JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

EFL LEARNERS LEARNING STYLE PREFERENCE TO LEARN VOCABULARY AND THEIR PRACTICES IN ENGLISH CLASS ROOM: THE CASE OF GRADE 11 STUDENTS AT CHOCHE SECONDARY SCHOOL

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Declaration

I undersigned declare that this thesis is my original work and has not been presented for MA program in any other university, and all the materials used for this research have been clearly acknowledged.

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Name of student   signature   Date

This thesis has been submitted or examination with my approval as a university advisor

Name of advisor   Signature   Date

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Name of co-advisor

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Abstract

This study was conducted on students learning style preference to learn vocabulary in grade11 at Choche Secondary School. The researcher used descriptive survey design and mixed approach. The researcher incorporated primary sources to collect the desired data and to meet the objective of the study. In the study, 160 students and 2 English teachers were taken using purposive sampling techniques .The researcher used questionnaire, interview and observation to collect the desired data from participants. After the data were collected, it was analyzed, interpreted and presented. The finding of this study revealed that EFL students prefer different learning styles to learn vocabulary. EFL teachers were recommended to address different learning styles such as kinesthetic, visual and auditory in teaching vocabulary in EFL classes. The finding also indicated that teachers were not focused to their students' learning styles preference. The results revealed that teachers were aware their students' inclination to work within small and larger groups when attempting their tasks. Finally, the researcher recommended that both teachers and students have to understand the importance of learning styles in vocabulary learning .Students and teachers should be encouraged to keep their performance with the latest subjects on learning styles. Thus, it's advisable if the students take the responsibility and play an active role in their own vocabulary learning. It is also better if the students take the initiative to increase self-awareness, set goals and choose appropriate learning styles to achieve successful vocabulary learning. Teachers are also advice to provide opportunities for students to venture into several learning styles through suitable class activities and exercises.

Key words: **Learning style, Learners' preference Vocabulary learning**

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CHAPTER ONE: INTRODUCTION

This study has aimed to assess students' learning style preference in learning vocabulary and to examine the learning style that EFL teachers apply to teach vocabulary to grade 11 students at Choche Secondary School.

One of the most important factors in learning is the learning style preferences of individuals that may affect their learning process. Ellis (2005) names seven factors while explaining individual learner differences: beliefs, affective state, age, aptitude, learning style, motivation, and personality. Learning styles refer to different approaches or ways of learning (Felder, p. 45)."As this point clearly indicate the researcher has also strongly agreed on the idea what Ellis has said.

Based on the above points, this part of the study has dealt with background of the study, statement of the problem, basic research questions, objectives, significance, delimitation, and operational definitions of terms.

1.1.   Back ground of the study

We all have a way in which we learn best, either through observing, listening, or touching .That each and every one of our students has a different way to learn best, too. As we know, the more engaged a student is in her/his learning, the better her/his success rate is in the classroom. As teachers, we can use various teaching styles to appeal to each of these different learning styles and provide our students with a unique experience that will meet all of their needs and learning styles of vocabulary. Thus, scholars have supported this point as students' learning styles influence their ability to acquire information and respond to the learning environment (Azlinda, 2006 : P,19-22).

This is to mean that, students can plan and manage their own language learning activities better if they can discover their preferred learning styles. Azlinda also added that "assist the students to enhance and take advantage of their natural skills and inclinations. As students' motivation is sustained, they can progress well in the language learning process "Azlinda, (2006: P, 72).

Other scholars such as Felder &Spurlin have also said "What is more, when learning styles of the students in one class and teaching styles of the teachers are mismatched, with hostile potential effects, the students may be bored and become distracted in class, perform badly in tests, get disheartened about the course, the curriculum and themselves, and in many cases the students tend to change to another program or drop out from school" Spurlin(2005:25-26).

In English as foreign Language (EFL) classroom, teachers can witness that normally efficient learning shows an encouraging attitude towards learning of English vocabulary (Azlinda, 2006: 54-59). Furthermore, according to Nunan (1991 : 81-86), one of the characteristics of good language learners is to be able to reflect on and communicate the processes of their own learning, as learning a language is among the most challenging lifelong pursuits to undertake.

Therefore, teachers should not disregard the importance of choosing the appropriate teaching method to suit students' learning styles, as both teaching and learning styles play a crucial role in language learning development and achievement. "Some students prefer to learn by themselves in their own time, in familiar surroundings rather than in groups. Students tend to perceive information differently, such as by viewing and listening, reflective and acting, to reasoning logically and intuitively and also scrutinizing and visualizing" (Felder &Henriques, 1995:p57). This has clearly portrayed that all students display characteristics of various dimensions, and may move from one extreme to the other depending on the topic, its context, and the particular task demands made on the students (Wong, 2004: 37-40).

Teaching vocabulary is a significant factor in language teaching, since words play an important role in expressing our feelings, emotions, and ideas to others during the act of communication. Vocabulary difficulties could lead to reading comprehension problems. In many EFL (English as a foreign language) classes, even where teachers have devoted much time to vocabulary teaching, the results have been disappointing. For years, vocabulary building skills were mostly taught by using a vocabulary book in which students memorized words and their meanings. In China, students come from a cultural background whose educational system emphasizes rote memorization. They have highly developed memory strategies, but less developed comprehension strategies for problem-solving. The characteristics of the Chinese teaching and

learning styles are memorizing and modeling. The traditional classroom vocabulary teaching techniques often leave students struggling with concepts and unable to make progress. Many students feel frustrated with their English vocabulary learning. Therefore, vocabulary teaching is an indispensable part of the English curriculum (Azlinda, 2006 : 63-65).

However, the researcher pointed out that EFL language learners do not take-in new information in the same way. Just as we are different in the way we look, act and feel, we are also different in the way we learn. Each of us has a learning style. Many EFL teachers experience student resistance when they introduce an instructional activity in the classroom. Some students want more opportunities to participate in free conversation, expressing their wishes towards a more communicatively oriented approach ,Fauziah, (2005 : 34-38).

Learning style is a consistent way of functioning that reflects the underlying causes of learning behavior. Learning styles are internally based characteristics of individuals for the intake or understanding of new information. All learners have individual attributes relating to their learning processes. Some students may rely heavily on visual presentation; others may prefer spoken language; still others may respond better to movement activities. It is evident that students learn differently and at different paces because of their biological and psychological differences.

Therefore, EFL teachers need to recognize the difference between teaching and learning styles to enhance the learning process. An English teaching that explicitly combines different learning styles and strategic vocabulary teaching activities with everyday classroom language instruction can help learners to ease the burden.

1.2 Statement of the Problem

Vocabulary can be defined as the words we must know to communicate effectively: words in speaking, words in reading, words in listening and words in writing. Unless EFL students are rich enough in vocabulary, they will fail to understand the language they are communicating with Educators have long recognized the importance of vocabulary development. In the early20th century, John Dewey (1910) stated that vocabulary is critically important because a word is an instrument for thinking about the meanings which it expresses.

As it has been stated above, it is important that EFL teachers should support learners in mastering vocabulary knowledge. But in our context teachers are not selecting teaching styles that is suitable to learners 'preference. Students may fit into one, two, or all three of the learning style categories. Some students may learn best just through observation, while another may learn best by observing and listening. Therefore, it is important to know about the learning style that teachers apply should help learners to gain and memorize vocabulary.

Once the students distinguish and know their own learning styles they can find suitable activities that matched to their learning preference which will enhance their performance in English. In addition, if the students fail to identify their preferred or compatible learning styles, they might lose interest in learning English as they fail to find suitable activities that can boost their learning interest. In addition, students study differently; "what works well for one student may not be beneficial or favorable to another" (Man & Tomoko, 2010: P23-25).

Man and Tomoko (2010)also added that individuals learn differently through many ways from time to time, from culture to culture and from context to context. Thus, teaching method has become one of the pivotal factors to know students' preferred learning styles that can assist the learning process. However, many teachers do not seem to understand students' learning styles, so the teachers are unable to evaluate students' learning styles as they do not have a proper learning styles inventory (Almasa, Parilah&Fauziah, 2005).

Furthermore, teachers do not teach according to learning styles preferred by the students; instead they are teaching based on either their own teaching strategy or teaching styles. A study has

found out that continuum of mismatch between teachings and learning styles will hugely influence students' attitudes and motivation towards the subject matter (Almasaetal, 2009).

Hence, the researcher suggested that when the students' learning styles do not match with the teachers' teaching styles, students may get bored or pay less attention in the class or the lesson, and this will result in poor grades and lead to disinterest in the learning process.

When we come to Choche secondary school , it has been observing that most EFL grade eleven teachers do not recognize the students' learning style preference to teach vocabulary. As a result, the students' vocabulary learning achievement is affected by the teachers' personal desire of vocabulary teaching techniques.

Different researchers have conducted different studies on this issue global and local indifferent times for example; SomayeKazem, *etal*,(2011) UniversityGuilan,Iran have conducted a research on the title "The Relationship between Learning Styles and Vocabulary Recall among Sensoryneural Hearing Loss EFL Learners (SomayeKazem, *etal*,2011)

Besides, the above global and local studies had also been conducted on vocabulary teaching using visual aids. For instance Masresha, (2001p.53-58) conducted study on the students' vocabulary learning at Meki Secondary School, and he stated certain nature and nurture kinds of factors can affect the students' vocabulary learning as well as teaching process. But, this research did not link vocabulary teaching with the students' learning styles preference and they did not identify the impact on vocabulary learning.

In addition, as study conducted by Derese,(2000 p. 34-38) atAdama and his study indicated that as students prefer and bend to the strategies teachers are used to teach vocabulary, which influence how they students are going to understand new words. Progressively, the local study conducted by AtenafuYifru (2001 p. 62-66) on the students learning style and vocabulary teaching , he found out that as students learning style varies and the strategies teachers use to teach vocabulary has to be changed based on the preference of the students vocabulary learning styles.

Further, Solomon Kinde (2002 p.60-65) conducted on the impacts of students learning style on understanding words , he also concluded that as students vocabulary learning style influenced the way students are reacting and being familiar with new words .

Therefore as a motivation, the study was designed at least to minimize the student' vocabulary learning problem with regard to their learning style preference. Because, as it can be seen from the English class room, all students have not experienced with equal understanding of new words, so as the researcher suspected this problem may be due to the students learning styles students prefer to learn vocabulary. The researcher had also seen while students are challenged with this problem while vocabulary is taught in English class .Therefore, as the current researcher wants to identify the students learning style to learn vocabulary in Choche Secondary School that ultimately focuses on grade 11 students.

Hence, this study was different from other previously conducted studies by focusing on the learning styles of the students and its practicability in the class room . The researcher initiated to conduct this study for different reasons first; she has observed in her teaching experience that students are suffering in their vocabulary learning ineffectiveness and they are un enabled to communicate through spoken or written language. The other difficulty that students faced is they are not successful with their English examination mark achievement.

Thus, this study was expected to fill this problem gap because no study had been conducted on the effects of grade eleven students' learning style to learn vocabulary in grade eleven at Choche Secondary School before this study.

1.3   Basic Research questions

Here werethe basic research questions that were addressed by this study:

1. How is the learning style preferences of the students considered during vocabulary teaching at Choche Secondary school?

2. Which learningstyle students prefer to learn vocabulary at Choche Secondary School?

3. Whatmethods do teachers at Choche Secondary School use to minimize the vocabulary learning problems of grade 11 students?

1.4 Objectives of the study

This study has constituted general objective and specific objectives

1.4.1 General objective of the study

The main objective of this study was to assess student's learning style preference to learn vocabulary and its practices in English class.

1.4.2 Specific Objectives of the study

Here are the specific objectives of this study

Here werethe basic research questions that were addressed by this study:

- To examine how vocabulary learning style preferences of considered during vocabulary teaching at Choche Secondary School
- To identify learning style students prefer to learn vocabulary at Choche Secondary School
- To assess methods do teachers at Choche Secondary School use to minimize the vocabulary learning problems of grade 11 students

1.5 Significance of the study

This study may be significant to the students of Choche Secondary School, different learning style students, teachers, school administration as well as to syllabus and module designers. It may also enlighten them that there is more than one learning style or preference in learning vocabulary. The study is helpful for students to know their own vocabulary learning style preferences. The study may show the directions for the English teachers on how to teach vocabulary by considering the learning styles of the students

The findings from this study may also give benefit to English teachers as it may provide a platform to understand their students learning styles much better. It may also make them conscious of visual learning styles and learning preferences that exist in their classrooms. The study also help teachers to know the students' learning styles that lead to a successful teaching

and learning process, as this is the main predictor of students' success.

Moreover, the school administration may find this study to be beneficial as it appraised the students learning styles that adopt in learning vocabulary.

1.6. Delimitation of the study

This study was delimited to learning style preferences to learn vocabulary. Since impacts and influences are always there in teaching and learning process, the study has given emphasis only to the learning style preferences. Furthermore, because of its difficulty to study all the problems related to the learning style of vocabulary in all high schools located in Jimma zone at the same time, the study conducted specifically at Choche Secondary School.

1.7. Operational definitions of terms

Learning style: It is constant pattern of behavior and performance by which an individual approaches educational experience. It is the composite of characteristics of cognitive, affective and physiological behaviors that serve as relatively stable indicators of how a learner perceives, interacts with and responds to learning environment

Learner   Style Preferences: It is the students learning preference style that are mainly visual learning, auditory learning and kinesthetic learning styles to learn vocabulary

Learning practices : is the activities in which students are going to exercise , adopt and implement the vocabulary earning styles in to practices , students are be able to practices the given task deliberately to understand the lesson to be deliver in English class .

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

This section presents the background information of the previous study. This chapter includes review of the contemporary studies on EFL learning and teaching and the concept of learner preference, then present some of the teaching methods facing different learners, and finally discuss the studies done by former researchers of EFL vocabulary teaching.

2.1 Conceptual Definition of Vocabulary Learning

According to Schmitt,(1997:203) "Vocabulary learning skill could be any action which affects this rather broadly-defined process". Similarly, Cameron (2001), defines vocabulary learning strategies as "Actions that learners take to help themselves understand and remember vocabulary."

Nation (2001:217) says that, "Vocabulary learning strategies are language learning strategies which in turn are part of general learning strategies". Therefore, vocabulary learning strategies have great contribution to learn language successfully. They are the means that students use them to develop their vocabulary knowledge to solve their problems in language learning.

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

- Involve choice, i.e. there should be several strategies to choose from
- Be complex, i.e. there should be several steps to learn.
- Require knowledge and benefit from training.
- Increase the efficiency of vocabulary learning and vocabulary use.

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

- Having sources for encountering new words;
- Getting a clear image, whether visual or auditory or both, for the forms of the new word
- Learning the meaning of words;

- Making a strong memory connection between the forms and meanings of the words;
- Using the words.

2.2 The Importance of Vocabulary and Vocabulary learning Strategies

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

Vocabulary is basic to communication. If acquirers do not recognize the meanings of the key words used by those who address them, they will be unable to participate in the conversation. And if they wish to express some ideas or ask for information, they must be able to produce lexical items to convey their meaning.

Similarly, Wilkins (1982:134) writes "Very little can be conveyed without grammar but nothing can be conveyed without vocabulary." This is to mean that if someone knows the morphology and syntax of an utterance addressed to him/her, but doesn't know the meanings of the key lexical items, he/she will not be able to participate in the communication, Krashen (1998), Cart her and McCarthy (1988).

Moreover, Taylor (1990) says that ranging from words to sentence level, we find different vocabulary, which plays an indispensable role for making language meaningful. Vocabulary is thus, useful to create a communicative environment. Regarding this Wallace (1982) indicates that: It has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary, because there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language (Wallace, 1982:9). Vocabulary is also very indispensable for the acquisition process. Cameron (2001: 82) states "Vocabulary has been considered as a major resource for language use." Early foreign language learning offers the chance for learners to build up a solid core of words useful for further learning.

Harmer (1991) and Krashen (1998) also indicates language students need to learn the lexis of the language and need to learn what words mean and how they are used. Regarding the importance

of vocabulary, McCarthy (1990: VII) states that: No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way.

Harmer (1991:53) also writes "If language structures make up the skeleton of language then, it is vocabulary that provides the vital organs and the flesh." An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words (vocabularies) are used. Vocabulary knowledge of a language is very vital in order to understand or convey message in communication and to pursue and succeed in one's learning.

Zhihong (2000) states that vocabulary is vital to guarantee communication between and among people. It is the basic unit of language form. Without a sufficient vocabulary; one cannot communicate effectively or express ideas. Having a limited vocabulary is also a barrier that prevents students from learning a foreign language.

Cameron (2001:92) says that "Vocabulary is fundamental to using the foreign language as discourse, since vocabulary is both learnt from participating in discourse, and is essential to participating in it." Therefore, word knowledge is an essential component of communication and it is important for both production and comprehension in a foreign language, Seal (1991), knowing a word according to Richards (1976) and Nation (1990) involves knowing:

- ✓ A great deal about its general frequency of use, syntactic and situational limitations on its use
- ✓ Its underlying form and the forms that can be derived from it,
- ✓ The network of its semantic features and,
- ✓ The various meanings associated with the item (Richard, 1976, 1983; Nation, 1990).

Knowing a word is also defined as knowing its spelling, pronunciation, collocations, that is, word it co-occurs with, and appropriateness (Nation, 1990). Hence, lexical competence is far more than the ability to define a given number of words and covers a wide range of knowledge which in turn requires a variety of vocabulary learning strategies to gain the knowledge. Foreign language learners may then use various vocabulary learning strategies to acquire the target language word knowledge, Richard, (1976) and Ellis (1994).

There are many words on which teachers may not be able to spend time within the class time limits. Thus, if students have number of vocabulary learning strategies, they deal with these words on their own and as a result have access to large number of target language words (Nation, 2001 and Schmitt 2000).

Therefore, an important part of a student's vocabulary development depends on the ability to use his/her own strategies of vocabulary learning strategies for coping with new vocabulary in written or spoken texts (Atkins .et al,1996). The main benefit gained from vocabulary learning strategies is the fact that they enable learners to take more control of their own learning so that students can take more responsibility for their vocabulary learning. (Nation, 2001; Scharle and Szabo, 2000).

Consequently, vocabulary learning strategies foster "learner autonomy, independence, and self-direction" (Oxford, 1990:29). Equipped with a range of different vocabulary learning strategies, students can decide upon how exactly they would like to deal with unknown words. A good knowledge of the strategies and the ability to apply them in suitable situations might considerable simplify the learning of new vocabulary for students. (Schmitt, 2000; and Gu and Johnson, 2000)

2.3 Taxonomy of Vocabulary Learning Strategies

Many language researchers have attempted to develop taxonomy of language learning strategies (Wenden and Rubin, 1987; O'malley et.al 1985; Oxford 1990; Stern 1992; Ellis 1994; Purpura, 1994; Schmitt 1997; Gu and Johnson, 1996; Nation 2001).

Oxford (1990), Gu and Johnson (1996), Schmitt (1997) and Nation(2001), for example, propose taxonomy of vocabulary learning strategies based on the second or foreign learner's various strategies to acquire the target language words(vocabularies).

Oxford (1990) presents a comprehensive taxonomy of language learning. This taxonomy makes distinction between 'direct strategies' (working with the language itself) and 'indirect strategies' (general management of learning).

Direct strategies are divided into three subclasses: memory strategy (strategies to store and retrieve aspects of the target language), cognitive strategies (strategies for using the language and for understanding how it works), and compensation strategies (strategies for using the language despite gaps in knowledge).

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

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

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

2.4 . The concept of Learning Styles

According to Kolb (1984), learning refers to the process whereby knowledge is created through the transformation of experience. There are numerous definitions of learning styles being used and redefined by researchers to suit purpose of their studies. There is "perplexity that comes from deviation in the scale and scope of learning, school achievement and other behavior predicted by diverse learning style terms" (Nel, 2008).

As stated by numerous researchers, the term 'learning style' has been defined differently by different people. For some, it is "congruent with 'cognitive style', and for others it denotes preferred approaches to learning based on modality strengths" (Nel, 2008) and Lawrence (1984) stated that the term learning style is used to "incorporate four aspects of the person which include, cognitive style (preferred or habitual patterns of mental functioning), patterns of attitudes and interests that affect an individual's focal point in a learning situation, a tendency to pursue situations attuned to one's own learning patterns, and an inclination to use certain learning strategies and evade others". Bennet(1979) has defined learning styles as: "A constant

pattern of behavior and performance by which an individual approaches educational experience. It is the composite of characteristics of cognitive, affective and physiological behaviors that serve as relatively stable indicators of how a learner perceives, interacts with and responds to learning environment. It is formed in the deep structure of neural organization and personality which molds and is molded by human development and the cultural experience of home, school and society." Stewart and Felicetti (1992) elucidated learning styles as those educational conditions under which a student is most likely to learn. As such, learning styles are not really concerned with "what" learners learn, but rather "how" they prefer to learn (Rosalind, 2001).

2.5 . Models of Learning Styles

These models of learning styles provide good frameworks for designing assessment instruments. It is difficult to single out learning styles without appropriate assessment instruments. Beaty (1986) noted that teachers cannot recognize students' learning styles meticulously without using any valid instrument. In addition, Dunn and Dunn (1993) stated that a decisive, valid and comprehensive instrument can diagnose many learning styles traits that perturb individuals. This chapter discusses a few learning styles models that can be used in determining students learning styles.

2.6. EFL Learning and Teaching

The term learning applies to a conscious process of accumulating knowledge of features, such as vocabulary and grammar, of a language, typically in instructional settings (Yule 2006). More than any other species, people are designed to be flexible learners and active agents of acquiring knowledge and skills. Much of what people learn requires formal training, usually in schools. While activities associated with learning have traditionally been used language teaching in schools and have a tendency, when successful, to result in more knowledge 'about' the language (as demonstrated in tests) than fluency in actually using the language (as demonstrated in social interaction) , Yule (2006). The need for instruction in other languages has led to variety of educational approaches and methods of fostering L2 learning. More recent approaches designed to promote L2 learning have tended to reflect different theoretical views on how an L2 might best be learned. The most traditional approach is to treat L2 learning in the same way as any

other academic subject. Vocabulary lists and sets of grammar rules are used to define the target of learning, memorization is encouraged and written language rather than spoken language is emphasized.

This method has its roots in the traditional teaching of Latin and is described as the grammar translation method, Yule (2006). In this case, the focus is on the language itself, rather than on the information which is carried by the language. Therefore, the goal for the teacher is to see to it that students learn the vocabulary and grammatical rules of the target language. The learners' goal in such a course is often to pass an examination rather than to use the language for daily communication interaction. Traditionally, the teaching of EFL in most East Asian countries is dominated by a teacher-centered, book-centered, grammar-translation method and an emphasis on rote memory (Liu and Little wood, 1997). These traditional language teaching approaches have resulted in a number of typical learning styles in East Asian countries, with introverted learning being one of them. Introverted learners enjoy generating energy and ideas from internal sources, such as brainstorming, personal reflection and theoretical exploration.

These learners prefer to think about things before attempting to try a new skill. In East Asia, most students see knowledge as something to be transmitted by the teacher rather than discovered by the learners. They, therefore, find it normal to engage in modes of learning which are teacher-centered and in which they receive knowledge rather than interpret it. Therefore, the students are often quiet, shy and reticent in language classrooms. They dislike public touch and overt displays of opinions or emotions, indicating a reserve that is the hallmark of introverts. Chinese students likewise name "listening to teacher" as their most frequent activity in senior school English classes (Liu and Littlewood, 1997). This teacher centered classroom teaching also leads to a closure-oriented style— focusing carefully on all learning tasks and seek clarity for most East Asian students. A very different approach, emphasizing the spoken language, became popular in the middle of the twentieth century. It involved a systematic presentation of the structures of the L2, moving from the simple to the more complex, in the form of drills that the student had to repeat. This approach is called the audio-lingualmethod, Yule (2006). It was influenced by a belief that the fluent use of a language was essentially a set of 'habits' that could be developed with much practice, which involved hours spent in a language laboratory repeating oral drills.

More recent revisions of the L2 learning experience can best be described as communicative approaches. Although there are many different versions of how to create communicative experiences for L2 learners, they are all based on a belief that the functions of language (what it is used for) should be emphasized rather than the forms of the language (correct grammatical or phonological structures), Yule (2006). Communicative instructional environments involve learners whose goal is learning the language itself, but the style of instruction places the emphasis on interaction, conversation, and language use, rather than on learning about the language. The communicative approach is based on innate and interactionism theories of language learning and emphasizes the communication of meaning both between teacher and students and among the students themselves in group or pair work. Grammatical forms are focused on only in order to clarify meaning (Lightbown&Spada 2006). In these classes, the focus may occasionally be on the language itself, but the emphasis is on using the language rather than talking about it. The teacher tries to lead learners to use the language in a variety of contexts. Students' success in these courses is often measured in terms of their ability to "get things done" in the second language, rather than on their accuracy in using certain grammatical features. Through communication-based approach, pupils will be able to gain knowledge by challenging its meaning. The emphasis in this activity is on communicating messages where meaning is the clear priority in the interaction (Lightbown&Spada 2006). With this kind of communication between teacher and students, students are able to understand the meaning of a subject by analyzing, critical thinking and freely expressing their knowledge.

The most fundamental change in the area of L2 learning in recent years has been a shift from concern with the teacher, the textbook and the method to an interest in the learner (Yule 2006). This method is to focus on the learner. For example, one radical feature of most communicative approaches is the toleration of 'errors' produced by students. Traditionally, 'errors' were regarded negatively and had to be avoided. The more recent acceptance of such errors in learners' use of the L2 is based on a fundamental shift from the traditional view of how L2 learning takes place. An 'error' is not something that hinders a student's progress. Just as children acquiring their L1 produce certain types of ungrammatical forms at times, so we might expect the L2 learner to produce similar forms at certain stages.

2.7 Learners   learning   Style Preferences

Learning preferences are personal learning strengths and weaknesses, and different approaches or ways of learning. Many educators believe that learners have clear preferences for how they go about learning new material and that teaching to these preferred styles will increase educational success. Since all of these students are in class at the same time, as a teacher you will be called on to use a variety of instructional approaches to reach all of them. Research has shown that learners have three basic perceptual learning channels:

1. Visual learning--reading, studying charts

2. Auditory learning--listening to lectures, audiotapes

3. Kinesthetic learning--experiential learning, that is, total physical involvement with a learning situation (Reid 1987). At the same time, in accordance with Light bown and Spada (2006), students who absorb content best by listening are auditory learners. Those who learn best by seeing are visual learners, while a need to add a physical action to the learning process is kinesthetic learners. Therefore, according to both Reid and Light bown&Spada, visual learners learn by seeing. They do best with textbooks that have graphs, photographs, and charts. Auditory learners learn by being read to, and by discussing what has been read. They will also be more likely to be distracted by sounds. The kinesthetic learner will enjoy being able to move while learning. They have a hard time sitting still for long periods of time and may become disturbing if they are not allowed to get up quite often during the day. The kinesthetic learner needs hands-on experience to, as it were, "get it".

The visual learner may think in pictures and learns best from visual displays including diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information. Videos can be good for a visual learner, as he can see what is going on and specific examples of the subject he is trying to learn. These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). Auditory learners might learn best through verbal lectures, discussions, talking things through and

listening to what others have to say. They interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading texts aloud and using a tape recorder. Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them.

When learners express a preference for seeing something written or for memorizing material which we feel should be learned in a less formal way, we should not assume that their ways of working are wrong. Instead, we should encourage them to use all means available to them as they work to learn another language (Lightbown ,etal . 2006). Students preferentially take in and process information in different ways, and teaching methods also should vary accordingly. How much a student can learn is also determined by the compatibility of the student's learning styles and the teacher's teaching styles. It is important for teachers to know their learners' preferred learning styles because this knowledge will help teachers to plan their lessons to match or adapt their teaching and to provide the most appropriate activities to suit a particular learner group. Therefore, EFL teachers need to recognize the conflict and difference between teaching and learning to enhance the learning process. Matching the language instruction methods to student learning styles can enhance academic achievement.

2.8 .Matching of Learning and Teaching Styles

A variety of approaches have been taken in research on a link between student learning styles on the one hand and teaching styles on the other. Ford and Chen explored the relationship between matching and mismatching of instructional presentation styles with students' cognitive styles, that is, the area of matching of student and teacher styles. The results suggest that the matched-conditions group had better performance than the mismatched-conditions group only for students (Ford & Chen 2001). To some extent, this study provides support for the effect of matching condition on learning outcomes. The term "teaching style" refers to "a teacher's personal behaviors and media used to transmit data to or receive it from the learner" (Kaplan ,etal 1995).

Teaching styles focus on teachers and their distinct approach to teaching. Differences in teaching styles may also impact on areas such as classroom arrangements, the organization and assessment of activities, teacher interactions with students and pedagogical approaches. Jarvis

(1985:14) used three classifications to identify teaching styles: (a) a didactic style which was teacher-controlled through lectures and student note taking; (b) a Socratic style which was teacher directed through the use of questions to which the students responded; and (c) a facilitative style in which the teacher prepared the learning environment and the students were responsible for their own learning. However, Van Tilburg and Heimlich (Heimlich, 1990) in an attempt to describe an individual's teaching style defined two domains, sensitivity and inclusion. The sensitivity domain is based on the ability of the teacher to sense the shared characteristics of the learners.

The inclusion domain is based on the teacher's willingness and ability to utilize instructional strategies that take advantage of the group's characteristics. An individual can be classified into one of four teaching styles based on their sensitivity and inclusion scores. The low inclusion and low sensitivity quadrant is labeled "expert". The "expert" teacher is subject oriented and tends to use the lecture method of instruction. Teachers scoring in the low inclusion and high sensitivity quadrant are termed "providers". "Providers" are learner centered and seek to teach effectively. "Providers" tend to use group discussion, demonstrations, and guided activities. The quadrant defined by high inclusion and low sensitivity is labeled "facilitator". Teachers falling into the "facilitator" category are teacher centered and the method of instruction is dictated by the subject matter. Teachers in the final quadrant with scores of high inclusion and high sensitivity are "enablers". "Enablers" are very learner-centered and the learners define both the activity and the process in the learning environment. Grasha also groups five teaching styles into four clusters (1996):

Some instructors lecture, others demonstrate or discuss; some focus on rules and others on examples; some emphasize memory and others understanding. How much a given student learns in a class is governed in part by that student's native ability and prior preparation but also by the compatibility of his or her characteristic approach to learning and the instructor's characteristic approach to teaching (Felder &Henriques 1995). Felder and Henriques showed that matching teaching styles to learning styles can significantly enhance academic achievement, student attitudes, and student behavior at the primary and secondary school level, and specifically in foreign language instruction (Felder&Henriques 1995). This is not to say that the best thing one

can do for one's students is to use their preferred modes of instruction exclusively. Students will inevitably be called upon to deal with problems and challenges that require the use of their least preferred modes, and should be given practice in the use of those modes on a regular basis. However, frustration, and burnout may occur when students are subjected over extended periods of time to teaching styles inconsistent with their learning style preferences. Therefore, effective matching between teaching style and learning style can be achieved when teachers are aware of their learners' needs, capacities, potentials and learning style preferences in meeting these needs.

2.9. Teaching Method in vocabulary class

Teaching methods are primarily descriptions of the learning objective oriented activities and flow of information between teachers and students. Which instructional method is "right" for a particular lesson depends on many things, and among them are the developmental level of the students, the subject-matter content, the objective of the lesson, and material resources. The following sections are descriptions of teaching methods that are correlated to the study.

Any teacher has experienced meeting students with different learning styles. Three common learning styles are visual, auditory, and kinesthetic. Recognizing these differences and striving to incorporate approaches that are multisensory can promote greater interest, enthusiasm, and more thorough learning. Multisensory instruction refers to any learning activity that includes the use of two or more sensory modalities simultaneously to take in or express information (Birsch 1999). The sensory modalities include visual (sight), auditory (hearing), tactile (touch) and kinesthetic (movement). Using a multisensory teaching approach means helping students to learn through more than one of the senses. Students have learning differences in one or more areas of reading, writing, listening comprehension, and expressive language. Multisensory instruction can facilitate students' ability to learn and recall information by combining explicit instruction and multisensory strategies (Birsch 1999).

Multisensory teaching is simultaneously visual, auditory, and kinesthetic-tactile to enhance memory and learning. Links are consistently made between the visual (what we see), auditory (what we hear), and kinesthetic (what we feel) pathways in learning. These teaching techniques

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and strategies stimulate learning by engaging students on multiple levels. Some researchers theorize that many students have an area of sensory learning strength, sometimes called a learning style. This research suggests that when students are taught using techniques consistent with their learning styles, they learn more easily, faster, and can retain and apply concepts more readily to future learning.

Most students, with a disability or not, enjoy the engaging variety that multisensory techniques can offer (Logsdon 2009). Multisensory techniques enable students to use their personal areas of strength to help them learn. They can range from simple to complex, depending on the needs of the student and the task at hand. Multisensory techniques that stimulate visual reasoning and learning are called visual techniques. Those techniques that focus on sound and stimulate verbal reasoning are called auditory techniques. Multisensory techniques that involve using body movement are called Kinesthetic Methods (Logsdon 2009). For instance, the visual teaching methods include strategies such as using text or pictures on paper, posters, models, projection screens, or computers, student-created art, and images. Auditory techniques include strategies such as using hearing aids, video, film, or multi-image media with accompanying audio; and music, song, instruments, speaking, rhymes, chants, and language games. Moreover, multisensory methods involve games such as jumping rope, clapping, stomping or other movements paired with activities while counting, and singing songs related to concepts.

Generally speaking, students learn more when information is presented in a variety of modes than when only a single mode is used. The point is supported by a research study carried out several decades ago. Felder and Henriques (1995) claim that students retain 10 percent of what they read, 26 percent of what they hear, 30 percent of what they see, 50 percent of what they see and hear, 70 percent of what they say, and 90 percent of what they say as they do something. Thus, what must be done to achieve effective foreign language learning is to balance instructional methods, so that all learning styles are simultaneously accommodated.

However, teaching styles are made up of the methods and approaches with which instructors feel most comfortable; if they tried to change to completely different approaches they would be forced to work entirely with unfamiliar, awkward, and uncomfortable methods, probably with disastrous results from the students' point of view. Fortunately, instructors who wish to address a wide variety of learning styles need not make drastic changes in their instructional approach. The

way they normally teach addresses the needs of at least three of the specified learning style categories; regular use of at least some of the instructional techniques given below should suffice to cover the remaining five (Felder &Henriques 1995).

• Motivate learning. As much as possible, teach new material (vocabulary, rules of grammar) in the context of situations to which the students can relate in terms of their personal and career experiences, past and anticipated, rather than simply as more material to memorize (intuitive, global, inductive).

• Balance concrete information (word definitions, rules for verb conjugation and adjective-noun agreement) (sensing) and conceptual information (syntactical and semantic patterns, comparisons and contrasts with the students' native language) (intuition) in every course at every level. The balance does not have to be equal, and in elementary courses it may be shifted heavily toward the sensing side, but there should periodically be something to capture the intuitions' interest.

• Balance structured teaching approaches that emphasize formal training (deductive, sequential) with more open-ended unstructured activities that emphasize conversation and cultural contexts of the target language (inductive, global).

• Make liberal use of visuals. Use photographs, drawings, sketches, and cartoons to illustrate and reinforce the meanings of vocabulary words. Show films, videotapes, and live dramatizations to illustrate lessons in texts (visual, global.) It is impossible for instructors to do all that in a course and still cover the syllabus. They can make extensive use of some of the recommended approaches, particularly those involving opportunities for student activity during class. The idea, however, is not to adopt all the techniques at once but rather to pick several that look feasible and try them on an occasional basis. In this way a teaching style that is both effective for students and comfortable for the instructor will evolve naturally, with a potentially dramatic effect on the quality of learning that subsequently occurs.

In all classrooms, there will be students with multiple learning styles and students with a variety of major, minor and negative learning styles. An effective means of accommodating these learning styles is for teachers to change their own styles and strategies and provide a variety of activities to meet the needs of different learning styles. Then all students will have at least some activities that appeal to them based on their learning styles, and they are more likely to be

successful in these activities. Creating multi-sensory lessons that help students focus on the material at hand is a helpful way to meet this goal. These activities will be that the student has a visual memory from seeing materials, an auditory memory from hearing the sound it makes, and a kinetic memory from having body movement. When planning a unit, the teacher should try to check to be certain that he or she includes elements like movement activity, pictures, tape recorder and so on. In order to meet diverse needs from individual students, many multi-sensory activities need to be presented at once.

2.10. Vocabulary   Teaching

Vocabulary instruction is one of the most important aspects of language teaching. One of the main tasks of a language teacher is to help students develop a sufficiently large vocabulary. This section will present a few vocabulary teaching points that related to the study.

2.10.1 Word Associations

The words are related to each other in various ways. Richards (2008) illustrates two examples to show the word association: (1) the meaning of the word depends to some extent on its relationship to other similar words, often through sense relations, and (2) words in a word family are related to each other through having a common base form, but different inflectional and derivational affixes. It seems logical to assume that these relationships are not just quirks, but reflect some type of underlying mental relationship in the mind. In association methodology, a stimulus word is given to subjects and the automatic responses that have been thought out will have the strong connection with the stimulus in the subjects' lexicon. For a stimulus word like needle, typical responses would be thread, pin, sharp, and sew. However, different people might have different associations attached to a word like needle. They might associate it with "pain", or "blood", or "hard to find". These associations are not treated as a part of the word's conceptual meaning. Not only can words be treated as "containers" of meaning, or as fulfilling "roles" in events, they can also have "relationships" with each other (Yule 2006). Words cannot be treated as if they were a swarm of bees — a bundle of separate items attached to one another in a fairly random way. They are clearly interdependent.

In some cases it is difficult to understand a word without knowing the words around it: orange is best understood by looking at it in relation to red and yellow, or warm by considering it as the

area between hot and cold (Aitchison 2003). Every word in the language has similar links with numerous others. In everyday talk, we often explain the meaning of words in terms of their relationships. For example, if we are asking the meaning of the word shallow, we might give the meaning as "the opposite of deep". This approach is used in the semantic description of language and treated as the analysis of lexical relations. Suppose the mental lexicon is a sort of connected graph, with lexicon items at the nodes with paths from each item to the other. Theories of this type are known as network theories.

A network is 'anything reticulated or decussated at equal distances, with interstices between the intersections'. A network in relation to the mental lexicon simply means "an interconnected system" (Aitchison 2003). If you ask a thousand people what you think of when you say hammer, more than half will say nail. If you say table, they will mostly say chair, and butter elicits bread, needle elicits thread and salt elicits pepper. A network of some type is inevitable.

The link between one particular word and another is formed by habits. There are many different types of link between the stimulus word and the response.

2.10.2 Collocation

Collocation is a common response involving a word which was likely to be collocated (found together) with the stimulus in connected speech, as with salt water, butterfly net, bright red (Aitchison 2003). Lexical collocation has been defined as the occurrence of two or more words within a short space of each other in a text (Sinclair 1991). The list of lexical collocation includes information about the frequency of words used in collocation as well as specific statistical counts used to calculate the figures needed for comparison and authorization of the examples of collocation.

Collocation is the relationship between two words or groups of words that often go together and form a common expression. There is a principle to interpret the way in which meaning arises from language text. Collocation illustrates the idiom principle, that is, a language user has available to him or her large number of semi-reconstructed phrases that constitute single choices, even though they might appear to be analyzable into segments (Sinclair 1997). This may reflect

the recurrence of similar situations in human affairs; it may illustrate a natural tendency to economy of effort; or it may be motivated by the exigencies of real-time conversation. At its simplest, the principle of idiom can be seen in the apparently simultaneous choice of two words, for example, of course (Sinclair 1997).

On some occasions, words appear to be chosen in pairs or groups and these are not necessarily adjacent. If the expression is heard often, the words become 'glued' together in our minds. "Crystal clear", "middle management", "nuclear family" and "cosmetic surgery" are examples of collocated pairs of words. Some words are often found together because they make up a compound noun, for example "riding boots" or "motor cyclist". English has many of these collocated expressions and some linguists argue that our mental lexicon is made up of many collocated words and phrases as well as individual items.

2.11 .Vocabulary   in Discourse

Most people think of vocabulary as lists of words. However, apart from single words, vocabularies include numerous multi-word items. Richards (2008) states that the words take on aspect of a single entity, that is, a string of words acts as a single lexeme with a single meaning. When this happens, those lexemes are called multiword units. Vocabulary is more than just individual words working separately in a discourse environment (Richards 2008).

Therefore, once words are placed in discourse, they establish numerous links beyond the single orthographic word level, such as set phrases, variable phrases, phrasal verbs and idioms. Thornbury (2002) mentions the term "lexeme" which he defines as "a word or group of words that function as a single meaning unit." Additionally, he talks about lexical chunks, which vary in the degree in which they can be fixed or idiomatic, sentence frames, and phrasal verbs. Despite the differences in terminology, it is obvious that the above-mentioned classifications highlight the fact that words require their neighboring words to express meaning. Learners need to keep in mind that these multi-word units are necessary if natural communication is to happen. For example, in order to acquire phrasal verbs, students need to understand their form, their meaning and their use. Larsen-Freeman (2001) mentions that knowing the form of a phrasal verb includes knowing whether it is followed by a particle or by a preposition, whether it is transitive or intransitive, whether it is separable or not, and what stress and juncture patterns are used.

Knowing the meaning encompasses literal, figurative and multiple meanings.

Finally, knowing the use covers understanding the fact that phrasal verbs are part of informal discourse and that they operate by the principle of dominance. For example, if learners encounter the verb "look" in a reading passage and have trouble understanding what it means, their chances of guessing the meaning from context are minimized if they ignore the particle or preposition that follows it, such as look after, look up, look around. If then they decide to look it up in a dictionary, they will not necessarily find the definition that fits the context.

There is a need for the instructor's direct intervention in the teaching of selected vocabulary items. There are several techniques and procedures a teacher might choose to help learners acquire new vocabulary items. Lewis (1997) claims that what teachers need to do is adapt activities so that the tasks have a clear lexical focus. To achieve this goal, Lewis (1997) points out that teacher should do the following:

• Consciously take every chance to expand the learners' phrasal lexicon.

• Highlight Fixed Expressions and prototypical examples, so ensuring learners have maximum benefit from the language they meet.

• Encourage accurate observation and noticing by learners, but without excessive analysis.

• Use many different ways to increase learners' awareness of the value of noticing, recording and learning multi-word items.

• Encourage lexical, but not structural, comparison between L1 and L2.

• Help learners to hear and learn language in multi-word units. Using the context of surrounding words and sentences, students will be able to figure out the meaning of new and unfamiliar words to enhance reading enjoyment. They will practice looking for new and unfamiliar words in prepared sentences and use context to determine meanings of words.

2.12. Techniques   in vocabulary learning

During a child's early years, the order in which he learns the vocabulary in his mother tongue is this: the child has an experience with some object (perhaps a new toy truck). While his attention is on the truck, the child then hears the name of the object which has attracted his interest. First the child's attention is drawn to the truck; then the child gets the word that names it. In second-language classes, we can apply what has been discovered about the acquisition of first language vocabulary (Allen 1983). Whenever possible, teachers offer their students some sort of experience with an object for which the English word will be taught. They can draw students' attention to an object before spending much time on the English name for it. For instance, if the textbook has a picture that shows a man and a woman, and the English words man, woman have not already been taught, we do not need to introduce those words now. When the students see the pictured man and woman, they will request the English words. When that happens, we are delighted to supply those words. Therefore, at the beginning of the vocabulary lesson, we call students' attention to the set of stick figures. This can be done by pointing, or by covering one of the figures with a piece of paper, or by drawing a frame around the figures.

One of the best known proposals for second language teaching approach is called Total Physical Response (TPR). TPR was developed by James Asher, whose research has shown that students can develop quite advanced levels of comprehension in the language without engaging in oral practice (Lightbown&Spada 2006). In TPR classes, students participate in activities in which they hear a series of commands in the target language, for example: "stand up", "sit down", "pick up the book", "and put the book on the table". For a substantial number of hours of instruction, students are not required to say anything. They simply listen and show their comprehension by their actions.

Asher's research shows that for beginners, this kind of listening activity gives learners a good start (Lightbown&Spada 2006). It allows them to build up a considerable knowledge of the language without feeling the nervousness that often accompanies the first attempts to speak the new language. When we ask students to respond physically to oral commands which use the new words, the activity is very much what happens when one is learning one's mother tongue (Allen 1983). Each of us — while learning our own language — heard commands and obeyed them for

many months before we spoke a single word. Children have frequent experiences in obeying commands during the early years of learning the mother tongue. Those experiences appear to play an important part in the learning of vocabulary. Comparable experiences should be provided in the second language classroom for students of all ages. When students have observed an action — touching, for example — and have wondered what the action is called in English, it is not difficult to teach them the word touch. For mastery of the word, we can ask the class to obey simple commands that contain touch; the commands are given first by the teacher, then by selected students. Demonstrating an action is the best way of teaching meaning of many verbs (Allen 1983).

To teach the word walk, for instance, we start walking toward another part of the classroom. When it appears that the students are paying attention and wondering about the purpose of our action, we say, while continuing to walk, "I'm walking…walking." The meaning of other verbs can be shown through simple dramatic presentations. Even teachers with no dramatic ability can mime certain actions well enough to show the meaning of verbs like eat, drink, laugh and smile. Pictures are very useful for showing the meanings of verb phrases (is running, is jumping, are playing football). But they do not offer the best way of introducing the single word verb forms like jump, play, or walk. To introduce the meaning of a verb, it is easy and helpful to use our commands. The command is spoken loudly by the teacher in English, the students perform the action.

2.13   Empirical Review of The Study

2.13.1 Research On Learners Learning Styles On Vocabulary Learning

Attempts have been made by a few investigators to find out how learners cope with the difficulties that are presented by language learning. These investigations   have produced different inventories of learning strategies (for example, Rubin 1975; Stern 1975; Naiman et.al.1978; Knight, 1994; Thompson, 1987).

But, their lists of vocabulary learning strategies comprise more or less similar categories divided up in somewhat different ways (Stern, 1983).

In most of the research on language learning strategies, the primary concern has been on identifying what good language learners report they do to learn a second or foreign language, or

in some case, are observed doing while learning a second or foreign language as (Rubin and Wenden, 1987 are cited in Hismanoglus, 2000).

Skill in using vocabulary learning strategies assists students in becoming independent and confident learners (Chamot 1999, and Sanaoui 1995). Research has also demonstrated that there is a relationship between strategy use and success in second or foreign language learning.

For instance, Cohen and Aphek (1981), as cited in Chamot(2004), taught students of Hebrew to remember vocabulary items by making paired associations and found that those who made associations remembered vocabulary more effectively than those who did not.

In another attempt, Sanaoui (1995) carried out a study to demonstrate the relationship between vocabulary strategies use and success in acquiring and retaining vocabulary items. The study demonstrates that adult learners of second language vocabulary were likely to fall into two categories: Those who adopted a structured approach to their vocabulary and those who did not. Learners in the first group took control of their vocabulary learning. They did not merely rely on what the language course provided with them.

They used their own initiative in regular creating opportunities for vocabulary learning by listening to the radio, watching movies, reading and using self-study. They kept systematic record of vocabulary they learned by using vocabulary notebooks and lists. They reviewed what they had done several times a week.

However, the learners in the second group who followed unstructured approach relied mainly on course material. If they made lists of vocabulary items, they did not review them and they occasionally lost them.

Sanaoui (1995) concluded that students who had a structured learning approach were more successful in retaining the vocabulary items taught in their classrooms than learners who had an unstructured approach. Ahmed's (1989) study was amongst the first to elicit vocabulary learning strategies learners spontaneously employ. In this study, the good learners were found to be more aware of what they could learn about new words, paid more attention to collocation and spelling, and were more conscious of contextual learning.

The good learners saw other learners as resource for vocabulary learning. By contrast, the underachieving learners refused to use the dictionary and almost always ignored unknown words. Generally, the underachieving learners used a smaller range of strategies than the good learners and tended to avoid active practice (Ahmed, 1989 and Nation, 2001).

Gu and Johnson's (1996) study noted that the most successful learners were those who actively drew on a wide range of vocabulary learning strategies. By contrast, the least successful used much more limited range of vocabulary learning strategies.

Successful strategy users need a strategy for controlling their strategy use. This involves choosing the most appropriate strategy from a range of known options and deciding how to pursue the strategy and when to switch to another strategy. For example, consulting dictionary could be followed by the use of word cards to establish knowledge of the word.

Similarly, O'Maley and Chamot (1990) state that more effective students used a greater variety of strategies and used them in ways that helped them complete the language task successfully. Less effective students not only had fewer strategies types in their repertoires but also frequently used strategies that were not lead to successful task completion.

Moreover, Ahmed (1989) and Sanaoui (1995) say that good learners do things such as using a variety of strategies, structure their vocabulary learning and review and practice target words, and they are aware of the semantic relationships between new and previously learned second/foreign language words; that is, they are conscious of their learning and take steps to regulate their vocabulary learning. Poor learners generally lacked this awareness and control. Similarly, McCarthy (1990) also asserts that learners adopt a variety of strategies to cope with new vocabulary. Some are better than others in satisfactorily exploiting their strategic resources.

Cohen and Aphek (1981) cited in Dickinson (1987:130) indicate that successful language learners use the following vocabulary learning (memory) strategies:

➢ Associating the structure of part of a word with a known word in the target language.
➢ Associating the sound of a new word with the sound of a word in the mother tongue or the target language or some other language.
➢ meaning of a part or all of a word

- Mental image of a word
- Situation in which the word occurred
- Physical sensation associated with the word
- visualizing the word
- grouping words according to the similarity of endings

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

Similarly, Vann and Abraham (1990) cited in Lockhart and Richards (1994:65) state:

What distinguished unsuccessful learners was not the lack of appropriate strategies but the inability to choose the right strategy for the task. Unsuccessful learners appear to be active strategy-users, but they often failed to apply strategies appropriate to the task at hand. Apparently, they lacked certain necessary high-order processes, what are often called met cognitive strategies or self-regulatory skills, which would enable them to assess the task and bring to bear the necessary strategies for its completion.

Although the use of a wide variety of strategies has been found to be characteristics of successful learners, the great majority of learners seem to favor some form mechanical strategy such as repetition over deeper, more complex ones, such as contextual or Meta cognitive strategies (Lawson and Hogben, 1996 and Gu and Johnson1996; Hultijn, 1997).

Schmitt and McCarthy (1997) in their studies indicate that language learning strategies are not inherently 'good', but depend on the context in which they are used, their combination with the other strategies, frequency of use, and the learners' proficiency level.

From the scholars' points of view above, it is possible to say that students problem in learning second or foreign language in general and their vocabularies in particular is not because students lack appropriate vocabulary learning strategies but the inability to use or choose the appropriate vocabulary learning strategies.

Therefore, a good knowledge of vocabulary learning strategies and the ability to apply them in suitable situations might considerably simplify the learning of new vocabularies. Thus, learner strategy research has for students focused on studying how learners use strategies and what the differences are between the strategies used by successful and unsuccessful learners (O'Malley and Chamot 1990). Several researchers argued that if we knew more about what successful learners did, we might be able to teach these strategies to poorer learners and thereby increase their chances of success (Wenden, 1991). Therefore, this study is demarcated by itself to identify how students learning style is related with vocabulary learning of the students in the Choche Secondary school and this study aimed to investigate the learners learning style in line to the vocabulary learning contrary to the above mentioned study that focus on vocabulary strategies and preference of the students learning styles.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This section has incorporated design of the study, population, sampling technique and sample size instruments of data collection, procedures of the study, reliability and validity, data analysis and ethical consideration.

3.1 Research Design

The design of this study was descriptive survey in which the researcher applied both qualitative and quantitative approaches for the study. The descriptive survey design is a fact finding inquiry or investigation. Because, it simply describes the current state of an issue as it is. The researcher applied mixed research approach to find out the necessary data from both qualitative and quantitative approaches.

Therefore, the data was collected through different data collection tools in order to investigate the current learning styles of students and teaching at Choche Secondary School. The other sections included like, a survey for finding learning style preference and teachers teaching techniques among the pupils and teachers.

3.2 Sources of data

This study conducted using primary sources of data, in which the researcher use primary data that obtained from questionnaire, interview and observation.

3.3 Study Population

The study population of this study was grade eleven students at Choche Secondary School, and teachers who are teaching the selected grade level. The selected school was the school in which the researcher is currently teaching so as the researcher has been observing teacher's vocabulary teaching styles. Therefore as a motivation, the study designed at least to minimize the student' vocabulary learning problem with regard to their learning style preference.

3.4   Sampling technique and sample size

The sampling technique applied in this study for both students and teachers was purposive. Because, the total numbers of the students and teachers were a few, which is not advisable to select them randomly. Therefore, the target populations of this study were students and teachers of Choche Secondary school. There are two sections of grade eleven (natural and social stream) students at Choche Secondary School. Then, from the total number of 160 grade 11 students, all (160) students were taken. In these sections   (88) of them are male and (72) of them are female. Further, 2 English teachers were interviewed to investigate the awareness of their students' learning style preferences and their own vocabulary teaching style.

3.5 Data collection instruments.

This section included questionnaire, interview and observation

3.5.1 Questionnaire

In order to answer the basic research questions, information was collected through 20 items questionnaire. The questionnaire was designed in line to three proposed objectives of the study. .The first one was designed to investigate the students' learning styles preference to learn vocabulary. The second one was designed to examine how teachers are teaching vocabulary in English class and the third was concerned about the learning preference of the students to learn vocabulary. The questionnaire has consists questions with five alternative answers to which respondents choose 1 to show their understanding about learning style preference. Respondents choice 1 for strongly dis agree, 2 for disagree, 3 I am no sure4 for agree, 5strongly agree. The questionnaire items were provided to users with a profile of their learning preferences. These preferences are about the ways they need to take in and put out information in vocabulary learning context.

The EFL teacher has to perform several tasks when teaching a new word: spelling, pronunciation, stress, grammatical class, semantic category, in combination with other semantic and grammatical elements in the sentence, and possible contextual occurrence in various situations. Thus, a language teacher attempted to present a new word, may overlook these characteristics of the word, and remain content with one or two.

3.5.2 Interview

In addition to questionnaire that was distributed to the students, the study also adopt interview. The interviewees were the selected grade eleven EFL teachers at this school. Structured and semi –structured questions was prepared.

3.5.3 Observation

Observation was the other instrument that was used to collect the desired data from the observation on how teachers teach vocabulary for different learning styles of the students. Therefore, the researcher observed the class four times . The researcher designed a check list to record the incidents in the observation EFL teaching and learning class.

3.6. Reliability and Validity of the instruments
3.6.1 Reliability

The idea of validity to questionnaire refers to the steps taken by the researcher to ensure clarity, wording and ordering of the questions. Thus, to ensure the validity of the questionnaire, it was necessary to ask sample students and teachers questions which were written precisely and clearly. Moreover, words used in the questionnaire should have specific and clear meanings to all respondents so that they gave similar responses to the items given. One measure of validity as described by Me Burney and White (2007). is "face validity is researcher attempted to support the interpretation of the measurement and its connection to the construct was seek professional judgment that there was a plausible connection between the surface features of the measure's content and the constructs as theoretically defined." So the researcher requested two out of four   English teachers (grade eleven teachers) from Gembe Secondary School and also the researcher's advisors to read the questionnaire to get suggestions. Then, based on the suggestions given, items that seemed to be ambiguous was re- written clearly during the pilot study.

Content validity of the questionnaire was achieved by submitting the questionnaire to my advisors, who are experts in the field of teaching English as a foreign language, to examine and evaluate the content of the questionnaire before the final version was distributed among the participants. In addition, the questionnaire's reliability, especially their internal consistency was checked through the pilot study. Internal consistency was a measure of reliability of items of a questionnaire which is intended to measure the same construct. The researcher checked all the items in the students' questionnaire can serve the purposes, and then the items that was not contribute to the objectives of the questionnaire was discarded.

After the questionnaires were filled and returned the reliability and validity of items were measured by using Crobanch"s alpha method by the help of SPSS version 20. The obtained test result was 0.87. Then as the result indicated it was a good indication of the internal consistency of items. That is the instrument was found to be reliable as statistical literature recommend a test result of 0.75 (75% reliability) and above as reliable.

3.6.2 Validity

To be sure of the face validity, senior colleagues were invited to provide their comment. The participants of the pilot test was also be first informed about the objectives and how to fill, evaluate and give feedback on the relevance of the contents, item length, clarity of items, and layout of the questionnaire. Based on their reflections, the instruments were improved before they were administered to the main participants of the study. As a result of the comment, two irrelevant items were removed; two lengthy items were shortened, and some unclear items were made clear.

Moreover, to verify the content validity of the instrument, the questionnaire with sufficient number (160 copies) of items addressing all objectives of the study was administered to the students,140 copies were collected with high return rate of 96.5%. Triangulation of data gathering tools was executed by using semi structured interview. Information sources were also be multi-faceted by using variety of respondents from English teachers of the selected schools. Finally, after the necessary improvement made, the questionnaires were duplicated and distributed with necessary orientations by the researcher to be filled by respondents. Then interview analysis was also carried out by the same time.

3.7 Methods Of Data Analysis

The data collected from primary resources using various methods and techniques was documented, organized and analyzed. The major findings was summarized and presented using descriptive statistical tools like frequency distribution and percentage. The way of the researcher analyze the data, for understanding and successful accomplishment of the study, Data collected using the above mentioned instruments were analyze using both qualitative and quantitative. Quantitative data interpreted through questionnaire survey presented in tables with frequency distributions. The qualitative data those are interview was interpreted through narration. The data was collected, analyzed and interpreted using percentages through tables and narration .Therefore, both data that was collected through qualitatively and quantitatively was analyzed separately, and it was done through numerical and narration or description forms.

3.8 Ethical consideration   of the study

Ethical issue is increasingly important in research involving human beings. During this research, the researcher promised to keep the participants identities confidential, tell them over all purpose of the research, and request informant's full consent to use the given information. Therefore, the researcher informed the purpose of this study, and how the study was conducted only for academic purpose rather than finding fault and criticizing the teachers or others.

CHAPTER FOUR

4. RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis, and discussion as well as the interpretation of the data gathered from the sample school through students' questionnaire and teachers' interview and observation .The questionnaire was distributed to 160 students, but there were 20 unreturned questionnaire (8 from male and 12 from female students) . Therefore, the analysis was done for 140 students, among these (80 of them were male and the rest 60 were female) students. To this end a descriptive study was employed where the study mainly involved quantitative and qualitative data. The data collected through the above mentioned instruments are presented below, some with tables and the other in a narrative form. To achieve the objective the main data gathering instrument employed on   the effects of students learning styles on learning vocabulary. To analyze the data obtained from the questionnaire, the analysis was made for each single item.I used five level oflikert scale, these scale are;

1 = strongly disagree

2= disagree

3=I am not sure

4= agree

 5 = strongly agree

These scale were used to measure the level of student's agreement. This Likert scale measures the vocabulary learning preferences of the students and the way teachers use to teach the vocabulary. In addition, this section also included the measures that teachers use to minimize the problem of the students vocabulary learning and the students preferences to learn vocabulary.

Table 4.1Analysis of thedata pertaining to learning styles preferences

S.N.	Items	Frequency Levels										
1	I prefer learning styles to learn English vocabulary through observation	Strongly. disagree	%	disagree	%	I'm not sure	%	agree	%	Strongly agree	%	Total
		4	8	35	30	14	28	17	24	10	10	80 100%
		3	6	21	32	22	34	10	20	4	8	60 100%
2	I think Vocabulary learning is better if it depends on the students learning style	1		2		3		4		5		Total
		6	12	23	26	35	30	12	24	4	8	80 100%
		4	8	14	28	26	32	11	22	5	10	*60 100%*
3	I used to learn vocabulary is suit with strategies teachers use to teach vocabulary	10	12	16	20	22	24	22	24	10	20	80 100%
		4	8	11	22	24	28	10	20	11	22	60 100%
4	I prefer multi strategies to learn vocabulary	8	6	12	20	14	22	24	28	22	24	80 100%
		4	8	8	16	29	38	13	26	6	12	60 100%
5	I prefer to learn vocabulary depends on my prior understanding of vocabulary learning .	12	16	21	32	22	34	16	12	9	6	80 100%
		20	20	14	28	17	34	7	14	2	4	60 100%

As it can be seen under table 4.1, majority (38%) of the participants disagree that students were not prefer observation to learn vocabulary, and the about (28%) of them were replied not sure, and the rest (34%) agree up on it. Regarding vocabulary learning teaching is better if it depends on the students learning style, (39%) of the participants said that disagree, (30%)of them were responded not sure , and the rest (32%) agree that vocabulary learning teaching is better if it depends on the students learning styles . In addition, students also asked about , the learning

style students used to learn vocabulary was match with strategies teachers use to teach vocabulary, majority (48%) of the participants were replied that disagree , (28%) of them being neutral , and the (25%) of them were agree as the current vocabulary learning styles teachers use to teach vocabulary is suit for students. Concerning, how Students prefer multi styles to learn vocabulary, (52%) of the participantsagree,(23%)were not sure , and the (25%) of them were disagree that students are not prefers multi strategies to learn vocabulary in the class room. Finally, students also asked about , the learning styles of students to learn vocabulary depends on the students prior understanding   ,majority (61%) of them agree that the learning styles of the students depends on the students prior knowledge and understanding, (20%) of them were being not sure , and (18%) of the participants disagree .

So that the data obtained and presented in the table show that student learning styles   to learn vocabulary depends on the student's prior experience and current situation. That, again, means the students experience and their prior knowledge also has impacts on their ways of vocabulary learning styles.

Table 4.2 Analysis of data related to   teaching styles of teachers.

	The way my English teacher teachus vocabulary is	Strongly disagree	%	disagree	%	I'm not sure	%	agree	%	Strongly agree	%	Total
6	comfortable for me .	12	14	29	38	26	32	7	8	6	8	80 100%
		9	18	30	40	15	30	8	6	8	6	60 100%
7	Teachers prefer learning style to teach us vocabulary .	21	32	24	28	26	32	8	6	1	2	80 100%
		14	28	12	24	28	36	2	4	4	8	60 100%
8	Teachers used real object, pictures and imitation to teach vocabulary	21	36	38	42	7	14	13	6	1	2	80 100%
		30	32	36	40	5	10	4	8	5	10	60 100%
9	Teachers teach us using all types of vocabulary teaching methods .	26	28	37	34	13	10	3	6	1	2	80 100%
		21	38	29	42	4	8	5	10	1	2	60 100%

As table 4.2 indicated that ,students were asked about the way their English teacher use to teach them vocabulary was comfortable to students learning styles, majority (67%) of them replied that disagree , (21%) of them were said not sure and the rest ,(11%) of them agree. This show that the vocabulary learning styles English teachers use to teach vocabulary is not comfortable for students. Progressively students also asked about ,whether teachers prefer vocabulary teaching styles to teach vocabulary , majority (58%) of the asked students replied that disagree, (30%) of them responded not sure , and the rest (19%) of them agree .This revealed that , teachers are not prefer vocabulary teaching styles based on the students learning preferences , rather the way vocabulary is thought is situational , which is not considered the students learning preferences .

Further , students also asked about , how teachers used real object, pictures and imitation to teach vocabulary, majority (71%) of the participants disagree , (18%) of the participants were said not sure , and the rest (10%) of the asked students said agree . This confirm that ,teachers are not use real object , pictures, and imitation to teach vocabulary .Finally, under table 4.2 students also asked about , teachers teach students using all types of vocabulary teaching methods, majority (70%) of the students dis agree , (21%) of the participants not sure about it, and the rest (8%) of them were agree . This convince that , teachers are not teach vocabulary using all types of vocabulary teaching methods , rather the way students learn vocabulary and how teachers teach vocabulary makes differences among the students

In general , the vocabulary learning styles of the students depends on the learning preference of the students to learn vocabulary that, again, means the better learning style is depend on the students preference to learn vocabulary , and no better learning style is there , rather it depend on students learning style to learn vocabulary

Table 4.3 :Analysis on teaching styles teachers prefer to teach vocabulary

		Strongly disagree	%	disa gree	%	I'm not sure	%	agre e	%	Strongl y agree	%	Total
10	I, as teacher considers all kinds of learners while teaching vocabulary in class	19	30	32	48	16	12	12	8	1	2	80 100%
		2	36	28	42	4	8	6	12	1	2	60 100%
11	I, attempt to let students learning style is consistence to learn vocabulary.	22	28	37	44	17	24	1	2	1	2	80 100%
		18	26	31	44	8	16	2	4	1	2	60 100%
12	I, as a teacher identify how the learning styles of students affect their vocabulary learning.	18	26	36	47	7	14	7	14	2	4	80 100%
		14	28	32	44	3	6	8	16	3	6	60 100%
13	Vocabulary learning needs a multipurpose strategies that lead students to better understanding	20	23	46	40	8	16	4	8	2	4	80 100%
		23	32	22	34	5	10	6	12	4	8	60 100%
14	Effective vocabulary learning depends on the strategies of teaching vocabulary in which students more beneficiaries.	9	18	36	32	23	26	10	20	2	4	80 100%
		7	14	22	28	11	12	8	16	9	18	60 100%

As table 4.3 also indicated that students also asked about teachers are considered all kinds of learners while teaching vocabulary in class, majority (63%) of them replied that disagree, (21%) of them remain said not sure and the rest (15%) of them replied that agree. This indicated that subject teachers were not considered learners during vocabulary teaching in the class. In addition, majority (69%) replied disagree that the teachers did not attempt to let students learning style is consistence to learn vocabulary, (22%) of them were not sure about that, and the rest (18%) of them agree on how the students learning style is consistence to learn vocabulary. Students also asked about how a teacher identify the learning styles of students affect their

vocabulary learning, (74%) of them disagree about , and (16%) of them replied not sure , and the rest ,(10%) of the participants agree . These confirmthat, teachers are not identified how the students learning style preferences affecting theirvocabulary learning.

Regarding , the vocabulary learning needs a multi-purpose strategies that lead students to better understanding, majority (66%) of the participants replied agree , and (24%) of them remain not sure ,(20%) of them disagree . This indicated that , vocabulary learning teaching and learning needs a multi-purpose strategies .Finally, participants asked about how effective vocabulary learning depends on the styles of teaching vocabulary in which students more beneficiaries, majority (57%) agree, (23%) of them replied not sure , and the rest (20%) of them disagree .This show that effective vocabulary learning depends on the styles of teaching vocabulary that teachers dominantly using in the classroom. Therefore,based on the data obtained and presented in the table show that effective vocabulary learning depends on strategies of teaching vocabulary that is applied by the teachers in the class.

Table:4.4 Analysis of data pertaining to the methods teachers use to tackle problems in vocabulary learning.

		Strongly disagree	%	Disagree	%	I'm not sure	%	agree	%	Strongly agree	%	Total
15	Students in vocabulary learning are effective if teachers use suitable teaching style with students learning style preferences	39	44	28	2	6	12	4	8	2	4	80 100%
		32	40	18	3	8	20	2	4	3	5	60 100%
16	The way English teachers use to teach vocabulary determine students efficiency of vocabulary	49	58	17	2	11	12	2	4	1	2	80 100%
		31	42	15	3	8	16	4	8	2	4	60 100%
17	Students learning styles led students to positives reinforcement on vocabulary learning	3	6	5	10	42	44	22	24	8	16	80 100%
		2	4	4	8	30	40	11	22	13	26	60 100%
18	Students learning style allow students to enhance accuracy and fluency in English language	2	4	7	14	26	28	39	42	6	12	80 100%
		2	4	6	12	30	40	12	24	10	20	60 100%
19	Students vocabulary guessing and inferring depends on their learning styles)	1	2	11	2	28	36	32	24	8	16	80 100%
		2	4	10	2	26	32	14	28	8	16	60 100%
	The design of vocabulary materials has impacts the learning styles of students to learn vocabulary	3	6	13	2	20	27	39	46	5	13	80 100%
20		4	8	15	22	14	28	22	30	5	10	60 100

As table 4.4 also indicated that students asked about students in vocabulary learning are effective if teachers use suitable teaching style with students learning style preferences, majority (69%) of them replied that agree , (17%) of the participants replied not sure , (13%) of them were disagree . This indicated that how teachers' vocabulary teaching is very important for students to learn vocabulary. In addition , students also asked about , the way English teachers use to teach vocabulary determine students efficiency of vocabulary, majority (77%) of them agree , (10%) replied not sure , and the rest (13%) of them replied disagree .Further, majority

(65%) of the participants replied agree that students learning styles led students to positives reinforcement on vocabulary learning, (21%) of them were not sure (14%) of them replied disagree . Regarding the students vocabulary guessing and inferring depends on their learning styles , majority (71%) of them agree , (12%) of them replied not sure and the rest (17%) of them disagree . Finally, students responded about,the designof vocabulary materials has impacted the learning styles of students to learnvocabulary, majority (68%) of the participants were replied agree, (22%) were not sure and the rest (10%)of them disagree . Based on the data obtained and presented in the table show that students vocabulary guessing and inferring depends on their learning styles)

4.5 Analysis of Teachers Interview

Q1. What strategies do you use in vocabulary teaching to meet the students' learning style preference in English classroom?

The interviewee replied that ,*as they were used traditional ways of teaching vocabulary , they did not consider the learning styles of the students , rather they were focused only on writing the meaning of the given words on the board and explain the meaning of that particular words using different contest through sentences construction*

Q2. Have you ever identified the types of learners according to their learning style preferences while you teach vocabulary in class?

As the data obtained from the interviewee shown that , *as they did not identify the types of the students in the class , rather they told that as they had been teaching all students with the same vocabulary learning styles , and they also added that even if the students has different learning styles of vocabulary learning it was too difficult teaching by incorporating all learners in the class room due to certain factors such as class room condition , numbers of students and activities presented in the teaching materials of this grade level*

Q3. Which learning styles do you think is better with regard the students' learning preferences to learn vocabulary?

As a teacher, the interviewee together replied that, *we did not identify this learning is better than this to learn vocabulary, but we believed they said as it has to be related with the learning styles of the students, because every students has their own learning styles to learn both micro and macro skill. Therefore, they said that no better learning styles of the vocabulary teaching in their cases , rather they suggested as it is related many factors that are related with teachers and students*

Q4. Do you think that the techniques teachers use to teach vocabulary affect the student vocabulary learning style?

The interviewee replied that, *Yes, the way teachers teach vocabulary is directly affecting the students vocabulary leaning, because they said that students are deepened with many learning styles, so if teachers follow only one way of vocabulary teaching dominantly, students those who don't prefer that kinds of vocabulary teaching are disadvantageous .Therefore, the way teachers use to teach vocabulary has impact on the students vocabulary learning*

Q5. What is your comment and suggestion regarding students' learning style that improves   student's vocabulary learning?

Regarding the comment , suggestion and recommendation , *the interviewee teachers said that , we English teachers have to teach based on the learning styles of the students , but before this the way materials present   to teach vocabulary also need further modification because most activities incorporated in the text book do not offer us to follow the vocabulary teaching strategies , in addition the class room situation that related with increment of the numbers of the students also need improvement*

4.6 Analysis of the Data fromObservation

This observation check list are filled by the researcher .The researcher had been observed the class during vocabulary learning and teaching .Each class were observed four times and the average observation result was put in the following ways. The class observation was include students vocabulary learning preferences and how the teachers teach vocabulary .

1: Very high   2: High 3: Medium   4: Low 5: Very low

No	Items	5	4	3	2	1
1	The strategies teachers use to teach vocabulary considered all learning styles of students	x				
2	The vocabulary teaching materials are visibly attached on the walls to facilitate the learning teaching process		x			
3	Some learners are beneficiary than others during vocabulary teaching		x			
4	The learning –teaching materials of the vocabulary are considered all types of learning styles of students		x			
5	Teachers use real object ,pictures and drills to teach vocabulary .	x				
6	The vocabulary teaching section dominated by teachers					x
7	The vocabulary teaching styles of the teachers allow learners to be participated on the activities given by the teachers			X		
8	The strategies teachers use to teach vocabulary led to guess the meaning contextually		x			
9	Most activities of vocabulary given by the teachers in the class room are participatory	x				
10	Students are encouraged to imitate and relate the concept with their vocabulary learning styles.		x			

Regarding the strategies teachers use to teach vocabulary considered all learning styles of students, it was observed very low, and the vocabulary teaching materials visibly attached on the walls to facilitate the learning teaching process, it was seen as it was low. Concerning, learners are beneficiary than others learning styles of vocabulary, the observed data shown that low, and most activities of vocabulary given by the teachers in the class room are participatory are was also low .

The learning –teaching materials of the vocabulary are considered all types of learning styles of students. The way teachers use to teach vocabulary incorporated real object, pictures and drills. The vocabulary teaching section was also highly dominated by dominated by teachers. The vocabulary teaching styles of the teachers was not allowing learners to be participated on the

activities given by the teachers. The strategies teachers use to teach vocabulary led to guess the meaning contextually, was observed very low and most activities of vocabulary   given by the teachers in the class room are very low in participating the students. The manner in which students encouraged to imitate and relate the concept with their vocabulary learning styles in class room was observed low. In general the data obtained from the observation checklist indicated that as there are mismatch between students learning styles to learn vocabulary and teachers strategies to teach vocabulary , this also revealed that all data obtained from students questionnaire, teachers interview and classroom observation shown that as students in the study are has a problem of learning styles to learn vocabulary hence students have different learning styles as well as the teachers single vocabulary teaching styles to teach vocabulary.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary of the main finding

The main objective of this study was to assess students learning styles preference to learn vocabulary and its practices in grade 11 students at Choche Secondary School. In order to attain the objectives of this study, the researcher applied descriptive survey design mixed approach and the data were collected from primary sources of data, the data were collected through questionnaire, interview and observation. Therefore, the result of the obtained data revealed as follow:

➢ It assumes that all students have similar learning styles and identical informational needs. Thus, the teacher-centered method does not work for the kinesthetic students. This method does not match their best and fastest method of learning. Obviously, the learning styles of many students do not conform to the traditional teaching style of most teachers as explained above.

➢ Most classes are verbal or oral, and auditory is a major teaching style for the teachers. However, the most common learning style among the pupils is visual learning. These students like to read and obtain a great deal of visual stimulation. For them, lectures, conversations, and oral directions without any visual backup are very confusing and can be anxiety-producing.

➢ Learners are to be controlled, and no matter how many kinds of learners there are in the classroom, the teachers adopt a single approach to teaching their students. The students are expected to do what they are told without questioning.

➢ As the result reveals, the school is not aware that the students have different learning styles. Therefore, they continue to adopt a single approach to teaching the entire group. This traditional form of teaching cannot meet individual learner needs without involving extensive planning and task specific classroom management.

➢ Problems occur when teaching styles conflict with students' learning styles, which resulting in limited learning or no learning vocabulary.

5.2. Conclusion

Based on the major finding of the study, the researcher found out the following conclusion:

➢ The findings suggest the majority of the students', despite their gender and class streams, preferred different learning style as the major style with the Kinesthetic and Auditory as the students' minor learning styles.

➢ Another useful finding discovered through this research was that all the teachers were not attentive to their students' preferred learning styles.

➢ The results revealed the teachers were aware that their students' inclination to working within small and larger groups when attempting their tasks.

➢ Besides that, this study also discovered the teachers' discernment in knowing their students favored vocabulary learning styles, teaching aids that the students adopt for as well as the class activities.

➢ Furthermore, the researcher also found out that the teachers were not aware of the best time to correct the students, together with ways the students preferred to know their progress and achievement while learning English vocabulary.

➢ Last but not least, the researcher managed to find out that the teachers' were aware towards their students' satisfaction in learning English vocabulary during their classes.

5.3. Recommendations

Based on the main conclusion mentioned above the following recommendation were given:

• Both teachers and students has to understand the importance of learning styles in learning students and teachers should be encouraged to keep abreast with the latest subjects on learning styles. As we all know, it is not an easy task to adapt to different learning styles as perhaps one's learning style has been in gained through experience

• Thus students must take the responsibility and play an active role in their own vocabulary learning styles.

• The students must take the initiative to increase self-awareness, set goals and choose appropriate learning strategies to achieve successful vocabulary learners. Meanwhile, teachers must provide opportunities for students to venture into several learning styles and learning strategies through suitable class activities and exercises.

- The teacher ought to vary their teaching styles as to carter multiple learning styles of their students. By understanding students' learning styles, and by being flexible regarding their own teaching styles, teachers can amplify their awareness and be more sensitive of their teaching environment, observation, preparation, presentation, and interaction with the students.

- They can be more effective if they can provide more variations and choices to tailor the stylistic differences of their students. It is not always suitable for teachers to accommodate to students' preferences; instead teachers should expose the students to techniques that are not their preferences. This somehow helps the students to gain more educational experiences, as they are required to adapt to diverse learning styles. Versatility is important in the classroom if learning is to transpire.

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APPENDIX I
JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES OF HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND   LITERATURE

QUESTIONNAIRE TO BE FILLED BY STUDENTS

The main objective of this study is to assess the effect of learning style on student's vocabulary learning and practices   the case of Choche Secondary School   grade 11 students.

 . Therefore, you re   kindly requested to fill this questionnaire

 I. Demographical characteristics of respondents
  1. Sex   A-Male   B Female
  2. Age A.15-17   B. 18-20   C.20-22 D. Above 22

Keys

  1. Strongly disagree 2. Disagree
  3: I'm not sure 4. Agree   5. Strongly agree

I. Students learning styles preferences

No	Questions	5	4	3	2	1
1	I prefer learning styles to learn English vocabulary through observation					
2	I think Vocabulary learning teaching is better if it depends on the students learning style					
3	I used to learn vocabulary is suit with strategies teachers use to teach vocabulary					
4	I prefer multi strategies to learn vocabulary					
5	I prefer to learn vocabulary depends on my prior understanding of vocabulary learning .					

II. *Teaching styles of teachers*

6	The way my English teacher teach us vocabulary is comfortable for me					
7	Teachers prefer learning style to teach us vocabulary					
8	Teachers used real object, pictures and imitation to teach vocabulary					
9	Teachers teachus using all types of vocabulary teaching methods.					

III. *Teaching styles teachers prefer to teach vocabulary*

10	I, as teacher considers all kinds of learners while teaching vocabulary in class					
11	I, attempt to let students learning style is consistence to learn vocabulary.					
12	I, as a teacher identify how the learning styles of students affect their vocabulary learning .					
13	Vocabulary learning needs a multipurpose strategies that lead students to better understanding					
14	Effective vocabulary learning depends on the strategies of teaching vocabulary visual learner students are more beneficiary than other					

IV. *Methods Teachers Use To Tackle Problems In Vocabulary Learning.*

15	Students in vocabulary learning strategies vary depend on their learning reference.					
16	Students learning style enhance students to understand vocabulary					
17	The way English teachers use to teach vocabulary determine students efficiency of vocabulary					
18	Students learning styles led students to positives reinforcement on vocabulary learning					
19	Students learning style allow students to enhance accuracy and fluency in English language					
20	Students vocabulary guessing and inferring depends on their learning styles					

APPENDIX II
JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES OF HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

INTERVIEW GUIDE LINES FOR TEACHERS

The main objective of this study is to assess the effect of learning style on student's vocabulary learning and practices the case of Choche Secondary School grade 11students.Therefore; you are kindly requested to fill this questionnaire

1. What kinds of strategies do you use to tech vocabulary in English class room?

2. Have you identified the types of learners while you teach vocabulary in class?

3. Which learning styles do you think is better to learn vocabulary?

4. Do you think that the way teachers teach vocabulary affect the student vocabulary learning?

5. What is your comment and suggestion on effect of visual learning style on student's vocabulary learning?

APPENDIX III
JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES OF HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND   LITERATURE

<u>CLASS   ROOMOBSERVATION</u>

5: Very   Low   4: Low 3: Medium   2: High 1: Very high

No	Items	5	4	3	2	1
1	The strategies teachers use to teach vocabulary considered all learning styles of students					
2	The vocabulary teaching materials are visibly attached on the walls to facilitate the learning teaching process					
3	The visual learners are beneficiary than others learning styles of vocabulary					
4	The learning –teaching materials of the vocabulary are considered all types of learning styles of students					
5	The way teachers use to teach vocabulary incorporated real object , pictures and drills					
6	The vocabulary teaching section dominated by teachers					
7	The vocabulary teaching styles of the teachers allow visual learners to be participated on the activities given by the teachers					
8	The strategies teachers use to teach vocabulary led to guess the meaning contextually					
9	Most activities of vocabulary given by the teachers in the class room are participatory					
10	Students are encouraged to imitate and relate the concept with their vocabulary learning styles.					