables students to take responsibility for their own learning by enhancing learner autonomy, independence, and self-direction. Being familiarized with a variety of VLSs, students can decide upon how exactly they would like to deal with unknown words. Schmitt (2000) states that a good knowledge of the strategies and the ability to apply them in suitable situations might considerably simplify the learning of new vocabulary for students.

Graves (1987) suggests that since students actually do most of their learning of new words independently, it makes sense to encourage them "to adopt personal plans to expand their vocabularies over time" (p. 177). In fact, scholars (e.g., Rossini Favretti, Silver, Gasser, & Tamburini, 1994) place considerable emphasis on the importance of foreign language students' developing autonomous learning strategies, and books aimed at teachers (e.g., McCarthy, 1990; Nation, 1990; & Oxford, 1990) provide practical advice on teaching vocabulary and encourage student language learning strategies. According to Takač (2008, p. 106), "Vocabulary learning

strategies can help learners to discover lexical items (both their meaning and form), and to internalize, store, retrieve and actively use these in language production”.

Since vocabulary is an active part of a language, the mastery of vocabulary not only occurs in a classroom or school situation, but it also has to be accumulated throughout one’s life. This is to mean that vocabulary learning is not a duty that is restricted to only classroom situation rather it is an activity that takes place in various situations. It is obvious that no-one can master all the vocabulary in a language throughout their life. Thus, what can be done is to acquire certain strategies to speed up the acquisition of new words. So the study of VLSs is demanded naturally as an important step in SLA.

2. 6. Individual Differences

In their review, Nyikos and Fan (2007) identify that there are four main factors which influence VLS use of students. These are: proficiency level of the students, individual variation and gender, strategy use development and learning environment (classroom restricted FL versus social context-embedded ESL settings). Strategy use is one of the key factors that bring individual differences among students. VLS use is a learner-initiated action which has an inherent relationship with other individual difference factors such as motivation, learning styles, gender and self-efficacy.

According to Tseng and Schmitt (2008), among the factors that could influence the outcome of L2 learning, motivation has been widely embraced by both practitioners and researchers as a critical determinant of success in language learning, and this belief is strongly supported by a wide range of studies on L2 motivation in the past three decades. Tseng and Schmitt (2008) further claim that learners with intrinsic motivation to learn vocabulary, for instance, are more willing to take control and responsibility for this learning task. Spratt, Humphreys and Chan (2002, as cited in Gupta and Getachew, 2011) also argue that motivation is a basic element that influences the degree to which students are ready to learn autonomously.

Regarding style differences in vocabulary learning, Sanaoui (1995, as cited in Nyikos & Fan, 2007) notes that successful students took a structured approach which involves disciplined, independent

study characterized by self-devised learning tasks. Unsuccessful students, on the contrary, follow unstructured approaches, i.e. they are less systematic, motivated, pro-active, or disciplined (spend hardly any time revising vocabulary).

Sex difference may also have its own influence on learning vocabulary and research results are not consistent about sex difference in vocabulary learning. For instance, Boyle (1987, as cited in Gu, 2003) found that, although there is a female superiority in general proficiency, male students outperformed their female counterparts in listening vocabulary. Oxford, Lavine, Hollaway, Felkins, and Saleh (1996, as cited in Gu, 2003), on the other hand, discovered that females were significantly more willing than males to try out new VLSs.

Bandura (1986, as cited in Heidari, Izadi & Ahmadian, 2012) defines that out of all beliefs, self-efficacy is the most influential one which plays a powerful role in determining the choices people make, the effort they will continue when they face of challenges, and the degree of anxiety or confidence they will bring to the task at hand. A study conducted by Heidari, Izadi and Ahmadian (2012) reveals that there is a significant positive relationship between self-efficacy and the use of VLSs, and the scholars argue that highly self-efficacious learners reported that they used VLSs more than the ones with low self-efficacy.

2. 7. Relationship between Use of VLSs and Language Proficiency

Since VLSs are part of LLSs, the findings for LLSs mentioned below can work for VLSs as well. Different scholars (e.g., Rubin, 1987; Stern, 1975; Wenden, 1987) assert that early research into LLSs was mostly concerned with investigating what LLSs learners used, without attempting to address the links between strategy use and success. On the contrary, other scholars (e.g. Green and Oxford, 1995; Oxford and Ehrman, 1995; Park, 1997; Shmais, 2003) argue that recent research has focused on determining the connections between strategy use and language proficiency. Such studies have shown that proficient language learners employed more strategies in language learning than less proficient language learners did. For instance, Green and Oxford (1995) investigated the use of learning strategies by university students in Puerto Rico and reported that the successful language learners engaged in more frequent and higher levels of

strategy use than less successful learners did. Park (1997), in a study of Korean university students, concluded that there was a positive linear relationship between strategy use and language proficiency when proficiency was measured using the result of Teaching of English as a Foreign Language (TOEFL) scores.

When it is seen specifically, VLSs contribute a lot to the enhancement of the language achievement of students by facilitating the learning of other language skills. For instance, in reading, the strategies used in vocabulary learning are essential in comprehending a given text. According to Sanchez (2007, as cited in Atta-Alla, 2012, p. 79), comprehension involves “a more generalized understanding of the word characterized by the ability to categorize a word, understand its use in a sentence, and understand similar and dissimilar words and their relationships”. Hosenfeld (1977, as cited in Nyikos & Fan, 2007) also argue that successful FL readers use reading strategies such as guessing meaning from context, translation, looking up meanings of words in dictionaries correctly, etc. to develop their reading comprehension ability. This shows that strategies used in vocabulary learning also work for reading skills enhancement. Similarly, strategies of vocabulary learning have their own contribution in developing listening, speaking and writing skills of the students. Schmitt (2000) argues that vocabulary research has been likely to focus on reading, but vocabulary is obviously essential for the other three skills as well. In the teaching of writing, many teachers focus on the grammatical well-formedness of a composition. However, it seems that lexis may be the element requiring more attention. Ellis (1994, as cited in Schmitt, 2000) claims that lexical errors tend to impede comprehension more than grammatical errors do, and they are more serious than grammatical errors.

Regarding the verbal skills, Schmitt (2000) suggests that lexis is somewhat easier because much less is required for listening and speaking than for reading and writing. Nation (1990, as cited in Schmitt, 2000) proposes reading stories aloud, glossing new words when they occur, and dictation exercises as ways of improving listening vocabulary. For speaking, Nation continues her recommendation, there are a number of possibilities exist. For instance, pair-work activities that have an information gap are often used to stimulate oral communicative practice. This can be made more effective by giving key vocabulary to one of the partners to start interaction.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter discusses the design and methods that were used in carrying out this study. It especially deals with the research design, the study population, sampling procedure, data collection instruments and data analysis techniques.

3. 1. Design of the Study

Researchers (e.g. Johnson & Onwuegbuzie, 2004) argue that a mixed methods design is inclusive, pluralistic, and complementary, and it seems more convenient than quantitative or qualitative method alone. According to Creswell (2009), the combined use of quantitative and qualitative research approaches provides an expanded understanding of research problems. Thus, a mixed methods (quantitative and qualitative research methods) design was employed to conduct this study. The researcher favored this design since he felt that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone. Specifically, the researcher used a descriptive research method (cross-sectional survey method) as he assumed that it helps him to manage the study, the discussion and the analysis of the data obtained through questionnaire and interview.

3. 2. Sources of Data

The sources of data for the present study were JNPS 11th Grade high and low achievers. The researcher selected JNPS using purposive sampling method because of some reasons. Firstly, the researcher felt that he could carry out the study smoothly due to his familiarity with the school community. Secondly, there was no formal research conducted in this school, and the researcher assumed that this research work might benefit the school community by indicating some ways to overcome students' problems in using VLSs in order to discover the meanings of new words and consolidate words once they have encountered.

3. 3. Sample Size and Sampling Technique

The researcher selected 27 high achievers and 27 low achievers from 96 students who were attending 11th Grade in 2005 E.C. at JNPS. Even though there were high, medium and low achievers in one class, the researcher focused on the high and low achievers in this study.

In order to identify the high and the low achievers, the researcher used the students' 11th Grade first semester English results which he also used as a reference for the respondents' English language achievement (See appendix I). Then, he used the procedure adapted by Oller (1979, as cited in Seyoum, 2009), i.e., arranging the scores of the population (all 11th Grade students of JNPS here) in a descending order and counting the top scorers on the list down ward (27.5% of the total population) who were nominated as high achievers (27 students from 96 students), and counting the low scorers on the list up ward starting from the bottom (27.5% of the total population) who were designated as low achievers (27 students from 96 students). Accordingly, the researcher used 27 high achievers and 27 low achievers totally 54 students in the study as respondents from the total population (96 students).

Table 3. 1: Sex and achievement of respondents

		High Achievers	Low Achievers	Total
Sex of respondents	Male	22	8	30
	Female	5	19	24
Total		27	27	54

As shown in Table 3.1 above, the respondents were 27 high achievers (22 males and 5 females) and 27 low achievers (8 males and 19 females) of JNPS 11th Grade students.

3. 4. Data Collection Instruments and Procedure

3. 4. 1. Data Collection Instruments

The researcher used five points likert scale questionnaire, open-ended questions and semi-structured interview to gather data from the respondents. The English versions of the questionnaire and interview were prepared and given to the researcher's advisor for comments. After the comments from the advisor, the researcher translated both the questionnaire and the interview into the respondents' L1 (Afan Oromo), and gave them to professionals for comments before applying them to the actual data gathering process of the study.

3. 4. 1. 1. Questionnaire

According to Schmitt and Schmitt (1993), if learners are to have the best awareness of their own strengths, weaknesses, and personal preferences in individual and cultural learning strategies, they should have some voice in how their learning is achieved. Thus, a self report (five points likert scale) questionnaire, which was adapted from Schmitt's (1997) VLSs questionnaire, was used to gather data from the respondents on their VLSs. The questionnaire had three sections: personal information, five points likert scale VLSs questionnaire and open-ended questions. The questionnaire contained 39 five points likert scale items and two open-ended questions. two types of scales were used, i.e. 'Always'- 'Never' as well as 'Strongly agree'- 'Strongly disagree'. The questionnaire was also translated into the respondents' L1 (Afan Oromo) so that students could understand and respond to the items easily (see appendices II and V).

3. 4. 1. 2. Interview

Semi-structured interview was used to obtain more data from the respondents, and it took three hours. The interview was carried out in the hall of the school out of the students learning time. The interview was conducted with ten respondents (five from the high achievers and five from the low achievers) who were selected using a random sampling method (the lottery method) from the participants in the questionnaire. To facilitate a clear understanding between the researcher and the interviewees (participants), the interview was carried out in the respondents' L1 (see Appendix V). The contents of the interview were almost the same to the contents of the

questionnaire (it focused on some of the strategies to discover and consolidate meanings of new English words). The interview was recorded using video tape and transcribed carefully later on.

3. 4. 2. Data Collection Procedure

Firstly, randomly selected respondents from the high and the low achievers were interviewed to gather more data on their VLSs preference to discover meanings of new English words, and to consolidate the words they have learned. Each respondent was interviewed and some probing questions were also asked to get more information. Secondly, the questionnaire booklets were coded according to the respondents' academic performance to 'high' and 'low' achiever students. Then, before they filled out the questionnaire, the respondents were briefly oriented regarding how to fill in the questionnaire. The questionnaire booklets were distributed; the respondents read each item carefully and filled in the questionnaire booklet. It took the respondents an hour to finish filling in the questionnaire booklet. Finally, the booklet was collected by the assistant of the researcher.

3. 5. Data Organization and Data Analysis

Descriptive statistical analysis was employed to compute the results of the data obtained through questionnaire from 54 respondents. The data were entered into a computer to compute frequency, percentage, mean, calculated t-value and p-value using Statistical Package for Social Sciences (SPSS version 16.0). This statistical computation helped the researcher to see: whether there is statistically a significant statistical difference of perception between the high and the low achievers about vocabulary learning for their English language achievement, whether there are similarities and differences between the high and the low achievers in case of VLSs they prefer, and whether there is a relationship between English language achievement and VLSs used by the respondents. Then, for the sake of simplicity for analysis, the data that were entered into SPSS were categorized according to the two main categories of VLSs of Schmitt's (1997), i.e. Discovery and Consolidation Strategies, and their sub-categories (determination, social for discovery, social for consolidation, memorization, cognitive and meta-cognitive strategies) along with their items and results. The interview was recorded and transcribed by translating into

English. Data gathered through open ended questions and interview questions were analyzed qualitatively in order to strengthen the data analyzed quantitatively. Finally, conclusions were given based on the findings in the discussion section; and recommendations were forwarded based on the research questions and conclusions.

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION

This chapter deals with the analysis and discussion of the data obtained through questionnaire and interview from the respondents. The data gained from questionnaire were analyzed and discussed firstly, and the data gathered through interview were transcribed, analyzed and discussed lastly.

4. 1. Analysis of Students' Responses to Likert Scale Questionnaire

The study involved 54 high and low achievers (27 respondents from each side) who were attending 11th Grade at JNPS in the academic year 2005 (E.C.). The questionnaire contained 39 closed-ended items that were designed using the five points likert scale, i. e. item 1 contained Strongly Agree: 5, Agree: 4, Undecided: 3, Disagree: 2 and Strongly Disagree: 1, and the rest had the options: Always: 5, Usually: 4, Sometimes: 3, Rarely: 2 and Never: 1.

Table 4.1: Reliability statistics of the respondents' data

Cronbach's Alpha	N of Items
.936	39

As depicted in Table 4.1 above, Cronbach's Alpha (α) was used to check the reliability statistics of the respondents' data. Cronbach's Alpha is used to measure the internal consistency of the tool, and it ranges from zero up to one. From the table above, the reliability of the items was excellent as the Cronbach's Alpha coefficient of all the items was .936 (scholars agree that Cronbach's Alpha > .9: excellent, .8 - .9: good, .7 - .8: acceptable, .6 - .7: questionable, .5 - .6: poor and < .5: unacceptable in most social science research situations).

4. 1. 1. The importance of vocabulary to enhance English language achievement

Item 1 was designed to see the perception of the high and the low achievers regarding the importance of vocabulary learning to improve their English language achievement. As depicted in Table 4.2 below, 26 (96.2%) of the high achievers responded that they 'Strongly agree' and 'Agree' that vocabulary learning is important to enhance their English language achievement,

and only 1 (3.7%) of them rated 'Undecided'. On the side of low achievers, 14 (51.8%) responded that they agreed that vocabulary learning is important to improve their English language achievement, and 13 (48.1%) said that they could not decide the importance of vocabulary learning to improve their English language achievement. This implies that although both the high and the low achievers seemed to perceive the importance of learning vocabulary to improve their English language achievement, the majority of high achievers were found to perceive the importance of vocabulary learning as 26 (96.2%) of them rated 'Agree' and 'Strongly agree'.

Table: 4. 2: Perception of the respondents about importance of vocabulary learning to enhance their English language achievement

Item No.	High Achievers											Low Achievers												
	Responses											Responses												
	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total		Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	18	66.6	8	29.6	1	3.7	.	0	.	0	27	100	.	0	14	51.8	13	48.1	.	0	.	0	27	100

N.B. N= Number of respondents

Group statistics was employed in the study to compare mean scores of the high and the low achievers' responses on perception of the importance of vocabulary learning, and on the preference of the sub- categories of VLSs under the two main categories of VLSs, i. e. the Discovery Strategy and the Consolidation Strategy. According to Oxford's (1990) levels of strategy use definition, strategies that have a mean value of 1.0 – 2.4 are categorized as 'Low strategy use', those with a mean value of 2.5 – 3.4 are grouped as 'Medium strategy use' and those whose mean scores are 3.5 – 5.0 are defined as 'High strategy use'. For the sake of simplicity in discussing the mean scores of the groups in this study, the five points likert scales were collapsed into three ('Low strategy use': 1.0 – 2.49, 'Medium strategy use': 2.5 – 3.49 and 'High strategy use': 3.5 – 5.0) based on Oxford's strategy use definition.

Table 4.3: Group statistics for perception of the respondents about the importance of vocabulary learning to enhance their English language achievement

Respondents' Groups		N	Mean	Std. Deviation
Learning vocabulary is important to improve my English language achievement.	High Achievers	27	4.63	.57
	Low Achievers	27	3.44	.58

As depicted in Table 4.3 above, though both the high and the low achievers seem to perceive the importance of vocabulary learning for their English language achievement, still the high achievers' mean score (4.63) is higher than the low achievers' mean score (3.44). This indicates that the high achievers seem to perceive the importance of vocabulary learning more than the low achievers do.

Table 4.4: Independent samples t-test on perception of the respondents about the importance of vocabulary learning to enhance their English language achievement

t-test for equality of means (Equal variances assumed)			
Item	t	df	Sig. (2-tailed)
1. Learning vocabulary is important to improve my English language achievement.	7.132	52	.000

For Item 1 and items 2 - 39, independent samples t-test was employed so as to see the significant difference of perception between the high and the low achievers about the importance of learning vocabulary, the significant difference between the high and the low achievers regarding the strategies of vocabulary learning they use to enhance their English language achievement, and the relationship between VLSs they prefer and their English language achievement.

Accordingly, in order to examine the significant difference of perception between the high and the low achievers about the importance of learning vocabulary to enhance their English language achievement, independent samples t-test was employed. As depicted in the independent samples t-test table above, t-calculated value (7.132) is greater than the critical t-value (2.0066) at $p <$

0.05. As the data indicate, there is a significant difference of perception between the high and the low achievers about the importance of learning vocabulary to improve their English language achievement. This indicates that there is a relationship between perception of students about vocabulary learning and their English language achievement.

4. 1. 2. Determination Strategies under the Discovery Strategy

Table: 4.5: Determination Strategies used by the high and the low achievers

Item No.	High Achievers												Low Achievers											
	Responses												Responses											
	Always		Usually		Some times		Rarely		Never		Total		Always		Usually		Some times		Rarely		Never		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2	9	33.3	12	44.4	6	22.2	-	0	-	0	27	100	2	7.4	12	44.4	10	37	3	11.1	-	0	27	100
3	8	29.6	12	44.4	5	18.5	2	7.4	-	0	27	100	2	7.4	17	62.9	7	25.9	1	3.7	-	0	27	100
4	4	14.8	8	29.6	6	22.2	7	25.6	2	7.4	27	100	-	0	6	22.2	13	48.1	6	22.2	2	7.4	27	100
5	6	22.2	17	62.9	4	14.8	-	0	-	0	27	100	-	0	7	25.9	16	59.2	4	14.8	-	0	27	100
6	6	22.2	7	25.9	8	29.6	5	18.5	1	3.7	27	100	1	3.7	2	7.4	6	22.2	10	37	8	29.6	27	100
7	4	14.8	4	14.8	8	29.6	6	22.2	5	18.5	27	100	1	3.7	17	62.9	5	18.5	4	14.8	-	0	27	100

N.B. N= Number of respondents

Items 2 to 7 were designed to assess how often the high and the low achievers prefer Determination Strategies to discover meanings of new words in order to improve their vocabulary in order to enhance their English language achievement.

Item 2 was designed to assess how frequently the respondents use analyzing parts of speech of new words to discover meanings of the new words so as to learn them. As it can be seen from Table 4.5 above, 21 (77.7%) of the high achievers and 14 (51.8%) of the low achievers reported that they 'Usually' and 'Always' use this strategy. On the contrary, 3 (11.1%) of the low achievers rated that they 'Rarely' use this strategy. The rest respondents, 6 (22.2%) of the high

achievers and 10 (37%) of the low achievers, responded that they 'Sometimes' use the strategy. This indicates that although both groups use the strategy, the majority of high achievers seem to use analyzing parts of speech of new words to discover the meanings of new words as 21 (77.7%) of them said 'Usually' and 'Always'.

Item 3 was prepared to ask the respondents whether or not they often use analyzing affixes and roots to discover meanings of new words. The data in Table 4.5 reveal that 20 (74%) of the high achievers and 19 (70.3%) of the low achievers reported that they 'Usually' and 'Always' use the strategy. Conversely, 2 (7.4%) of the high achievers and 1 (3.7%) of the low achievers rated that they 'Rarely' use this strategy. The remaining respondents, 5 (18.5%) of the high achievers and 7 (25.9%) of the low achievers, ranked that they 'Sometimes' use the strategy. Thus, the data reveal that both groups prefer analyzing affixes and roots to discover the meaning of a new word as almost equal number of the high and the low achievers reported rated 'Usually' and 'Always'.

Item 4 was developed to ask how frequently both the high achievers and the low achievers use using available pictures or gestures to understand the meanings of new words. The data displayed in Table 4.5 indicate that 12 (44.4%) of the high achievers reported that they use the strategy 'Usually' and 'Always', and 6 (22.2%) of the low achievers responded that they 'Usually' use to use available pictures or gestures to understand the meanings of new words. On the contrary, 9 (33.3%) of the high achievers and 8 (29.6%) of the low achievers said that they 'Never' and 'Rarely' use using available pictures or gestures to understand the meaning of words. The rest, i.e. 6 (22.2%) of the high achievers and 13 (48.1%) of the low achievers responded that they use to use this strategy 'Sometimes'. The results displayed in the table above for Item 4 indicate that though the high achievers use more, both groups seem to frequently use this strategy since 12 (44.4%) of the high achievers and 6 (22.2%) of the low achievers said 'Usually' and 'Always'.

In Item 5, respondents were asked to report how often they use guessing the meanings of new words from textual context so as to learn their meanings. Accordingly, 23 (85.1%) of the high

achievers reported that they 'Usually' and 'Always' use the strategy, 7 (25.9%) of the low achievers said that they 'Usually' use this strategy. On the other hand, 4 (14.8%) of the low achievers rated that they 'Rarely' use this strategy. The rest of the respondents, 4 (14.8%) of the high achievers and 16 (59.2%) of the low achievers reported that they use this strategy 'Sometimes' in order to learn the meanings of new words. This implies that though both groups use the strategy, the majority of high achievers use the strategy frequently in order to learn meanings of new words as 23 (85.1%) of the high achievers and 7 (25.9%) of the low achievers said 'Usually' and 'Always'.

Item 6 was designed to gather data on how often the high and the low achievers in this study look up meanings of words in monolingual (English – English) dictionary to discover the meanings of new words. It can be seen from Table 4.5 that 13 (48.1%) of the high achievers and 3 (11.1%) of the low achievers rated that they 'Usually' and 'Always' use a monolingual (English – English) dictionary to discover the meanings of new words. On the contrary, 6 (22.2%) of the high achievers and 18 (66.6%) of the low achievers reported that they 'Never' and 'Rarely' use this strategy. The remaining, i.e. 8 (29.6%) of the high achievers and 6 (22.2%) of the low achievers said that they use the strategy 'Sometimes'. This indicates that although both groups use the strategy, the high achievers more frequently use it since 13 (48.1%) of the high achievers and only 3 (11.1%) of the low achievers rated 'Usually' and 'Always'.

The purpose of Item 7 was to ask the respondents to show how frequently they use a bilingual (English – Afan Oromo/English-Amharic) dictionary to look up meanings of new words they encountered. In Table 4.5, it is depicted that 8 (29.6%) of the high achievers and 18 (66.6%) of the low achievers replied that they 'Usually' and 'Always' use this strategy respectively. Conversely, 11 (40.7%) of the high achievers remarked that they 'Never' and 'Rarely' use this strategy, and 4 (14.8%) of the low achievers rated that they 'Rarely' use the strategy. The rest respondents, 8 (29.6%) of the high achievers and 5 (18.5%) of the low achievers responded that they 'Sometimes' use the strategy so that they can learn the meanings of new words. This indicates that though both groups use this strategy, the majority of low achievers frequently use it as 18 (66.6%) of them and 8 (29.6%) of the high achievers said 'Usually' and 'Always'.

Table: 4.6: Group statistics for Determination Strategies used by the high and the low achievers

Respondents' Groups		N	Mean	Std. Deviation
Determination Strategies	High Achievers	27	3.60	.99
under Discovery Strategy	Low Achievers	27	3.15	.81

As it can be seen in Table 4.6, there is a mean score variation between the high and the low achievers. As depicted in the table above, the mean score of the high achievers (3.60) is greater than the mean score of the low achievers (3.15). This indicates that the high achievers use the Determination Strategies more frequently than the low achievers do as the frequency level falls in the 'High strategy use' for the high achievers and in the 'Medium strategy use' for the low achievers (Mean: 2.5 - 3.49: Medium, Mean: 3.5 - 5.0: High).

Table 4.7: Independent samples t-test on Determination Strategies used by the respondents to discover meanings of new words

t-test for equality of means (Equal variances assumed)			
Item	t	df	Sig. (2-tailed)
2. I analyze parts of speech of the new words (e.g. noun, verb, adjective) to discover their meanings.	2.977	52	.004
3. I analyze affixes and roots to guess meanings of the new words (e.g. in	1.038	52	.304
4. I use available pictures or gestures to understand the meaning of words.	1.165	52	.249
5. I guess the meanings of words from textual context.	5.633	52	.000
6. I look up meanings of words in monolingual (English – English) dictionary.	4.147	52	.000
7. I look up meanings of words in bilingual (English – Afan Oromo/English-Amharic) dictionary.	-2.366	52	.023

The independent samples t-test results in Table 4.7 depict that for items 2, 5, 6 and 7 the calculated t-values are greater than critical t-value (2.0066) at $p < 0.05$. This indicates that there is a significant difference between the two groups in using these strategies (the calculated t-value for Item 7, i.e. -2.366, in which the negative sign only shows a reversal in the directionality of the effect but equal to 2.366 is greater than the critical t-value). On the contrary, the calculated t-values for items 3 and 4 are less than the critical t-value (2.0066) at $p > 0.05$. This indicates that

there is no significant difference between the two groups in using these strategies. From the data presented above, it is possible to say that there is a relationship between items/strategies 2, 5, 6, and 7, and the respondents' English language achievement whereas no relationship between the respondents' English language achievement and items/strategies 3 and 4.

4. 1. 3. Social Strategies under Discovery Strategy

Table 4.8: Social Strategies used by the high and the low achievers to discover meanings of new words

Item No.	High Achievers												Low Achievers											
	Responses												Responses											
	Always		Usually		Sometimes		Rarely		Never		Total		Always		Usually		Some times		Rarely		Never		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
8	.	0	1	3.7	11	40.7	9	33.3	6	22.2	27	100	7	25.9	11	40.7	5	18.5	4	14.8	.	0	27	100
9	6	22.2	12	44.4	6	22.2	1	3.7	2	7.4	27	100	.	0	.	0	6	22.2	14	51.8	7	25.9	27	100
10	1	3.7	10	37	13	48.1	1	3.7	2	7.4	27	100	.	0	.	0	.	0	13	48.1	14	51.8	27	100
11	5	18.5	12	44.4	7	25.9	3	11.1	.	0	27	100	.	0	7	25.9	12	44.4	6	22.2	2	7.4	27	100
12	8	29.6	12	44.4	5	18.5	2	7.4	.	0	27	100	.	0	2	7.4	18	66.6	7	25.9	.	0	27	100

N.B. N= Number of respondents

Items 8 to 12 were designed to assess how often the high and the low achievers use Social Strategies to discover meanings of new words in order to improve their vocabulary.

Item 8 was prepared to find out data on how frequently the high and the low achievers ask their English language teachers to translate meanings of words into their first language when they do not understand. As it can be read from Table 4.8 above, only 1 (3.7%) of the high achievers said that s/he 'Usually' uses the strategy, and 18 (66.6%) of the low achievers were found to use this strategy 'Usually' and 'Always'. However, 15 (55.5%) of the high achievers reported that they 'Never' and 'Rarely' use the strategy while 4 (14.8%) of the low achievers said that they



'Rarely' use this strategy. The remaining respondents, 11 (40, 7%) of the high achievers and 5 (18.5%) of the low achievers, reported that they 'Sometimes' use the strategy in order to discover the meanings of the new words. This indicates that the majority of low achievers use the strategy frequently since 18 (66.6%) of the low achievers and only 1 (3.7%) of the high achievers said 'Usually' and 'Always'.

The purpose of Item 9 was to determine how frequently respondents ask their teachers for synonyms or similar meanings of new words. It is indicated in Table 4.8 that 18 (66.6%) of the high achievers reported that they 'Usually' and 'Always' use this strategy. Contrary to this, 3 (11.1%) of the high achievers and 21 (77.7%) of the low achievers rated that they 'Never' and 'Rarely' use this strategy. The rest of the respondents, 6 (22.2%) of the high achievers and 6 (22.2%) of the low achievers replied that they 'Sometimes' use this strategy to learn the meanings of new words. This shows that the majority of high achievers frequently use this strategy as 18 (66.6%) of the high achievers and none of the low achievers reported 'Usually' and 'Always'.

Item 10 was designed to examine whether students frequently ask their English language teachers for sentences including the new words to discover meanings of new words. The data in Table 4.8 reveal that 11 (40.7%) of the high achievers reported that they 'Usually' and 'Always' use this strategy. On the other hand, 3 (11.1%) of the high achievers and 27 (100%) of the low achievers rated that they 'Never' and 'Rarely' use the strategy. Other respondents, 13 (48.1%) of the high achievers, reported that they 'Sometimes' use the strategy in order to learn the meanings of new words. The results presented above indicate that many high achievers frequently use this strategy frequently as 11 (40.7%) of the high and none of the low achievers rated 'Usually' and 'Always'.

In Item 11, the respondents were asked to report how often they ask their classmates for meanings of new words. The data in Table 4.8 depicted that 17 (62.9%) of the high achievers responded that they 'Usually' and 'Always' use the strategy, and 7 (25.9%) of the low achievers rated that they 'Usually' use the strategy. On the contrary, 3 (11.1%) of the high achievers

responded that they 'Rarely' use the strategy, and 8 (29.6%) of the low achievers reported that they 'Never' and 'Rarely' use this strategy. The remaining respondents, 7 (25.9%) of the high achievers and 12 (44.4%) of the low achievers, responded that they 'Sometimes' use this strategy to learn the meanings of new words. This implies that even though both groups use the strategy, the majority of high achievers 'Always' and 'Usually' frequently use it since 17 (62.9%) of the high achievers 7 (25.9%) of the low achievers. responded 'Usually' and 'Always'.

Item 12 was prepared with the intention to find out how often the high and the low achievers discover meanings of new words through group work activities. The evidence in Table 4.8 indicates that 20 (74%) of the high achievers rated that they 'Usually' and 'Always' use the strategy, and 2 (7.4%) of the low achievers reported that they 'Usually' use this strategy. On the other hand, 2 (7.4%) of the high achievers and 7 (25.9%) of the low achievers rated that they 'Rarely' use the strategy. The remaining respondents, 5 (18.5%) of the high achievers and 18 (66.6%) of the low achievers, said that they 'Sometimes' use this strategy so that they can discover meanings of new words through group work activities. This indicates that the majority of high achievers frequently use group work activities as 20 (74%) of the high achievers and only 2 (7.4%) of the low achievers said 'Usually' and 'Always'.

Table 4.9: Group Statistics for Social Strategies used by the high and the low achievers to discover meanings of new words

Respondents' Groups		N	Mean	Std. Deviation
Social Strategies under	High Achievers	27	2.81	.78
Discovery Strategy	Low Achievers	27	2.15	.61

The group statistics results displayed in Table 4.9 shows that the high achievers' mean score (2.81) is greater than the low achievers mean score (2.15). This means that the high achievers use the Social Strategies under the Discovery Strategy more frequently than the low achievers do since the frequency level falls in the 'Medium strategy use' for the high achievers and in the 'Low strategy use' for the low achievers (Mean: 1.0 - 2.49: Low, Mean: 2.5 - 3.49: Medium).

Table 4.10: Independent Samples t-test on Social Strategies under Discovery Strategy used by the respondents to discover meanings of new words

t-test for equality of means (Equal variances assumed)			
Item	t	df	Sig. (2-tailed)
8. I ask my teacher to translate meanings of words that I do not understand into first language.	-5.942	52	.000
9. I ask my teacher for synonyms or similar meanings of new words.	6.907	52	.000
10. I ask my English Language teacher for sentences including the new words to discover their meaning.	8.913	52	.000
11. I ask classmates for meanings of new words.	3.320	52	.002
12. I discover meanings of new words through group work activity.	5.645	52	.000

The independent samples t-test data above reveal that the calculated t-values for all the items/strategies (items 8, 9, 10, 11 and 12) are greater than the critical t-value (2.0066) at $p < 0.05$ (the negative sign of the calculated t-value for Item 8, -5.942, only shows a reversal in the directionality of the effect but equal to 5.942, is greater than the critical t-value). From this data, it is possible to say that there is a significant difference between the high achievers and the low achievers in using all these strategies. This implies that there seems to be a relationship between all the items/strategies and the students' English language achievement.

4. 1. 4. Social Strategies under Consolidation Strategy

Table 4.11: Social Strategies used by the high and the low achievers to consolidate meanings of words they have already learned

Item No.	High Achievers												Low Achievers											
	Responses												Responses											
	Always		Usually		Some times		Rarely		Never		Total		Always		Usually		Some times		Rarely		Never		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
13	2	7.4	15	55.5	10	37	-	0	-	0	27	100	-	0	2	7.4	12	44.4	13	48.1	-	0	27	100
14	5	18.5	11	40.7	7	25.9	4	14.8	-	0	27	100	-	0	-	0	1	3.7	11	40.7	15	55.5	27	100

N.B. N= Number of respondents

Items 13 and 14 were developed to see how often the high and the low achievers use Social Strategies to consolidate the meanings of the words they have encountered them once.

The intention of providing Item 13 was to identify whether the high and the low achievers study and practice in groups with their partners to consolidate meanings of words they have encountered once. The data in Table 4.11 depict that 17 (62.9%) of the high achievers reported that they ‘Usually’ and ‘Always’ use the strategy, and 2 (7.4%) of the low achievers responded that they ‘Usually’ use this strategy. Contrary to this, 13 (48, 1%) of the low achievers responded that they ‘Rarely’ use this strategy. The remaining respondents, 10 (37%) of the high achievers and 12 (44.4%) of the low achievers, reported that they ‘Sometimes’ use the strategy to consolidate meanings of words. From the discussion above, it is possible to say that the majority of high achievers frequently study and practice in groups with their partners since 17 (62.9%) of the high achievers and 2 (7.4%) of the low achievers reported ‘Usually’ and ‘Always’.

The respondents were asked Item 14 to identify whether or not they frequently interact with relatively fluent speakers of English around them to consolidate meanings of words. The data provided in Table 4.11 reveal that 16 (59.2%) of the high achievers replied that they ‘Usually’ and ‘Always’ use this strategy. On the other hand, 4 (14.8%) of the high achievers rated that they ‘Rarely’ use this strategy, and 26 (96.2%) of the low achievers rated that they ‘Never’ and

'Rarely' use the strategy. Others, 7 (25.9%) of the high achievers and 1 (3.7%) of the low achievers, reported that they 'Sometimes' use the strategy. This indicates that the majority of high achievers frequently prefer this strategy as 16 (59.2%) of the high achievers and none of the low achievers said 'Usually' and 'Always'.

Table 4.12: Group Statistics for Social Strategies under Consolidation Strategies used by the high and the low achievers to consolidate meanings of words they have already learned

Respondents' Groups		N	Mean	Std. Deviation
Social Strategies under Consolidation Strategy	High Achievers	27	3.67	.79
	Low Achievers	27	2.04	.61

The mean scores in the group statistics data presented in Table 4.12 for the Social Strategies under the Consolidation Strategy depict that the high achievers use these strategies more often than the low achievers do as the mean score of the high achievers (3.67) is greater than the mean score of the low achievers (2.04). The range of the mean score falls in 'High strategy use' for the high achievers while it falls in 'Low strategy use' for the low achievers (Mean: 1.0 - 2.49: 'Low strategy use' and Mean: 3.5 - 5.0: 'High strategy use').

Table 4.13: Independent Samples t-test on Social Strategies under Consolidation Strategies used by the respondents to consolidate meanings of words they have already learned

t-test for equality of means (Equal variances assumed)			
Item	t	df	Sig. (2-tailed)
13. I study and practice meaning in a group with my partners to consolidate the meanings.	6.559	52	.000
14. I try to interact with relatively fluent speakers of English around me.	9.902	52	.000

For Item 13, the independent samples t-test in Table 4.13 above shows that the calculated t-value (6.559) is greater than the critical t-value (2.0066) at $p < 0.05$. This indicates that a significant difference exists between the high and the low achievers in use this VLS. Further, the data indicate that there might be a relationship between this strategy and the respondents' English language achievement.

The data presented in Table 4.13 for item 14 also depict that there is a significant difference between the two groups since the calculated t-value (9.902) is greater than the critical t-value (2.0066) at $p < 0.05$. This also implies that there might be a relationship between this VLS and the respondents' English language achievement.

4. 1. 5. Memorization Strategies under Consolidation Strategy

Items 15- 25 were prepared to gather data on how frequently the high and the low achievers use Memorization Strategies so as to consolidate meanings of words they have already encountered. Table 4.14 below presents their responses.

Table 4.14: Memorization Strategies used by the high and the low achievers to consolidate meanings of words they have already learned

Item No.	High Achievers												Low Achievers											
	Responses																							
	Always		Usually		Some times		Rarely		Never		Total		Always		Usually		Some times		Rarely		Never		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
15	7	25.9	17	62.9	1	3.7	2	7.4	-	0	27	100	-	0	7	25.9	17	62.9	3	11.1	-	0	27	100
16	4	14.8	16	59.2	6	22.2	1	3.7	-	0	27	100	-	0	8	29.6	14	51.8	5	18.5	-	0	27	100
17	4	14.8	13	48.1	7	25.9	2	7.4	1	3.7	27	100	1	3.7	4	14.8	16	59.2	5	18.5	1	3.7	27	100
18	4	14.8	9	33.3	10	37	3	11.1	1	3.7	27	100	-	0	2	7.4	13	48.1	8	29.6	4	14.8	27	100
19	5	18.5	14	51.8	6	22.2	2	7.4	-	0	27	100	1	3.7	16	59.2	7	25.9	3	11.1	-	0	27	100
20	9	29.6	4	14.8	11	40.7	2	7.4	1	3.7	27	100	-	0	4	14.8	10	37	11	40.7	2	7.4	27	100
21	6	22.2	10	37	2	7.4	8	29.6	1	3.7	27	100	-	0	-	0	5	18.5	13	48.1	9	33.3	27	100
22	7	25.9	13	48.1	4	14.8	3	11.1	-	0	27	100	-	0	-	0	1	3.7	16	59.2	10	37	27	100
23	3	11.1	9	33.3	12	44.4	2	7.4	1	3.7	27	100	-	0	-	0	5	18.5	14	51.8	8	29.6	27	100
24	5	18.5	11	40.7	3	11.1	3	11.1	5	18.5	27	100	-	0	14	51.8	11	40.7	1	3.7	1	3.7	27	100
25	3	11.1	7	25.9	5	18.5	4	14.8	8	29.6	27	100	-	0	16	66.6	9	33.3	2	7.4	-	0	27	100

N.B. N= Number of respondents

Items 15 to 25 were designed to investigate how frequently the high and the low achievers use Memorization Strategies to remember and consolidate the meanings of the words they have encountered them once.

Item 15 was developed to see how often the high and the low achievers of this study connect words to their own experiences to remember them. As it can be read from Table 4.14 above, 24

(88.8%) of the high achievers reported that they 'Usually' and 'Always' use the strategy, and 7 (25.9%) of the low achievers rated that they 'Usually' use this strategy to connect words to their own experiences so that they can remember them. Contrary to this, 2 (7.4%), of the high achievers and 3 (11.1%) of the low achievers said that they 'Rarely' use the strategy. The rest of the respondents, 1 (3.7%) of the high achievers and 17 (62.9%) of the low achievers, reported that they 'Sometimes' use the strategy to remember the words they have learned. The results presented above show that even though both groups use this strategy, the majority of high achievers frequently use it since 24 (88.8%) of the high achievers and 7 (25.9%) of the low achievers rated 'Always' and 'Usually'.

In Item 16, the respondents were inquired to report how often they associate words to their synonyms (e.g. rich-wealthy) and antonyms (e.g. rich-poor) to remember them. Accordingly, the data in Table 4.14 reveal that 20 (74%) of the high achievers responded that they use the strategy 'Usually' and 'Always', and 8 (29.6%) of the low achievers rated that they use the strategy 'Usually'. On the other hand, 1 (3.7%) of the high achievers and 5 (18.5%) of the low achievers reported that they 'Rarely' use the strategy. The remaining respondents, 6 (22.2%) of the high achievers and 14 (51.8%) of the low achievers, reported that they 'Sometimes' use this strategy respectively so as to remember the words they have already encountered. From the results provided above, one can infer that though both groups use this strategy, the majority of high achievers use it frequently as 20 (74%) of them and 8 (29.6%) of the low achievers rated 'Usually' and 'Always'.

Item 17 was formulated to determine whether or not the high and the low achievers associate words with their cognates (e.g. word family) to remember the words (e.g. child: children, childhood, childish, etc). It can be seen in Table 4.14 that 17 (62.9%) of the high achievers and 5 (18.5%) of the low achievers reported that they 'Usually' and 'Always' use the strategy. Conversely, 3 (11.1%) of the high achievers and 6 (22.2%) of the low achievers rated that they 'Never' and 'Rarely' use the strategy. The remaining respondents, 7 (25.9%) of the high achievers and 16 (59.2%) of the low achievers, reported that they 'Sometimes' use associating words with their cognates (e.g. word family) to remember the words. The data presented above

reveal that although both groups use the strategy, the majority of high achievers frequently use it since 17 (62.9%) of them and 5 (18.5%) of the low achievers reported 'Usually' and 'Always'.

The intention of Item 18 was to see how frequently the high and the low achievers use semantic maps to remember words (e.g. vegetable: cabbage, carrot, tomato, potato, etc). The data displayed in Table 4.14 indicate that 13 (48.1%) of the high achievers rated that they 'Usually' and 'Always' use the strategy, and only 2 (7.4%) of the low achievers responded that they 'Usually' use this strategy. On the contrary, 4 (14.8%) of the high achievers and 12 (44.4%) of the low achievers reported that they 'Never' and 'Rarely' use this strategy. The other respondents, 10 (37%) of the high achievers and 13 (48.1%) of the low achievers, reported that they 'Sometimes' use this strategy. This indicates that many high achievers frequently use the strategy since 13 (48.1%) of them and only 2 (7.4%) of the low achievers rated 'Usually' and 'Always'.

The purpose of Item 19 was to determine how frequently respondents try to remember new words by remembering its location where they first saw or heard it (e.g. on a page, on a board, on a street sign, from people, media, etc.). The data in Table 4.14 show that 19 (70.3%) of the high achievers and 17 (62.9%) of the low achievers responded that they use the strategy 'Usually' and 'Always' while 2 (7.4%) high achievers and 3 (11.1%) of the low achievers said that they 'Rarely' and use the strategy. The rest of the respondents, 6 (22.2%) of the high achievers and 7 (25.9%) of the low achievers, reported that they 'Sometimes' use this strategy in order to remember new words. The results presented above reveal that both groups frequently use the strategy since 19 (70.3%) of the high achievers and 17 (62.9%) of the low achievers responded 'Usually' and 'Always'.

Item 20 was included in the questionnaire to check whether or not the high achievers and the low achievers frequently study spellings of new words to remember them. The data for this item in Table 4.14 depict that 13 (48.1%) of the high achievers rated that they 'Usually' and 'Always' use this strategy whereas 4 (14.8%) of the low achievers remarked that they 'Usually' use the strategy. On the contrary, 3 (11.1%) of the high achievers and 13 (48.1%) of the low achievers

informed that they 'Never' and 'Rarely' study spellings of new words so as to remember them. Others, 11 (40.7%) of the high achievers and 10 (37%) of the low achievers, replied that they 'Sometimes' use the strategy. This implies that many high achievers use the strategy frequently as 13 (48.1%) of the high achievers and only 4 (14.8%) of the low achievers said 'Usually' and 'Always'.

Item 21 was prepared to find out data on how frequently the respondents of this study list/arrange words by topic or their common features for reviewing (e.g. according to grammatical functions: nouns, pronouns, adjectives, adverbs, etc.). Accordingly, 16 (59.2%) of the high achievers reported that they 'Usually' and 'Always' use this strategy while 9 (33.3%) of the high achievers and 22 (81.4%) of the low achievers rated that they 'Never' and 'Rarely' use the strategy. The remaining respondents, 2 (7.4%) of the high achievers and 5 (18.5%) of the low achievers, ranked that they 'Sometimes' use the strategy so as to remember words. This shows that the majority of high achievers frequently use this strategy since 16 (59.2%) of them and none of the low achievers reported 'Usually' and 'Always'.

Item 22 was developed to assess how frequently the high achievers and the low achievers use new words in sentences and in conversations so that they can remember them. It can be observed from Table 4.14 that 20 (74%) of the high achievers said that they 'Usually' and 'Always' use new words in sentences and in conversations in order to remember them. Conversely, 3 (11.1%) of the high achievers rated reported that they 'Rarely' use the strategy, and 26 (96.2%) of the low achievers said that they 'Never' and 'Rarely' use the strategy. The remaining respondents, 4 (14.8%) of the high achievers and 1 (3.7%) of the low achievers, reported that they 'Sometimes' use new words in sentences and in conversations so as to remember them. From the data discussed above, it is possible to say that the majority of high achievers frequently use the strategy as 20 (74%) of them and none of the low achievers said 'Usually' and 'Always'.

Item 23 was provided to see how often the respondents remember words from their strange forms, pronunciation or difficult spelling (e.g. psychology, mnemonics, bureau, etc). The data in Table 4.14 indicate that 12 (44.4%) of the high achievers reported that they 'Usually' and

'Always' use this strategy whereas 3 (11.1%) of the high achievers and 22 (81.4%) of the low achievers said that they 'Never' and 'Rarely' use the strategy to remember words. The remaining respondents, 12 (44.4%) of the high achievers and 5 (18.5%) of the low achievers, rated that they 'Sometimes' use this strategy. From the discussion above, it is possible to say that many high achievers use the strategy frequently since 12 (44.4%) of them and none of the low achievers high achievers said 'Usually' and 'Always'.

In Item 24, the respondents were inquired to report how frequently they say the new words aloud when studying in order to easily remember them. It was depicted in Table 4.14 that 16 (59.2%) of the high achievers and 15 (55.5%) of the low achievers reported that they 'Usually' and 'Always' use this strategy while 8 (29.6%) of the high achievers responded that they 'Never' and 'Rarely' use the strategy, and 1 (3.7%) of the low achievers rated that s/he 'Never' use the strategy. The rest of the respondents, 3 (11.1%) of the high achievers and 11 (40.7%) of the low achievers, responded that they 'Sometimes' use the strategy to remember the words easily. This indicates that both the high and the low achievers frequently use this strategy since 16 (59.2%) of the high achievers and 15 (55.5%) of the low achievers rated 'Usually' and 'Always'.

Item 25 was prepared to investigate how often the high achievers and the low achievers use physical actions when they learn and study meanings of words. The data depicted in Table 4.14 reveal that 10 (37%) of the high achievers rated that they 'Usually' and 'Always' use this strategy, and 16 (59.2%) of the low achievers reported that they 'Usually' use the strategy to remember words. On the other hand, 12 (44.4%) of the high achievers said that they 'Never' and 'Rarely' use this strategy, and 2 (7.4%) of the low achievers informed that they 'Rarely' use the strategy. The rest of the respondents, 5 (18.5%) of the high achievers and 9 (33.3%) of the low achievers, reported that they 'Sometimes' use this strategy in order to learn and remember meanings of words. The data discussed above indicate that the low achievers to some extent use it more frequently than the high achievers do although both groups use the strategy as 16 (59.2%) of the low achievers and 10 (37%) of the high achievers rated 'Usually' and 'Always'.

Table 4.15: Group Statistics for Memorization Strategies used by the high and the low achievers to consolidate meanings of words they have already learned

Respondents' Groups		N	Mean	Std. Deviation
Memorization Strategies	High Achievers	27	3.57	1.04
under Consolidation Strategy	Low Achievers	27	2.76	.72

The data of group statistics displayed in Table 4.15 indicate that there is mean scores variation between the high and the low achievers for the Memorization Strategies under the Consolidation Strategy. As depicted in the table, the high achievers' mean score (3.57) is greater than the low achievers' mean score (2.76). This shows that the high achievers use these strategies more often than the low achievers do since the high achievers' mean score falls in 'High strategy use' and that of the low achievers' falls in 'Medium strategy use' (Mean: 2.5 - 3.49: Medium, Mean: 3.5 - 5.0: High).

Table 4.16: Independent Samples t-test on Memorization Strategies used by the respondents to consolidate meanings of words they have already learned

t-test for equality of means (Equal variances assumed)			
Item	t	df	Sig. (2-tailed)
15. I connect words to my own experience to remember them.	4.881	52	.000
16. I associate words to their synonyms (e.g. rich-wealthy) and antonyms (e.g. rich-poor) to remember them.	3.844	52	.000
17. I associate words with their cognates (e.g. word family) to remember words. E.g. child: children, childhood, childish, etc.	2.750	52	.008
18. I use semantic maps to remember words (e.g. vegetable: cabbage, carrot, tomato, potato, etc).	3.786	52	.000
19. I try to remember a new word by remembering its location (e.g. on a page, on a board or a street sign where I first saw or heard it).	1.200	52	.235
20. I study spellings of new words to remember them.	3.927	52	.000
21. I list/arrange words by topic or their common features for reviewing (e.g. according to grammatical functions: nouns, pronouns, adjectives, adverbs, etc.).	5.738	52	.000
22. I use new words in sentences and in conversations so I can remember them.	10.632	52	.000
23. I remember words from their strange form, pronunciation or difficult spelling (e.g. psychology, mnemonics, bureau, etc).	6.783	52	.000
24. I say the new words aloud when studying in order to easily remember them.	-.723	52	.473
25. I use physical actions when I learn meanings of words (e. g. I jump to remember the meaning of the word "jump").	-2.577	52	.013

From Table 4.16 above, it can be inferred that there is a significant difference between the high and the low achievers in using the Memorization Strategies except items/strategies 19 and 24. As can be seen from the table, the calculated t-values of items/strategies 15,16, 17, 18, 20, 21, 22, 23 and 25 are greater than the critical t-value (2.0066) at $p < 0.05$ while the calculated t-values for items/strategies 19 and 24 (1.200 and -.723 respectively) are less than the critical t-value (2.0066). This also indicates that there is a relationship between the VLSs (items 15, 16, 17, 18, 20, 21, 22, 23 and 25) whose calculated t-values are greater than the critical t-value and the respondents' English language achievement, and there is no relationship between the

respondents' English language achievement and items/strategies 19 and 24 whose calculated t-values are less than the critical t-value (2.0066).

4. 1. 6. Cognitive Strategies under Consolidation Strategy

Table 4.17: Cognitive Strategies preferred by the high and the low achievers to consolidate meanings of words they have already learned

Item No.	High Achievers											Low Achievers														
	Responses											Responses														
	Always		Usually		Some times		Rarely		Never		Total		Always		Usually		Some times		Rarely		Never		Total			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
26	-	0	1	3.7	-	0	4	14.8	22	81.4	27	100	3	11.1	10	37	9	33.3	4	14.8	1	3.7	27	100		
27	-	0	4	14.8	11	40.7	6	22.2	6	22.2	27	100	3	11.1	7	25.9	13	48.1	3	11.1	1	3.7	27	100		
28	6	22.2	18	66.6	2	7.4	1	3.7	-	0	27	100	8	29.6	12	44.4	3	11.1	4	14.8	-	0	27	100		
29	1	3.7	1	3.7	16	59.2	9	33.3	-	0	27	100	8	29.6	12	44.4	5	18.5	1	3.7	-	0	27	100		
30	1	3.7	17	62.9	9	33.3	-	0	-	0	27	100	18	66.6	7	25.9	2	7.4	-	0	-	0	27	100		
31	1	3.7	1	3.7	5	18.5	16	59.2	4	14.8	27	100	3	11.1	10	37	8	29.6	6	22.2	-	0	27	100		
32	-	0	4	14.8	11	40.7	11	40.7	1	3.7	27	100	7	25.9	9	33.3	10	37	37	100	1	3.7	-	0	27	100

N.B. N= Number of respondents

Items 26 to 32 were devised to investigate how frequently the high and the low achievers use Cognitive Strategies to remember and consolidate the meanings of the words they have encountered them once.

The intent of Item 26 was to identify how frequently the high achievers and the low achievers use paraphrasing the meanings of new words to remember them. The data displayed in Table 4.17 indicate that 13 (48.1%) of the high achievers rated that they 'Usually' and 'Always' use this strategy respectively while only 1 (3.7%) of the low achievers reported that s/he 'Usually'

uses paraphrasing the meanings of new words to remember them. On the contrary, 5 (18.5%) of the high achievers and 26 (96.2%) of the low achievers said that they 'Never' and 'Rarely' use the strategy. Others, 9 (33.3%) of the high achievers, informed that they 'Sometimes' use this strategy in order to remember new words they have learned. Based on the data presented above, it is possible to say that many of the high achievers frequently use the strategy since 13 (48.1%) of the high achievers and only 1 (3.7%) of the low achievers said 'Usually' and 'Always'.

Item 27 was included to see whether or not the high achievers and the low achievers frequently study word lists to study and remember words. As the data in Table 4.17 above depict, 10 (37%) of the high achievers replied that they 'Usually' and 'Always' use this strategy, and 4 (14.8%) of the low achievers said that they 'Usually' use this strategy. Contrary to this, 4 (14.8%) of the high achievers and 12 (44.4%) of the low achievers responded that they 'Never' and 'Rarely' use the strategy. The remaining respondents, 13 (48.1%) of the high achievers and 11 (40.7%) of the low achievers, reported that they 'Sometimes' use word lists to study and remember words. It is possible to infer from the discussion above that though both groups use the strategy, the high achievers use this strategy more frequently than the low achievers do since 10 (37%) of the high achievers and 4 (14.8%) of the low achievers said 'Usually' and 'Always'.

Item 28 was inquired to seek responses from the high achievers and the low achievers whether or not they frequently say English new words several times to remember them. It is depicted in Table 4.17 that 20 (74%) of the high achievers and 24 (88.8%) of the low achievers responded that they 'Usually' and 'Always' use this strategy. On the other hand, 4 (14.8%) of the high achievers and 1 (3.7%) of the low achievers rated that they 'Rarely' use the strategy. Other respondents, 3 (11.1%) of the high achievers and 2 (7.4%) of the low achievers, said that they 'Sometimes' use the strategy so as to remember words. The data provided above indicate that both groups frequently use this strategy as 20 (74%) of the high achievers and 24 (88.8%) of the low achievers reported 'Usually' and 'Always'.

Item 29 was designed to check how often the high achievers and the low achievers use writing English new words several times to remember them easily. In Table 4.17, it is shown that 21

(77.7%) of the high achievers and 2 (7.4%) of the low achievers reported that they 'Usually' and 'Always' write English new words several times to remember them. On the contrary, 1 (3.7%) of the high achievers and 9 (33.3%) of the low achievers informed that they 'Rarely' use this strategy. The rest, 5 (18.5%) of the high achievers and 16 (59.2%) of the low achievers, reported that they 'Sometimes' use the strategy. This shows that the majority of high achievers frequently use this strategy as 21 (77.7%) of them and only 2 (7.4%) of the low achievers said 'Usually' and 'Always'.

In Item 30, the respondents were asked to report how often they take vocabulary notes in a classroom when they learn. The data in Table 4.17 indicate that 25 (92.5%) of the high achievers and 18 (66.6) of the low achievers rated that they 'Usually' and 'Always' take vocabulary notes in a classroom. The remaining respondents, 2 (7.4%) of the high achievers and 9 (33.3%) of the low achievers, responded that they 'Sometimes' use this strategy to remember the words. The data discussed above indicate that almost all of the high achievers seem to frequently use this strategy though both groups use it since 25 (92.5%) of the high achievers and 18 (66.6) of the low achievers rated 'Usually' and 'Always'.

The purpose of Item 31 was to determine how frequently the high achievers and the low achievers take vocabulary notes outside a classroom. In Table 4.17 it is revealed that 13 (48.1%) of the high achievers and 2 (7.4%) of the low achievers reported that they 'Usually' and 'Always' use the strategy. On the other hand, 6 (22.2%) of the high achievers and 20 (74%) of the low achievers said that they 'Never' and 'Rarely' use this strategy. The remaining respondents, 8 (29.6%) of the high achievers and 5 (18.5%) of the low achievers rated that they 'Sometimes' take vocabulary notes outside a classroom to enhance their vocabulary and English language achievement. The data provided above indicate that many high achievers frequently use the strategy since 13 (48.1%) of the high achievers and only 2 (7.4%) of the low achievers said 'Usually' and 'Always'.

Item 32 was prepared to examine how frequently the respondents use the list of words in the vocabulary (glossary) section in their textbooks to study and remember words. The data in Table

4.17 above indicate that 16 (59.2%) of the high achievers reported that they 'Usually' and 'Always' use this strategy, and 4 (14.8%) of the low achievers rated that they 'Usually' use the strategy. Contrary to this, 1 (3.7%) of the high achievers said that they 'Rarely' use the strategy, and 12 (44.4%) of the low achievers responded that they 'Never' and 'Rarely' use this strategy. The rest of the respondents, 10 (37%) of the high achievers and 11 (40.7%) of the low achievers, responded that they 'Sometimes' use the strategy. This indicates that the majority of high achievers frequently use this strategy since 16 (59.2%) of them and only 4 (14.8%) of the low achievers rated 'Usually' and 'Always'.

Table 4.18: Group Statistics for Cognitive Strategies used by the high and the low achievers to consolidate meanings of new words they have already learned

Respondents' Groups		N	Mean	Std. Deviation
Cognitive Strategies under	High Achievers	27	3.77	.89
Consolidation Strategy	Low Achievers	27	2.74	.75

In Table 4.18, the data of group statistics presented reveal that the mean score of the high achievers (3.77) is greater than the mean score of the low achievers (2.74). This implies that the high achievers use the Cognitive Strategies more frequently than the low achievers do as the high achievers' mean score falls in 'High strategy use' and the low achievers' mean score falls in 'Medium strategy use' (Mean: 2.5 - 3.49: 'Medium strategy use', Mean: 3.5 - 5.0: 'High strategy use').

Table 4.19: Independent samples t-test of Cognitive Strategies used by the respondents to consolidate meanings of words they have already learned

t-test for equality of means (Equal variances assumed)			
Item No.	t	df	Sig. (2-tailed)
26. I paraphrase the meanings of new words to remember them.	9.136	52	.000
27. I use word lists to study and remember words.	3.042	52	.004
28. I say a new English word several times.	-.791	52	.433
29. I write a new English word several times.	6.217	52	.000
30. I take vocabulary notes in a classroom.	5.528	52	.000
31. I take vocabulary notes outside classroom.	4.537	52	.000
32. I use the list of vocabulary (glossary) section in my textbook.	5.065	52	.000

Regarding the Cognitive Strategies, the data depicted in Table 4.19 above tell us that there is a significant difference between the high and the low achievers in using these strategies except one strategy, i. e. item 28. This can be inferred from the provided data that the calculated t-value (-.791) at $p > 0.05$ for item 28 is less than the critical t-value (2.0066) whereas the calculated t-values for the rest items (items 26, 27, 29, 30, 31 and 32) are greater than the critical t-value at $p > 0.05$. This shows that there is a relationship between VLSs that have greater calculated t-values (items 26, 27, 29, 30, 31 and 32) and the respondents English language achievement, and there is no relationship between item 28 and the respondents' English language achievement.

4. 1. 7. Meta-cognitive Strategies under Consolidation Strategy

Table 4.20: Meta-cognitive Strategies used by the high and the low achievers to consolidate meanings of words they have already learned

Item No.	High Achievers												Low Achievers											
	Responses																							
	Always		Usually		Some times		Rarely		Never		Total		Always		Usually		Some times		Rarely		Never		Total	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
33	2	7.4	6	22.2	12	44.4	5	18.5	2	7.4	27	100	-	0	-	0	9	33.3	11	40.7	7	25.9	27	100
34	2	7.4	7	25.9	14	51.8	3	11.1	1	3.7	27	100	-	0	-	0	5	18.5	13	48.1	9	33.3	27	100
35	8	29.6	8	29.6	8	29.6	3	11.1	-	0	27	100	-	0	-	0	10	37	13	48.1	4	14.8	27	100
36	6	22.2	13	48.1	7	25.9	1	3.7	-	0	27	100	-	0	1	3.7	10	37	10	37	6	22.2	27	100
37	8	29.6	14	51.8	5	18.5	-	0	-	0	27	100	-	0	-	0	2	7.4	13	48.1	12	44.4	27	100
38	2	7.4	8	29.6	15	55.5	1	3.7	1	3.7	27	100	-	0	-	0	12	44.4	12	44.4	3	11.1	27	100
39	8	29.6	15	55.5	3	11.1	1	3.7	-	0	27	100	-	0	-	0	1	3.7	16	59.2	10	37	27	100

N.B. N= Number of respondents

Items 33 to 39 were devised to investigate how frequently the high and the low achievers use Meta-cognitive Strategies to remember and consolidate the meanings of the words they have encountered them once.

Item 33 was developed to identify whether or not the high achievers and the low achievers frequently use English media (e.g. listening to English radio programs, watching English TV programs, reading books, magazines, etc. written in English) to develop their vocabulary knowledge. It can be understood from the data in Table 4.20 above that 8 (29.6%) of the high achievers reported that they 'Usually' and 'Always' use English media. On the contrary, 7 (25.9%) of the high achievers and 18 (66.6%) of the low achievers rated that they 'Never' and

'Rarely' use this strategy. The rest of the respondents, 12 (44.4%) of the high achievers and 9 (33.3%) of the low achievers, replied that they 'Sometimes' use the strategy so that they can develop their vocabulary knowledge. This indicates that the high achievers seem to frequently use the strategy since 8 (29.6%) of them and none of the low achievers reported 'Usually' and 'Always'.

The target of Item 34 was to check how frequently the high achievers and the low achievers test themselves with word tests to study and remember words. The data in Table 4.20 depict that 9 (33.3%) of the high achievers rated that they 'Usually' and 'Always' test themselves with word tests. Conversely, 4 (14.8%) of the high achievers and 22 (81.4%) of the low achievers responded that they 'Never' and 'Rarely' use the strategy. The remaining respondents, 14 (51.8%) of the high achievers and 5 (18.5%) of the low achievers, reported that they 'Sometimes' use the strategy so that they can study and remember words. Based on the data provided in the table above, it is possible to say that the high achievers frequently use this strategy as 9 (33.3%) of the high achievers and none of the low achievers rated 'Usually' and 'Always'.

The purpose of Item 35 was to determine how frequently the high achievers and the low achievers continue studying new words over time to internalize them. The data in Table 4.20 indicate that 16 (59.2%) of the high achievers reported that they 'Usually' and 'Always' continue studying new words over time. On the contrary, 3 (11.1%) of the high achievers reported that they 'Rarely' use this strategy, and 17 (62.9%) of the low achievers responded that they 'Never' and 'Rarely' use the strategy. The remaining respondents, 8 (29.6%) of the high achievers and 5 (18.5%) of the low achievers, rated that they 'Sometimes' use this strategy in order to internalize words. The data above imply that the majority of high achievers frequently use this strategy since 16 (59.2%) of the high achievers and none of the low achievers reported 'Usually' and 'Always'.

Item 36 was designed to see how often the high achievers and the low achievers describe things in English to consolidate words they have learned. It can be seen in Table 4.20 that 19 (70.3%) of the high achievers reported that they 'Usually' and 'Always' describe things in English, and only 1 (3.7%) of the low achievers replied that s/he 'Usually' uses this strategy. Contrary to this, 1 (3.7%) of the high achievers ranked that s/he 'Rarely' uses the strategy, and 16 (59.2%) of the low achievers reported that they 'Never' and 'Rarely' use this strategy. The rest of the respondents, 7 (25.9%) of the high achievers and 10 (37%) of the low achievers, replied that they 'Sometimes' use the strategy to consolidate words they have learned. From the results presented above, it can be inferred that the majority of high achievers frequently use this strategy as 19 (70.3%) of the high achievers and only 1 (3.7%) of the low achievers reported 'Usually' and 'Always'.

Item 37 was offered to assess how frequently the high achievers and the low achievers find opportunities to communicate in English with people to practice and remember words. In Table 4.20, it is revealed that 22 (81.4%) of the high achievers rated that they 'Usually' and 'Always' use this strategy. On the other hand, 25 (92.5%) of the low achievers responded that they 'Never' and 'Rarely' use the strategy. The remaining respondents, 5 (18.5%) of the high achievers and 2 (7.4%) of the low achievers, reported that they 'Sometimes' use the strategy. This indicates that the majority of high achievers frequently use this strategy since 22 (81.4%) of them and none of the low achievers rated 'Usually' and 'Always'.

The intent of Item 38 was to examine how often the high achievers and the low achievers learn and consolidate meanings of words from their mistakes. It can be seen from the data in Table 4.20 that 10 (37%) of the high achievers responded that they 'Usually' and 'Always' use this strategy. On the contrary, 2 (7.4%) of the high achievers and 15 (55.5%) of the low achievers reported that they 'Never' and 'Rarely' use the strategy. Other respondents, 15 (55.5%) of the high achievers and 12 (44.4%) of the low achievers said that they 'Sometimes' learn and consolidate meanings of words from their mistakes. From the data discussed above, it is possible to say that the majority of high achievers frequently use this strategy as 10 (37%) of them and none of the low achievers rated 'Usually' and 'Always'.

Item 39 was prepared to see how frequently the high achievers and the low achievers plan to learn vocabulary in order to have enough time to study new words. The data in Table 4.20 depict that 23 (85.1%) of the high achievers reported that they ‘Usually’ and ‘Always’ use this strategy. On the other hand, 1 (3.7%) of the high achievers rated that s/he ‘Rarely’ use the strategy, and 26 (96.2%) of the low achievers rated that they ‘Never’ and ‘Rarely’ use the strategy. Others, 3 (11.1%) of the high achievers and 1 (3.7%) of the low achievers, responded that they ‘Sometimes’ use the strategy in order to have enough time to study new words. Based on the data presented, it is possible to say that almost all the high achievers frequently use this strategy since 23 (85.1%) of them and none of the low achievers reported ‘Usually’ and ‘Always’.

Table 4.21: Group Statistics for Meta-cognitive Strategies used by the high and the low achievers to consolidate meanings of words they have already learned

Respondents' Groups	N	Mean	Std. Deviation
Meta-cognitive Strategies High Achievers	27	3.64	.86
under Consolidation Strategy Low Achievers	27	2.00	.70

The data displayed in Table 4.21 show that the high achievers use the Meta-cognitive Strategies more frequently than the low achievers as the mean score of the high achievers (3.64) is greater than the mean score of the low achievers (2.00). It is also possible to see that the mean scores fall in ‘High strategy use’ for the high achievers and in ‘Low strategy use’ for the low achievers (Mean: 1.0 - 2.49: ‘Low strategy use’ and Mean: 3.5 - 5.0: ‘High strategy use’).

Table 4.22: Independent samples t-test of Meta-cognitive Strategies used by the respondents to consolidate meanings of words they have already learned

t-test for equality of means (Equal variances assumed)			
Item	t	df	Sig. (2-tailed)
33. I listen to English radio or television programs, or read books, magazines or fictions, etc. written in English to develop my vocabulary knowledge.	3.899	52	.000
34. I test myself with word tests.	6,220	52	.000
35. I continue to study the words over time.	6.572	52	.000
36. I try to describe things in English.	7.429	52	.000
37. I try to find opportunities to communicate in English with people.	13.720	52	.000
38. I learn and consolidate meanings of words from my failure.	4.837	52	.000
39. I plan to learn vocabulary, so I will have enough time to study new words.	13.604	52	.000

As the data depicted in Table 4.22, the result for each item reveals that the calculated t-values of the strategies displayed in the table are greater than the critical t-value (2.0066) at $p < 0.05$. This indicates that there is a significant difference between the high and the low achievers in using Meta-cognitive Strategies. This also implies that there is a relationship between these Meta-cognitive Strategies of vocabulary learning and the respondents' English language achievement.

Table 4.23: Rank of VLSs sub-categories used by the high and the low achievers

No.	Sub-categories of VLSs	High Achievers		Low Achievers	
		Mean	Rank	Mean	Rank
1	Determination Sub-category	3.61	4	3.15	1
2	Social Sub-category under Discovery Strategy	2.81	6	2.15	4
3	Social Sub-category under Consolidation Strategy	3.67	2	2.04	5
4	Memorization Sub-category	3.57	5	2.75	2
5	Cognitive Sub-category	3.77	1	2.74	3
6	Meta-cognitive Sub-category	3.64	3	2.00	6

As it can be seen from Table 4.23, all sub-categories of VLSs provided to the respondents are not used equally by the high achievers and the low achievers. The data in the table above indicate

that the high achievers seem to use some mechanical related strategies in the first place because 'Cognitive Sub-category' (Mean: 3.77) is the most used sub-category, while they appear to be somewhat reluctant to ask their teacher as well as their classmates to learn meanings of new words as the evidence in the table above indicates that 'Social Sub-category' under 'Discovery Strategy' (Mean: 2.81) is the least used sub-category for them. On the contrary, the low achievers are likely to learn new words on their own since the most used sub-category for them is 'Determination Sub-category' (Mean: 3.15); however, they may not plan their vocabulary learning since 'Meta-cognitive Sub-category' (Mean: 2.00) is the least used sub-category for them.

4. 2. Analysis of the Data from Open-ended Questionnaire

Items 40 and 41 were open-ended questions which were designed to examine if the high achievers and the low achievers have some more VLSs of their own other than the ones listed in the questionnaire (see appendix II).

Specifically, the intent of item 40 was to see some additional VLSs used by the respondents other than the strategies of vocabulary learning listed in the close-ended questionnaire in order to discover the meanings of new words. Most of the low achievers reported that they do not have any additional VLSs to discover the meanings of new words. Some of the VLSs the high achievers listed that they use to discover the meanings of new words include the following:

- Marking the new words they have encountered while they read and/or write using their own marking systems (e.g. underlining, circling, highlighting, etc.),
- Listening to the teacher and other people when they speak, and guessing the meanings of new words from the gestures and facial expressions they use,
- Reading instructions, posters, announcements, sign posts, etc. and analyzing the meanings of new words by associating to situations.

Item 41 was designed to see the respondents' own VLSs apart from the strategies provided in the questionnaire in order to consolidate the words they have already encountered. Like for item 40, almost all of the low achievers reflected that they do not have any additional strategies to consolidate the words they have learned while the remaining few low achievers simply repeated 'the dictionary use strategy which was provided to them in likert scale questionnaire part. However, the following are some of the strategies the high achievers reported that they prefer them so as to consolidate the words they have already learned. These are:

- Writing the new words on a piece of paper, posting it on a wall in front of their seats, reviewing until they internalize them,
- Rehearsing the words being learned by saying again and again,
- Writing the words being learned repeatedly.

This implies that the respondents seem to have a few strategies of their own to consolidate the words they have learned.

4. 3. Analysis of the Data from Interview

The questions designed for the interview are similar to the questions in the questionnaire since the purpose of this interview is to strengthen the responses of the respondents during questionnaire (see appendices III and VI).

The first question was asked to see the VLSs that the high and the low achievers use to learn the meanings of new words. As the results of the interview show, all the high achievers responded that they have some VLSs like guessing from the context, consulting a dictionary, asking their English teacher as well as their partners to give them the equivalent words (synonyms) to learn meanings of new words, writing the meanings of the words in L1 beside the words, and listening to some English media while many of the low achievers said that they do not have specific strategies of vocabulary learning to improve their vocabulary. This indicates that the high

achievers are better than the low achievers in using different strategies to learn the meanings of new English words, which strengthens the result of the questionnaire.

The second question was developed to examine the respondents' VLSs to study and remember English words. The data gathered from the respondents indicate that the high achievers usually use different strategies, such as rehearsing the words by repeating when they walk, help their parents, etc. and during their spare time, associating the words to the location they encountered them first, writing the new words and reviewing them during their spare time, working with their partners, having their own plan to study new words they have learned, etc. in order to study and remember English words they have learned once. On the other hand, most of (four of the five) the low achievers being interviewed said that they have few strategies in order to study and remember English words. This indicates that the high achievers use more VLSs that enhance consolidation of words than the low achievers do. This results support that of the questionnaire as the high achievers are better than the low achievers, according to the interviewees' responses, in using different strategies to study and remember new English words.

The third question was formulated with the intention to identify whether or not the respondents plan to study English words in order to improve their vocabulary. The data gained from this interview question reveal that all the high achievers being interviewed said that they plan to study English words to improve their vocabulary as well as their English language achievement. On the contrary, only one and two low achievers being interviewed reported that they 'Rarely' and 'Sometimes' plan to study English words respectively to improve their vocabulary. The rest two low achievers said that they do not plan to study English words so as to improve their English vocabulary. This also indicates the dominance of the high achievers over the low achievers to have a plan in order to study English words to enhance their vocabulary.

The aim of the fourth question was to probe whether or not the interviewees work with their partners/ friends to learn and study English words to improve their vocabulary. The results of the interview indicate that all the high achievers work with their partners to improve their vocabulary while four low achievers informed that they sometimes work with their partners, and one low

achiever told that she rarely works with her partners. This indicates that the high achievers might be better than the low achievers in working with their partners to learn and study English new words so that they can improve their vocabulary. This interview data strengthen the finding of the questionnaire, which also indicates that the high achievers have better experience of working with their partners to learn and study new English words.

The fifth question asked the respondents' perception about the importance of vocabulary learning in improving their English language achievement. The data from the interview indicate that though both the high and the low achievers perceive the importance of vocabulary learning in improving their English language achievement, the high achievers seem to give more importance to vocabulary learning than the low achievers do. This can be inferred from the respondents' responses, i. e. all the high achievers said that learning English vocabulary is important to improve their English language achievement. On the other hand, some of the low achievers had some confusion about the importance of learning English vocabulary to improve their English language achievement. For example, S6 said, "I am interested in speaking English but I don't know how I will be successful. I think learning English words may help me to be successful in my English language achievement." S7 also replies, "English words are endless, so it makes me confused to learn all these words". This implies that the low achievers have less perception than the high achievers about the importance of learning English vocabulary so as to improve their English language achievement, and this proves the result of the questionnaire on students' perception about the importance of Vocabulary learning to enhance their English language achievement.

To put in a nutshell, responses of interviewees to almost all of the questions indicate that the high achievers are better than the low achievers in using different VLSs as compared with the low achievers. In addition, regarding perception of the importance of learning vocabulary to enhance their English language achievement, the high achievers are better than the low achievers. Generally, data obtained using the interview questions agree with the data gathered through questionnaire.

Previous studies (Ahmed, 1989; Green & Oxford, 1995; Gu and Johnson, 1996; O'Malley and Chamot, 1990; & Nation, 2001) also indicate that successful learners: use a variety of strategies, are conscious of their learning, and take steps to regulate their vocabulary learning whereas unsuccessful learners: have fewer strategies in their repertoires, are not aware of them, and do not have a learning aim.

Regarding a relationship between VLSs use and language achievement, literature also proves its existence. Different studies on strategies of vocabulary learning (e.g. Ahmed, 1989; Getnet, 2008; Gu, 1994; Gu & Johnson, 1996; Kojic-Sabo & Lightbown, 1999; and Lawson & Hogben, 1996) found out that there is a strong relationship between the amount of VLSs used and levels of achievement in language learning.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5. 1. Conclusions

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

- There is a significant difference of perception between the high and the low achievers about the importance of vocabulary learning in order to enhance their English language achievement. The high achievers' perception about the importance of vocabulary learning to improve their English language achievement is higher than the low achievers' perception as the mean value of the high achievers (4.63) is greater than that of the low achievers (3.44). In other words, this implies that there seems to be a relationship between the students' perception about the importance of vocabulary learning and their English language achievement.

- The results obtained from the respondents' data indicate that there are differences between the high and the low achievers in using all the VLSs provided except some. In this study, both groups have similarities in using strategies such as analyzing affixes and roots to guess meanings of the new words, using available pictures or gestures to understand the meanings of words, trying to remember new words by remembering the location/where they first encountered the words, saying new English words aloud and saying new English words several times.

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

- When the sub-categories are ranked for both groups separately according to their uses, the most used sub-category for the high achievers is 'Cognitive sub-category' (Mean: 3.77), and the least used sub-category is 'Social sub-category' under 'Discovery Strategy' (Mean: 2.81). On the contrary, 'Determination sub-category' (Mean: 3.15) and 'Meta-cognitive sub-category' (Mean: 2.00) are the most and the least used ones for the low achievers. Moreover, when the six sub-categories were examined, the high achievers use all of them more frequently than the low achievers as the mean scores of all sub-strategies fall in the 'High strategy use' except that of the Social Strategies under the Discovery Strategy that falls in the 'Medium strategy use'. On the other hand, the mean scores of these strategies for the low achievers fall in the 'Medium strategy use' and 'Low strategy use', i. e. mean scores for Determination, Memorization and Cognitive strategies fall in the 'Medium strategy use', and those of Social (Discovery), Social (Consolidation) and Meta-cognitive strategies fall in 'Low strategy use'.

5. 2. Recommendations

Based on the conclusions given above, the following recommendations have been made:

- ✦ There is statistically a significant difference of perception between the high and the low achievers about the importance of vocabulary learning for their English language achievement. Therefore, English language teachers should be committed to raise the awareness of the low achievers about the importance of learning English vocabulary for their achievement in English language, for instance, by orienting low achievers the importance of vocabulary for their achievement in language learning.
- ✦ There are more differences than similarities between the high and the low achievers regarding VLSs they use to discover and consolidate new English words. Therefore, English language teachers should facilitate the teaching learning conditions in which the high achievers can help the low achievers practice different VLSs so as to learn and consolidate new English words (e.g. by using mixed ability grouping method while the students are expected to work activities/tasks in groups on vocabulary). Furthermore, teachers should help low achievers by providing them Vocabulary strategy use training on various VLSs that help them to learn and consolidate new English words easily. For instance, English language teachers are expected to work hard in order to minimize the gap between high and low achievers by introducing different VLSs, providing special and well organized support to the low achievers on how and when they use these various strategies to learn and study new English words.
- ✦ As it can be inferred from the discussion and the conclusion, there is a relationship between VLSs and English language achievement since the data indicate that high achievers use more VLSs than low achievers. Thus, teachers should encourage low achievers to share vocabulary learning experiences of high achievers in order to learn and study new words as well as to enhance their English language achievement.

- ✦ English language teachers are responsible to identify the most and the least used sub-categories of VLSs by the high and the low achievers, and provide them with the necessary support to help the students use all the sub-categories in order to boost up the language achievement of both groups.

- ✦ It is recommended that future studies on this topic should incorporate more qualitative data collection instruments (e.g. classroom observation) to prove what the learners reported in questionnaire and/or interview is consistent with what they actually do.

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Appendices

Appendix: I

First Semester English Results of JNPS 11th Grade High and Low achievers (2005 E.C.)

High Achievers		Low Achievers	
Code No.	1 st semester English language results	Code No.	1 st semester English language results
01	93	28	59
02	92	29	58
03	89	30	58
04	87	31	57
05	87	32	56
06	87	33	54
07	86	34	53
08	83	35	52
09	81	36	51
10	80	37	49
11	80	38	49
12	78	39	48
13	77	40	46
14	77	41	44
15	76	42	43
16	75	43	43
17	74	44	42
18	73	45	41
19	73	46	40
20	72	47	38
21	72	48	37
22	72	49	36
23	72	50	36
24	71	51	35
25	71	52	34
26	70	53	33
27	69	54	32

Appendix: II

A Questionnaire for Students (High and Low Achievers) - English Version

Jimma University
College of Social Sciences and Law
Department of English Language and Literature
Graduate program (MA in TEFL)
Questionnaire for Students

General Direction

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

I) Personal Information: put a **tick** (✓) mark in the box next to male or female based on your gender, and **fill the blank space** next to code No. with your code number.

Sex: Male Female

Code No. _____

II) Read the following statement carefully and **circle one of the alternatives** that you think is true of you.

1. Learning vocabulary is important to improve my English language achievement.

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

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

"5" means "I **always** use it".

"2" means "I **rarely** use it".

"4" means "I **usually** use it".

"1" means "I **never** use it".

"3" means "I **sometimes** use it".

No.	Strategies	Always	Usually	Sometime	Rarely	Never
2	I analyze parts of speech of the new words (e.g. noun, verb, adjective) to discover their meanings.	5	4	3	2	1
3	I analyze affixes and roots to guess meanings of the new	5	4	3	2	1
4	I use available pictures or gestures to understand the	5	4	3	2	1
5	I guess the meanings of words from textual context.	5	4	3	2	1
6	I look up meanings of words in monolingual (English – English) dictionary.	5	4	3	2	1
7	I look up meanings of words in bilingual (English – Afan Oromo/English-Amharic) dictionary.	5	4	3	2	1
8	I ask my teacher to translate meanings of words that I do not understand into first language.	5	4	3	2	1
9	I ask my teacher for synonyms or similar meanings of new words.	5	4	3	2	1
10	I ask my English Language teacher for sentences including the new words to discover their meaning.	5	4	3	2	1
11	I ask classmates for meanings of new words.	5	4	3	2	1
12	I discover meanings of new words through group work activity.	5	4	3	2	1
13	I study and practice meaning in a group with my partners to consolidate the meanings.	5	4	3	2	1

No.	Strategies	Always	Usually	Sometimes	Rarely	Never
14	I try to interact with relatively fluent speakers of English around me.	5	4	3	2	1
15	I connect words to my own experience to remember them.	5	4	3	2	1
16	I associate words to their synonyms (e.g. rich-wealthy) and antonyms (e.g. rich-poor) to remember them.	5	4	3	2	1
17	I associate words with their cognates (e.g. word family) to remember words. E.g. child: children, childhood, childish, etc.	5	4	3	2	1
18	I use semantic maps to remember words (e.g. vegetable: cabbage, carrot, tomato, potato, etc).	5	4	3	2	1
19	I try to remember a new word by remembering its location (e.g. on a page, on a board or a street sign where I first saw or heard it).	5	4	3	2	1
20	I study spellings of new words to remember them.	5	4	3	2	1
21	I list/arrange words by topic or their common features for reviewing (e.g. according to grammatical functions:	5	4	3	2	1
22	I use new words in sentences and in conversations so I can remember them.	5	4	3	2	1
23	I remember words from their strange form, pronunciation	5	4	3	2	1
24	I say the new words aloud when studying in order to easily remember them.	5	4	3	2	1
25	I use physical action when I learn meanings of words (e.	5	4	3	2	1
26	I paraphrase the meanings of new words to remember them.	5	4	3	2	1
27	I use word lists to study and remember words.	5	4	3	2	1
28	I say a new English word several times.	5	4	3	2	1
29	I write a new English word several times.	5	4	3	2	1

No.	Strategies	Always	Usually	Sometimes	Rarely	Never
31	I take vocabulary notes outside classroom.	5	4	3	2	1
32	I use the list of vocabulary (glossary) section in my textbook.	5	4	3	2	1
33	I listen to English radio or television programs, or read books, magazines or fictions, etc. written in English to develop my vocabulary knowledge.	5	4	3	2	1
30	I take vocabulary notes in a classroom.	5	4	3	2	1
34	I test myself with word tests.	5	4	3	2	1
35	I continue to study the words over time.	5	4	3	2	1
36	I try to describe things in English.	5	4	3	2	1
37	I try to find opportunities to communicate in English with people.	5	4	3	2	1
38	I learn and consolidate meanings of words from my failure (mistakes).	5	4	3	2	1
39	I plan to learn vocabulary, so I will have enough time to study new words.	5	4	3	2	1

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

.....

.....

.....

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

.....

.....

.....

.....

Appendix: III

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

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

Appendix: IV

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

Yunivarsiitii Jimmaa
Kolleejjii Saayinsii Hawaasaa fi Seeraa
Muummee Afaan Ingliffaa fi Hog-barruu
Sagantaa Digirii 2ffaa (MA in TEFL)

Qajeelfama Waliigalaa

Jaallatamtoota barattootaa, gaafannoon kun kan qophaa'e dhimma qo'nnoo fi qorannoo gofaaf waan ta'eef yaanni isin kennitan gama kammiinuu dhiibbaa isinirratti hinqabaatu. Yaanni keessanis icciitiin kan eegamu waan ta'eef bilisa taatanii yaada keessan akka laattan kabajaan isin gaafadha.

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

Saala dhiira dubara Koodii _____

II) Hima armaan gadii of-eeggannoon dubbisiitii filannoowwan kennaman keessaa **lakkoofsa** yaada siif sirriidha jettee yaaddu qabatetti maruun filadhu.

1. Ga'umsa Ingliffaa fooyyeffachuuf jechoota (vocabulary) Ingliffaa barachuun barbaachisaadha.
1. baay'een morma 2. nan morma 3. hinmuteeffamne 4. waliin gala 5. baay'een walii-gala

III) Himoota gabatee armaan gadii keessaa of-eeggannoon dubbisiitii tooftaalee jechoonni ittiin barataman (vocabulary learning strategies) ibsaman hagam deddeebitee akka fayyadamtu (how often) lakkofsota 1 – 5 kennaman keessaa **itti maruun** agarsiisi. Himoota kanaaf **deebiin sirriidha jedhamu waan hinjirreef** deebii kennituun kan hinmadaalamne ta'uun siif ibsa. Himoota gabatee armaan gadii keessa jiraniif filannoowwan shan shan kennamaniiru. Isaanis:

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

“4” jechuun, “Toofticha **yeroo baay’een (usually)** fayyadama,” jechuudha.

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

“2” jechuun, “Toofticha **dardee darbee (rarely)** qofan fayyadama,” jechuudha.

“1” jechuun, “Toofticha **gonkumaa (never)** hinfayyadamu,” jechuudha.

T/L	Tooftaalee	Yeroo huda	Darbee darbee	Yeroo tokko tokko	Yeroo baay’ee	Gonkumaa
2	Qaamolee dubbii (parts of speech) xiinxaluudhaanan hiika jechoota haaraa baradha (fkn. Jechi tokko maqaa, xumura, maqibsa, kkf ta’uu xiinxaluun).	5	4	3	2	1
3	Maxxantootaa (affixes) fi hundeewwan jechaa (roots) xiinxaluudhaanan hiika jechoota haaraa tilmaama/baradha (fkn ‘incomplete’, keessatti in- jechuun ‘not’ jechuudha).	5	4	3	2	1
4	Hiika jechootaa beekuuf/barachuuf fakkiiwwan kennaman (pictures) fi sochiilee qaamaan (gestures) fayyadama.	5	4	3	2	1
5	Hiika jechootaa akkaataa galumsarraan (textual context) fayyadameen tilmaama.	5	4	3	2	1
6	Hiika jechootaa kuusaa jechootaa lug-tokkee (monolingual dictionary/English-English dictionary) fayyadameen baradha.	5	4	3	2	1

T/L	Tooftaalee	Yeroo huda	Darbee darbee	Yeroo tokko tokko	Yeroo baay'ee	Gonkumaa
7	Hiika jechootaa kuusaa jechootaa lug-lamee (bilingual dictionary/English-Afan Oromo or English-Amharic dictionary) fayyadameen baradha.	5	4	3	2	1
8	Hiika jechootaan hinbeeknee barsiisaankoo akka Afaan Oromootti naaf hiiku gaafachuunan baradha.	5	4	3	2	1
9	Hiika jechoota haaraa baruuf barsiisaankoo hiika wal fakkataa (synonyms) jechoota sana akka naaf kennu gaafadha.	5	4	3	2	1
10	Hiika jechoota haaraa baruuf barsiisaankoo himoota jechoota sana qaban akka naaf kennun gaafadha.	5	4	3	2	1
11	Hiika jechoota haaraa beekuuf hiiryoota daree kootiin (classmates) gaafadha.	5	4	3	2	1
12	Hiriyyoota dareekoo waliin hojii garee hojjechuudhaanan hiika jechootaa baradha.	5	4	3	2	1
13	Hiriyyootakoo waliin gareen qo'achuufi shaakaluudhaanan hiika jechootan baradhee cimsadha.	5	4	3	2	1
14	Jechoota barachuudhaaf namoota naannookoo jiran kanneen hanga tokko Ingiliffa dubbatan waliin haasa'uun yaala.	5	4	3	2	1
15	Hiika jechootaa yaadachuuf jechoota sanan muuxannoo dhuunfaakoo waliin wal-qabsiisa.	5	4	3	2	1

T/L	Tooftaalee	Yeroo huda	Darbee darbee	Yeroo tokko tokko	Yeroo baay'ee	Gonkumaa
16	Jechoola yaadachuuf jechoola hiika walfakkii (synonyms) fi hiika faallaa (antonyms) waliinan walitti firoomsa. Fkn rich-wealthy, rich-poor.	5	4	3	2	1
17	Jechoola yaadachuuf bu'uura jechoolaa (cognate/inflection) waliinan wal-qabsiisa. Fkn maatii jechaa (word family) child: children, childhood, childish, etc.	5	4	3	2	1
18	Jechoola yaadachuuf maappii semantikiin (semantic maps) fayyadama. Fkn. vegetable: cabbage, carrot, tomato, potato, etc.	5	4	3	2	1
19	Jechoola haaraa yaadachuuf bakkan jechoola sana jalqaba itti arge ykn dhaga'e yaadachuun yaala. Fkn. Fuula kitaabaa, gabatee beeksisaa, gabatee gurraachaa, kkf.	5	4	3	2	1
20	Jechoola haaraa yaadachuuf qubee isaan ittiin barreeffamanin qo'adha.	5	4	3	2	1
21	Jechoola qo'achuuf akkaata mata-dureen ykn akkaataa amaloota waliinii isaan qabaniitti tarreesseen qo'adha. Fkn. According to grammatical functions: nouns, pronouns, adjectives, adverbs, etc	5	4	3	2	1
22	Jechoola haaraa yaadachuu kanan danda'u jechoola sana himoota fi haasaa keessatti fayyadameeni.	5	4	3	2	1
23	Jechoola kanan yaadadhu amala addaa isaan qabaniin (fkn. unka/form, dubbifama/pronunciation, ulfatina qubeeffamaa/difficult spelling, kkf) irratti hundaa'eeni. Fkn. psychology, mnemonics, bureau, etc.	5	4	3	2	1

T/L	Tooftaalee	Yeroo huda	Darbee darbee	Yeroo tokko tokko	Yeroo baay'ee	Gonkumaa
24	Jechoota haaraa yaadachuuf yeroon qo'adhu sagaleekoon olkaasee dubbisa.	5	4	3	2	1
25	Hiika jechootaa baruuf sochii qaamaan (physical action) fayyadama. Fkn. Hiika jecha 'jump' jedhu yaadachuuf nan utaala.	5	4	3	2	1
26	Hiika jechoota haaraa yaadachuuf jecha ofiikootti fayyadameen hiika jechoota sanaaf kenna.	5	4	3	2	1
27	Jechota yaadachuuf jechoota tartiibesseen qo'adha.	5	4	3	2	1
28	Jechoota Ingiliffaa haaraa irra deddeebi'een sagaleessa.	5	4	3	2	1
29	Jechoota Ingiliffaa haaraa irra deddeebi'een barreessa.	5	4	3	2	1
30	Kutaa keessatti yaadannoo (qabsiisa) jechoota haaraa nan fudhadha/barreeffadha.	5	4	3	2	1
31	Kutaa alatti yaadannoo (qabsiisa) jechoota haaraa nan fudhadha/barreeffadha.	5	4	3	2	1
32	Kitaba barnootaakoo keessatti jechoota kutaa 'glossary' jalatti terreeffamanin fayyadama.	5	4	3	2	1
33	Beekumsa jechootaa guddifachuuf sagantaa raadiyoo, ykn TV'n kan ingiliffaan darbu dhaggeeffadha; kitaabolee, barruulee ykn asoosamoota Ingiliffaan barreeffamanin dubbisa.	5	4	3	2	1
34	Jechoota barachuufi yaadachuuf battalee (test) jechootaan ofiikoo of-qora.	5	4	3	2	1
35	Yeroodhaa yerootti jechoota haaraan baradhe qo'achuun itti fufa.	5	4	3	2	1
36	Wantoota ykn taatewwan na mudatanin Ingiliffaan ibsuu yaala.	5	4	3	2	1
37	Carraawwan (opportunities) namoota waliin Ingiliffaan haasa'uun barbaada.	5	4	3	2	1
38	Kufaatiikoo (dogoggoorawwankoo) irraan hiika jechootaa baradha, nan cimsadhas.	5	4	3	2	1
39	Jechoota barachuuf nan karoofadha; kanaaf, jechoota haaraa qo'achuuf yeroo gahaa nan argadha.	5	4	3	2	1

III. Gaaffilee armaan gadiif yaadakee bilisa ta'uun (freely) kenni.

40. Kanneen armaan olitti tarreeffamaniin alatti tooftaalee ykn maloota jechoota ittiin barattu dabalataan yoo qabaatte bakka duwwaa armaan gadiirratti tarreessi.

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41. Jechoota barachuuf tooftaawwan jechoota ittiin baratan (Vocabulary learning strategies) adda addaa fayyadamuuf kan sigargaaru qajeelcha (guidance) barsiisota Ingliffaakeerraa hangam argatta?

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Appendix: V

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

Gaaffilee Af-gaaffii Barattootaaf Dhihaatan

1. Hiika jechoota haaraa simudatan barachuuf tooftaaleen jechoota barachuu (vocabulary learning strategies) ati itti fayyadamtu maal fa'i?
2. Jechoota haaraa qo'achuufi yaadachuuf tooftaaleen ati itti fayyadamtu maal fa'i?
3. Beekumsa jechootaa fooyeffachuuf jechoota Ingliffaa qo'achuuf ni karoorfattaa?
4. Beekumsa jechootaa fooyeffachuuf jechoota Ingliffaa haaraa barachuufi qo'achuuf hiriyoota kee waliin ni hojjettaa?
5. Milkaa'ina Ingliffaa keetiif barbaachisummaa jechoota barachuu (vocabulary learning) attamitti ilaalta?

Appendix: VI

The Students' Interview Responses Transcribed

Q1. What are the vocabulary learning strategies that you prefer to learn the meanings of new words you have encountered in reading and listening?

S1: Actually, I use different strategies to learn the meanings of new words. Some of them are: consulting a dictionary, guessing from the context, asking my English teacher as well as my partners to give me the equivalent words.

S2: I write the new words separately or underline the new words and think of the parts of speech under which the words can be categorized. I sometimes write the meanings of the words in L1 beside the words.

S3: I write new words when the teacher teaches and I look up in a dictionary, and I usually listen to some English media.

S4: I usually ask my English teacher and my classmates. In addition to this, I look up the meanings in a dictionary.

S5: I usually write the new words and look up the meanings of new words in dictionaries like 'Oxford Dictionary'.

S6: I sometimes take notes of new words and see it later to learn their meaning.

S7: I don't have other strategies but I use a dictionary to learn meanings of new words.

S8: I don't have a specific strategy apparent from the strategies our English teacher tells us to apply. I have never thought of having my own strategy to learn new words.

S9: I do not have a special strategy.

S10: Sometimes I consult English-Oromo dictionary and ask my English teacher to translate the words into my L1.

Q2: What are the strategies that you prefer to study and remember new words?

S1: I rehearse the words by repeating when walk alone, when I am free and when I help parents at home. Also I usually associate the words to the location I see them first.

S2. Usually I say the words repeatedly; I separately write the new words and review them when I am free.

S3: I usually work with my partners. I also have my own plan to study new words I have learned. Sometimes I test myself to see how much I mastered the words. I also rehearse words when I am alone.

S4: Mostly I write on a piece of paper or on my hand and study the words while I work, walk, etc.

S5: Normally I try to associate the words with my experience or something that has relation with the words, and I try to remember words by saying or writing repeatedly when I walk, work or sit alone.

S6: Actually, sometimes I take notes and refer a dictionary, esp. the English-Afan Oromo to learn the meanings and to review the words. In addition, I sometimes work with my classmates to study and practice the words I have learned.

S7: Sometimes I write the words separately and study them.

S8: I don't think I have a special strategy to study the words I have learned, however; sometimes I work with my classmates.

S9: I sometimes repeat the words orally in order to remember and study the words.

S10: Usually I translate the words into my L1 from a dictionary, and I try to associate the words with situations.

Q3. Do you plan to study English words to improve your vocabulary?

S1: Yes, because to be successful in English language, I need to plan to learn and practice English new words.

S2: Yes, of course.

S3: Most of the time I have the interest to learn, so I plan to study English words to improve my vocabulary.

S4: Yes, I do.

S5: Yes.

S6: Yes, sometimes I plan.

S7: Sometime I study English words, however; I don't have a separate plan to study words.

S8: Yes, I sometimes employ this strategy.

S9: I rarely plan to study.

S10: I sometimes study the words I have learned, but not with plan.

Q4. Do you work with your friends to learn and study English new words to improve your vocabulary?

S1: Yes, because I know meanings of some words, and my partners know meanings of other words. This makes group work interesting.

S2: Yes. We learn and study English words in a group; we also practice the words in conversation.

S3: Yes, I practice with my friends when we are free.

S4: Yes, I work with my partners. We record new words in our note books, and come together to learn and practice the words.

S5: Yes, I communicate or discuss with my friends to learn and practice English new words.

S6: Rarely, I work with my partners.

S7: Yes, I sometimes work with my friends to learn and study English words.

S8: I sometimes try to discuss with my partners to learn and practice English words.

S9: To some extent, I work with my partners to improve my English Language.

S10: Yes, I sometimes work with my partners, and there are also times when we test ourselves after our discussion.

Q5. How do you see the importance of vocabulary learning in improving your English Language achievement?

S1: I need to learn English new words to improve my English, so learning words has a great contribution to my achievement in English.

S2: I believe that learning English words is very important to be successful in my English Language.

S3: To me, I need to learn English words to communicate with others, esp. the foreigners. Therefore, learning English words is very important for my success in English Language achievement.

S4: My wish is to speak English fluently. I think learning English words is essential to be successful in communication as well as in my English Language achievement.

S5: Since English is an international language, learning its words is important for me to be successful in the language.

S6: I am interested in speaking English but I don't know how I will be successful. I think learning English words may help me to be successful in my English achievement.

S7: English words are endless, so it makes me feel tense to learn these words.

S8: To some extent it helps me.

S9: It helps me to be successful in English.

S10: I think it is important to learn English words as it is a language of instruction.



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