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**A COMPARATIVE STUDY ON GENDER BASED EFL STUDENTS’  
VOCABULARY LEARNING STRATEGY USE AND CHALLENGES THEY  
FACE AT GRADE 11 DANEMA SECONDARY SCHOOL**

**By**  
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**A Thesis Submitted for Partial Fulfillment of The Requirements for The  
Degree of Master of Arts**

**August 2021**  
**JIMMA, ETHIOPIA**

**A Comparative Study on Gender Based “EFL Students  
Vocabulary Learning Strategy Use and Challenges they face” At  
Grade 11 Danema Secondary School in Hadiya Zone**

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## Declaration

I, the undersigned, declare that this thesis which is entitled on the title **A Comparative Study on Gender Based “EFL Students’ Vocabulary Learning Strategy Use And Challenges they face’ At Danema Secondary School In Hadiya Zone (SNNPR)** is my original work and has not been presented for the award of degree or diploma in any other university.

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## ABSTRACT

*The main objective of this study was to discover the vocabulary learning strategies used by grade eleven male and female students with reference to Danema Secondary School. The study focused on examining the most and the least used vocabulary-learning strategies between male and female students, checking whether there is a significant difference between them and identifying the challenges they faced in using vocabulary-learning strategies. The researcher used mixed research method that involved questionnaire and semi-structured interview. To this end, the standardized questionnaire that was developed by Schmitt (1997), with 39 items, was used. Thus, 100 students (57 male and 43 female) were used as a sample that were selected by using stratified sampling technique and the two English teachers. The data gathered through questionnaire were analyzed by descriptive and inferential statistics and independent sample t-test when semi-structured interview questions were analyzed thematically. The findings revealed that male students used determination strategy mostly and metacognitive strategy to the least. In contrast, female students used social strategy mostly and metacognitive strategy to the least. A significant difference was seen between male and female students in using vocabulary-learning strategies. Thus, the result revealed that except cognitive and metacognitive strategy, both subjects used all the rest strategies i.e., determination, social and memory strategies significantly different. Moreover, both male and female students' lack of motivation towards new vocabulary learning strategies, not using different strategies or lack of language learning experience and lack of attitude to use vocabulary were seen as the challenges they faced. Finally, it is recommended that teachers and other stakeholders should support the both male and female learners to get sufficient materials and it was also suggested both students to use multifaceted vocabulary learning strategies to enhance their vocabulary knowledge.*

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## LIST OF ABBREVIATIONS AND ACRONYMS

**VLSs** = Vocabulary Learning Strategies

**LLSs** = Language Learning Strategies

**ELT** = English Language Teaching

**EFL** = English as a Foreign Language

**ESL** = English as a Second Language

**L1** = First Language / Mother tongue

**L2** = Second Language / Foreign Language

**SILL** = Strategy Inventory for Language Learning

**FL** = Foreign Language

**SL** = Second Language

**SRL** = Self-Regulated Learning

**SEM** = Structural Equation Modeling

**SLA** = Second Language Acquisition

**SNNPR** = South Nation Nationalities People Region

# CHAPTER ONE: INTRODUCTION

## **1.1 Background of the study**

Learning English language is growing increasingly, and it has almost become a necessity. In the context of Ethiopia, people learn English mainly for academic as well as for communicative purposes (Yohannes, 2008). Thus, for the effectiveness of the teaching or learning materials that help to achieve the learning outcomes should have feasible teaching and learning methodologies and the strategies. These would help students to build the essential skills needed to undergo rigorous scrutiny to make the duty more and more effective and productive. To this end, therefore, English language teaching needs to be based on the current development in learning theories, language teaching approaches and methods.

The process of language teaching and learning has been making changes because of the development of learning theories, linguistic theories, and language pedagogy since the 1960s. As a result, apart from exploring and experimenting with new teaching methods, modern instructional technologies have come into the scene to support language learning and teaching with practices, which could result in better achievement (Newton, 2001).

Vocabulary learning is a crucial process of language learning, Yaacob (2018) “vocabulary learning is at the heart of mastering a foreign language”. Therefore, acquiring the strategies of vocabulary learning will lead to successful communication, as well as skilled and efficient learning of other aspects of a language. This is why the current study focuses on VLSs use because of that knowing more strategies help the learners to use the language effectively. It is crucial to not only teaching students the strategies for language learning, but also to enable them to make the conscious choice of when and how to use them.

Moreover, the well-known British linguist, Wilkins (1972) says, “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. From this linguist’s perspective, teaching and learning vocabulary is very important in language learning since it is seen as a key element to achieve a high level of proficiency in the target language.

It has also been suggested that teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with necessary strategies to expand their vocabulary knowledge (Nation, 2001). Although each strategy contributes to success or failure, consistent employment of certain types of strategy forms a means to vocabulary learning that may considerably influence the outcomes of L2 learning. Vocabulary knowledge is an important element in a foreign language or second language acquisition. A student, therefore, can increase vocabulary knowledge formally in the classroom and informally through communication with others outside.

Riankamol (2008) explains that “vocabularies are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning”. An example of this point is, when someone is thirsty in a foreign country and needs to drink water, one just has to ask someone or gesture to someone the way to drink water and just say ‘water’. Therefore, vocabulary plays a vital role in meaning formation, all basic skills and parts of speech in general.

Several research studies indicate that lexical problems frequently interfere with communication, and communication breaks down when people do not use the right word (Allen, 1983, as cited in Yohhaness, 2008) Thus, for proper communication to take place, knowledge of vocabulary is almost a prerequisite, without which conveying verbal or written information would be almost at a stake. Moreover, Kitajima (2001) also argues that without a word that labels objects, actions and concepts a speaker cannot express the intended meanings. Therefore, vocabulary teaching and learning is the critical area that deserves paying special consideration and the investment of immense effort in making the session more meaningful, interactive and integrated as well. Harmer (1991) as cited in Miressa (2014) “if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh” (p. 20). Therefore, vocabulary conveys meaning and ensures effective communication.

Additionally, Cameron (2001) defines VLSs as “the actions that learners take to help themselves understand and remember vocabulary items”. Catalan, (2003) explains VLSs as a “knowledge about the mechanisms (processes and strategies) used to learn vocabulary. It is also steps or actions taken by students to (a) find out the meaning of unknown words, (b) to retain them in long-term memory, (c) to recall them at will; and (d) to use them in oral or written mode” (p. 56).

Intaraprasert (2004) sees VLSs as “any set of techniques or learning behaviors, which language learners reported using to discover the meaning of a new word, to retain the knowledge of newly-learned words, and to expand their knowledge of vocabulary” (p. 9). As said by the above scholars, students’ should use different vocabulary techniques because it helps them to get the knowledge of vocabulary to learn the language easily.

Hamzah, et al (2009) view VLSs from three different angles. First, it can be any actions that learners take to aid the learning process of new vocabulary. Second, these actions must be able to improve the efficiency of vocabulary learning. Third, VLSs are conscious actions taken by the learner in order to study new words. Regarding the definitions of the term ‘vocabulary learning strategies’ above, it is possible to conclude that the term ‘VLSs’ has been used to refer to the purposeful steps, actions or mental processes that the learners employ, more or less consciously, with the purpose to facilitate vocabulary learning. These processes lead the interventions that enhance vocabulary skills in the target language.

As one component of language knowledge, vocabulary facilitates language use; language use in return enables one to increase vocabulary knowledge (National and Waring, 1997). One of the aspects that facilitate the teaching and learning of the English language is the knowledge of vocabulary. In respective of this sentence, Linda (1990) states, that vocabulary is the central concern of language teaching and learning. Again, Wallace (1988) states that learning a foreign language is the matter of learning the vocabulary of the language.

Therefore, since the knowledge of language begins from a single word, learners should master the strategies that help them to understand different words. When it is seen in the local context, the room for vocabulary learning is not given the expected emphasis. The researcher understood from his experience, the students are not striving to have the knowledge as well as the strategy use. According to the study by Haileslasie and Demis (2016), Ethiopian university students do not effectively use English language and vocabulary learning strategies; they do not use vocabulary-learning strategies in the same way among the high and low achieving students. Moreover, an immense investment and attention are not given to the way students learn vocabulary.

Thus, this is why the researcher initiated to study students’ vocabulary learning strategies

use and their challenges based on gender in grade 11 at Danema secondary school.

## **1.2 Statement of the problem**

Second language learning in recent years has moved away from the pursuit for the perfect teaching method, focusing instead on how successful teachers and learners achieve their goals (O'Malley and Chamot, 1990). Vocabulary is important. It is indeed a challenge to most learners. To deal with this problem, it is necessary to explore the challenges of vocabulary learning and offer efficient strategies for vocabulary learning. Learning strategies can indeed facilitate the acquisition of vocabulary and influence second language acquisition as well. The present study investigated vocabulary-learning strategies used by grade 11 students and found out a difference between the strategies they use and their challenges based on gender.

These days, most English language teachers in Ethiopia complain that many students do not have adequate vocabulary to improve their English language achievement (Getachew B & Getachew S, 2014, p. 20). The inadequacy of the learners' vocabulary may result from their VLS use. According to Fan (2003), the inadequacy of lexical knowledge may hinder students' language proficiency development. Students may lack adequate vocabulary due to their inability to employ appropriate VLSs, which, in turn, might make them lose interest in learning FL. Besides, students may have low use levels about the importance of vocabulary learning to enhance their English language achievement.

Vocabulary learning and use may have impacts on the extent to which students prefer VLSs in particular and on their language achievement in general. Dornyei (2005) argues that the beliefs language learners hold considerably affect the way they go about mastering L2. VLSs are found to be useful for developing the vocabulary knowledge of students because they make them independent learners who take responsibility for their language learning. It was also found that vocabulary size is a significant indicator of language ability (Duin, 1983; Laufer, 1994).

Scholars, for example, Oxford and Scarcella (1994) state that the vocabulary learning process is not explicitly taught in many second or foreign language classes, and students are expected to learn new lexical items by using different vocabulary strategies. Due to this, an increased emphasis on vocabulary learning strategies is a crucial factor for English language learners to equip students with sufficient vocabulary knowledge. Sokemen (1997) presents strategies for

independent vocabulary learning by stating that students cannot learn all the vocabulary they need in the classroom. To move the students towards independency, teachers must take time and teach the process and the strategies of vocabulary learning. In this regard, it would be right to assume that the basic problem, which hinders students not to use the language for communication, is the lack of appropriate vocabulary learning strategies use.

Thus, having worked at Danema Secondary School, the researcher has seen some problems of practicing vocabulary-learning strategies. Some of these are the poor practice of vocabulary learning, use of inappropriate strategies, lack of using different vocabulary learning strategies and inability to communicate with each other. In addition to these, the absence of using vocabulary-learning strategies as needed in classroom situations was one of the basic problems.

This implies that most learners used the same strategy of learning vocabulary repeatedly rather than using different strategies in their classroom. In line with this, as Tamire (2019) said , there are collective factors like teachers' teaching approach, students' background and learning strategies that affect the students' use of vocabulary learning strategies. These challenges motivated the researcher to be aware of the fact that students' readiness in classroom activities was not sufficient and vocabulary learning was not precisely defined in the curriculum despite the evident limitation of vocabulary knowledge, both productively and receptively of secondary school students.

Studies on VLS have been conducted from various perspectives and with various factors to date. In their article, Oxford and Scarcella (1994) highlighted, guessing from context as the most useful strategy by far and advised teachers to teach vocabulary through as many fully contextualized activities as possible. Lawson and Hogben (1996) also emphasized the role of context in vocabulary acquisition, making a distinction between the use of context for the generation of the meaning of a new word and the acquisition of the meaning for subsequent recall.

More research is needed to accurately describe the gender differences in VLS use. According to a study by Fan (2003) male and female students normally use the same strategies and are more identical than different. Yet, studies have shown that females often use a wider range of LLS

than males. Moreover, females usually employ social strategies, which promote communicative competence whereas males do not use social strategies actively. A summary of studies on gender differences also shows that male students use translation strategies more often than female students (Bahar, 2012). Furthermore, Jimenez (2003) has identified that males and females differ significantly concerning the number of VLS they use.

Scholars contribute themselves to the research on gender difference. Leonard (1998) found in his research that the cerebral cortex where most of our complex thinking takes place is thicker in women's brains than that in men's. We understand from this idea since women's cerebral cortex is thicker, there is a difference in the use of activities by using mind. In addition, the dominance of left cerebral hemisphere exists in female learners, which would facilitate language communication and short-term memory, while the dominance of right cerebral hemisphere in male learners could help enhance comprehensive competence and analytical ability. Male learners and female learners have distinguished by psychological differences.

“Generally, speaking, male students tend to be confident, adventurous, independent and forthright but careless, while female students are quiet, delicate and irresolute. These psychological characters lead to some differences between male and female students in the language learning process in general and vocabulary learning strategies in particular. To some degree, male learners would do better self-recognition and self-evaluation since they are apt to be more objective than females. Lastly, different life experiences may have different influences on the use of language. Gender differences have profound historical reasons. Roles change between man and woman in different human societies, thus the transition from matriarchal society to patriarchal society leads to the dominant position for the man, which may encourage them to speak more and try doughtily in language learning classes” (Wei, 2016, P. 59).

However, empirical studies on these two factors have produced inconsistent results. Yongqi (2002) as cited in Bahar (2012, p. 4) for instance, conducted research on gender, “the academic field of study, and VLS of Chinese EFL Learners. The study revealed that females reported significantly more use of almost all VLS that were found to be correlated with success in EFL learning. Male and female learners were challenged to apply various vocabulary learning strategies for learning vocabulary”.

So far, few studies have even briefly investigated the self-regulated learning process in L2 vocabulary learning. Tseng and Schmitt (2008) took an initial step in this direction, presenting a



model using structural equation modeling (SEM) that highlighted the importance of motivation as a direct influence on self-regulation capacity in vocabulary learning, and the use of learning strategies as contingent upon motivation. Therefore, motivation is one factor of the learner's during VLSs learning. Similarly, McDonough (2005) and Wenden (1991) claim, training in the use of learning strategies has a positive effect on learners' motivation, increasing self-esteem and autonomy.

According to the above study, learners' self-regulation and motivation is crucial aspect during learning vocabulary strategies. Additionally, Students' motivation seems to positively correlate with their VLSs use. For example, Fu's (2003) as cited in Nathaya (2012) made a study on factors affecting vocabulary learning strategies: the study revealed that inherent interest motivation (learners' inherent interest in vocabulary learning) positively correlated with student's VLS use.

From an SRL perspective, motivation and learning strategies are closely related, as motivational factors are prerequisites for self-regulated learning (Ryan and Deci, 2000 as cited in Yining. (2016, p. 4). Motivated students regulate their learning actively via cognitive and metacognitive learning strategies, which suggests that such strategies mediate the effect of motivation on learning outcomes (Pintrich and De Groot, 1990.).

In an attempt to assess students' vocabulary learning strategy use, and their challenges, local studies have been conducted. For example, Jeylan (1999) researched vocabulary learning strategies used by grade 11 students at Menelik Senior Secondary School in Addis Ababa. Jeylan used a self-report questionnaire adapted from Oxford's (1990) strategy classification. He also interviewed only 24 students to triangulate the results and found out that the majority of students rarely used most of the strategies investigated. Besides, Getnet (2008) investigated the relationship between VLSs and students' English language achievement at the college level and found out that there was a relationship between vocabulary learning strategy use and language learning achievement and the more successful language learners (i.e. high achievers) used more vocabulary learning strategies than the less successful learners (i.e. low achievers).

Again, the two Getachews (2005) explored vocabulary-learning strategies used by high and low-achieving EFL students at the preparatory school level. The findings showed that there is a

relationship between the students' perception and their language achievement and that there is a significant difference between the high and the low achievers regarding VLSs they used (i.e. high achievers frequently or always use more wide range of new vocabulary learning strategies than low achievers). As indicated in the above studies there is a problem with using different strategies which are ensured by Jeylan's study that the majority of students rarely used most of the strategies and by Getachew's study the high achievers frequently use a wide range of strategies than low achievers.

The third study was done by Haileslasie and Demis (2016) on a comparative analysis of vocabulary learning strategies used by high and low achievers in four Ethiopian Universities. The data gathered through the questionnaire were analyzed through descriptive and inferential statistics and the open-ended and interview questions were analyzed through content analysis strategies. The findings of the study revealed that the high achievers used vocabulary-learning strategies (determination, memory, cognitive and metacognitive strategies) more often than the low achievers but without any statistically significant differences in some of the strategies.

In contrast, the low achievers used the social strategies more often than the high achievers although both high and low achievers poorly used the social strategies. Even though these studies were done on VLSs used by the low and high achievers, it is different from the current study. In the current study, the researcher used standardized VLSs questionnaire and semi-structured interview for both the teachers and the students about the challenges of vocabulary learning strategy use.

Additionally, researchers Dinku and Solomon (2019), done on vocabulary learning strategies used by fast and slow learners in Bogale Walelu secondary and preparatory school grade 10 students in Woliata Zone. This study was aimed at exploring the relationship between vocabulary learning strategies and academic achievement. They used a close-ended questionnaire but the questionnaire was prepared by the researchers and an interview to gather the data. Additionally, T-test and frequency statistics were used to analyze the quantitative data and the interview items were triangulated. Based on the data, it was found out that there was no significant difference between fast and slow learners in their vocabulary learning strategies. Only slight differences were observed in frequency use of

the strategies; fast learners tend to use vocabulary- learning strategies than slow learners. In planning and memory strategies, both groups used the strategies similarly, however, the current study is different from this study in that it uses a standardized questionnaire with five Likert scales and the interview for both the teachers and the students.

Setegn (2007) was the other researcher who examined vocabulary-learning strategies employed by Somali-speaking students at preparatory classes at Jijiga and Addis Ababa. The main data-gathering instruments were a self-report questionnaire and a vocabulary size test. The results of the study disclosed that:-

(a) a variety of memory, cognitive and determination strategies were employed by subjects more frequently, (b) social (discovery and consolidation) strategies were less frequently used by the subjects; (c) there was no statistically significant gender difference among students in using vocabulary-learning strategies. However, there was a statistically significant gender difference in using cognitive learning strategies, and (d). Vocabulary size test scores did not correlate with both discovery and consolidation of social strategies' (p. vi)

The study done by Setegn, on vocabulary learning strategies, was employed by Somali-speaking preparatory students, used different statistical methods. These are frequency analysis, bivariate correlations, using Pearson product-moment correlation coefficients, and t-test; likewise, the current study used different methods that were descriptive and inferential statistics; t-test and SPSS software to analyze data.

There is a plethora of research that has been carried out in the area of vocabulary learning strategies to determine the effective and most frequently used vocabulary learning strategies at different levels. However, to the best of the researcher's knowledge, there were limited local previous researches on learners' vocabulary learning strategy use and challenges by comparing their difference in gender as a variable. Even though the fourth local study done by Setegn (2007) investigated VLSs use based on gender and vocabulary size test, but failed to see learners' challenges and the impact on their VLS use.

Therefore, the researcher was initiated to carry out this study on students' vocabulary learning strategy use and their challenges in terms of gender. In other words, the current study attempted to enhance the status of vocabulary learning strategy use at a secondary school level by

investigating their challenges based on gender. Finally, the big differences between most of the previous local studies and the current study were the grade level of the participants, the setting, as well as the instrumentation. In his study the researcher used, standardized VLSs questionnaire and the interview for both EFL teachers and the students and then, used descriptive and inferential statistics to analyze the data.

### **1.3 Research questions**

The study attempted to answer the following research questions:

1. What are the most and the least vocabulary learning strategies used by male and female students?
2. Is there significant difference between male and female students in vocabulary learning strategy use?
3. What are the challenges of students' vocabulary-learning strategy use?

### **1.4 Objective of the study**

This study had both general and specific objectives.

#### **1.4.1 General objective**

The main objective of the current study was to assess EFL students' vocabulary learning strategy use and their challenges of grade 11 at Danema secondary school based on gender.

#### **1.4.2 Specific objectives**

Based upon the main objective, this study was intended to achieve the following specific objectives:

1. To compare and contrast the most and the least used vocabulary-learning strategies between male and female students.
2. To check whether there is a significant difference between male and female students in vocabulary learning strategy use.
3. To identify challenges of students' vocabulary learning strategy use.

### **1.5 Significance of the study**

The findings of the study expected to give valuable information to serve as feedback, which may contribute to improve the strategies in the vocabulary learning process and to improve the knowledge about vocabulary learning strategies. Since it emphasized vocabulary learning strategies use, it analyzed the strategies that both male and female students used mostly and to the least. In the current trend of language teaching- whether vocabulary or other skills, the emphasis was given to promote autonomous learning which can be attained through training strategies that learners use to help themselves (McDonough,1994). Therefore, this study will contribute a great advantage to autonomous learning of vocabulary by helping both students to be confident in their learning.

As a result, the study will help male and female students to use different strategies during vocabulary learning and help to identify the challenges. On the other hand, the outcomes of this study will initiate English teachers to see back to their trend of teaching vocabulary in secondary schools and evaluate their performance. This can be followed, by adjusting the ways of teaching vocabulary in the direction that helps learners to get new insights and input to develop their vocabulary knowledge. Moreover, the study might raise awareness in the learners to use vocabulary-learning strategies without depending upon the teacher. Finally, it can also serve as a reference for other researchers who want to conduct further research on related problems.

### **1.6 Scope of the study**

The study was delimited in both the number of populations that involved and in its area of investigation. The populations for the study were grade 11 male and female students and their English teachers at Danema Secondary School. In addition to this, the study assessed students' vocabulary learning strategies use and their challenges based on gender. Thus, the research was carried out on one particular secondary school, which is located in the SNNPR in Hadiya Zone- Merab Badewacho Woreda Danema secondary school, on grade eleven students. The school was selected because of the following reasons. The first one is the researcher has close knowledge about the school, the second there were also many experienced teachers and principals in the school and the third one is to get further information. Grade eleven students were selected since they were preparing themselves for entrance exam by next year, which is in grade twelve and there was no study conducted before in this grade level in the school.

## **1.7 Limitation**

Although it was better to use varieties of instruments to get more information, the researcher limited himself to a questionnaire and semi-structured interview, which he thought were relevant to the study because of time constraints. The research was also limited to focus on only one Secondary School in in the Worada at Hadiya Zone. This was because of time constraints; hence, it was difficult to incorporate more schools so that the researcher would be able to generalize the result.

## **1.8 Operational definitions of key terms**

**Vocabulary:** in this study refers to the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. In addition, vocabulary addresses single lexical items—words with specific meaning(s)—but it also includes lexical phrases or chunks.

**Strategies:** Strategies are defined as “task-specific tactics or techniques, observable or non-observable, that an individual uses to comprehend, store, retrieve, and use information or to plan, regulate, or assess learning”.

**Vocabulary learning strategies:** They are techniques/methods that learners use in order to learn, remember and use new words in second language learning or foreign language. According to Ellis (1997), it is also considered as a tool that learners use to acquire new vocabulary and different learning strategies that they assume to be an effective way of acquiring vocabulary.

**Gender: It** refers to the roles and responsibilities of men and women that are created in our societies and cultures. Sunderland (1992, p. 81) makes clear distinction as “Gender to mean culturally influenced characteristics of each sex; and it is also a social elaboration of a gender category. Therefore, being maleness or femaleness expressed by this gender and it includes both male and female sex.

## CHAPTER TWO: REVIEW OF RELATED LITERATURE

### 2.1. The Importance of Vocabulary

English has become the most popular foreign language in Ethiopia. This trend has led to much focus on teaching and learning English from linguistic competence to communicative one. Due to these, the important role of teaching and learning vocabulary is more paid attention to. It is known to most second language learners that the acquisition of vocabulary is a fundamental component in the process of the language. The importance of vocabulary is demonstrated daily in and out of the school. In the classroom, the achieving students possess sufficient vocabulary. In English as a second language (ESL) and English as a foreign language (EFL) learning, vocabulary items play a vital role in all language skills (i.e., listening, speaking, reading, and writing) (Nation, 2011). Therefore, the variety of vocabulary learning strategy increases language ability for the learners.

Rivers and Nunan (1991), furthermore, argue that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. The importance of vocabulary is central to English language teaching because without sufficient vocabulary learners cannot understand others or express their ideas. Wilkins (1972) as cited in Ibrahim (2015) argues “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Other scholars such as Richards (1980) and Krashen (1989), as cited in Maximo (2000) state many reasons for devoting attention to vocabulary.

“First, a large vocabulary is, of course, essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem” (p. 6).

According to Richards (2002), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Vocabulary is one of the language components that can affect macro skills. Some experts propose some definitions of vocabulary. Nunan (1999), states that vocabulary is lists of target language words. Graves (2000) (as cited in Taylor, 1990) defines vocabulary as the entire stock of words belonging to a

branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. Krashen (1998) (as cited in Herrel, 2004) extends Grave's (2000) definition further by stating that lexicon organizes the mental vocabulary in a speaker's mind.

Concerning this, vocabulary is the glue that holds stories, ideas and content together... making comprehension accessible for students (Rupley, Logan and Nichols, 1998/99). Therefore, male and female students should know the strategies and the amount of vocabulary that is expected from their level since vocabulary is central to language and of critical importance to the typical language learner. In other words, vocabulary is the words we must know to communicate effectively both productive and receptive vocabulary.

## **2.2 The use of vocabulary in language learning**

Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). Similarly, Harmon, Keser and Wood (2009) as well as Linse (2005) state those learners' vocabulary development is an important aspect of their language development. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes, "lexical knowledge is central to communicative competence and to the acquisition of a second language" (p. 23).

Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrated daily in and out of the school. In the classroom, the achieving students possess sufficient vocabulary. As said by the above scholars, vocabulary knowledge helps students to use language effectively during communication. Therefore, this is why the researcher wants to see the strategies based on gender difference.

Researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation (2011) and others have realized that the acquisition of vocabulary is essential for successful second language use and play an important role in the formation



of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL), learning vocabulary items plays a vital role in all language skills (i.e., listening, speaking, reading, and writing (Nation, 2011). Rivers and Nunan (1991), furthermore, argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

Foreign language teachers and learners generally measure vocabulary knowledge by the number of words that a learner knows. They believe that knowing a word means being able to know its meaning and being able to use it correctly. They know that it is much easier for the learner to recognize a word than to produce it (Ibrahim, 2015). Therefore, knowing about a word beyond its meaning and production is very important. There is a clear distinction between the recognition of a word and the ability to use it, many criteria are used to define word knowledge, for example, Milton (2009) states two types of knowledge involved in being able to use a word properly and effectively in a foreign language. Receptive knowledge represents the words that are recognized when heard or read. Productive knowledge refers to the word that can be called to the mind and used in speech or writing. Milton believes that it is useful in teaching and learning English as a second language to specify receptive vocabulary and productive one. Some syllabus designers divide their word list into words that the learner expects to know passively and those they expect learners to know actively.

### **2.3 Language Learning Strategies**

This section focuses on the concept of VLS and the relationship between VLS and the learning of English language. The latter is essential for VLS studies, and the former is a focus of the present study. Nonetheless, as VLS is under the umbrella of LLS, the concept of LLS-its definition and classification will be discussed before that of VLS. Likewise, studies on the relationship between LLS and learning outcome will be reviewed before those on the relationship between VLS and learning.

Regarding the definition of strategy, researchers disagree on: whether strategies are behavioral, mental, or both; the precise nature of behaviors regarded as strategies; whether students are conscious or subconscious of the strategies they use; and what motivates the use of strategies. To

cope with such problems, Ellis (2008b) proposed that LLS be best defined in terms of characteristics that cover most accounts of strategies:

Strategies refer to both general approaches and specific actions or techniques used to learn a second or foreign language. It is problem-oriented; the learner deploys a strategy to overcome some particular learning or communication problem. Learners are generally aware of the strategies they use and can identify what they consist of if they are asked to pay attention to what they are doing/thinking. Strategies involve linguistic behavior and non-linguistic behavior. Linguistic strategies can be performed in the L1 and L2. Some strategies are behavioral while others are mental. Thus, some strategies are directly observable, while others are not. In the main, strategies contribute indirectly to learning by providing learners with data about L2, which they can then process. However, some strategies may also contribute directly. Finally, strategy use varies considerably as a result of both the kind of task the learner is engaged in and individual learner preference (p.705).

Based on the literature, LLS in the present study refers to any step (either mental or behavioral) the learner takes to facilitate his/her L2 and the target language learning tasks.

Language learning strategies are applications preferred by students to enhance their target competencies in line with their learning needs (Oxford, 1990; Cohen, 2009). Language learning strategies have a crucial role in enabling students to direct their own learning (Oxford, 2011). Therefore, language-learning strategies are effective in enabling students to create an independent learning environment by their needs, and the level of proficiency in the target level.

Additionally, Chamot and Kupper (1989), define language-learning strategies (LLSs) as ‘techniques that students use to comprehend, store, and remember information and skills’ (p. 9). However, Oxford (2003, p. 8) provides a more recent definition LLSs as ‘specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations’. Vocabulary learning strategies are one part of language learning strategies, which in turn are part of general learning strategies (Nation, 2001). According to Nation (2001, P. 14), a strategy must firstly ‘involve choice, that is, there are several strategies to choose from’. Secondly, it must ‘be complex, that is, there are several steps to learn’. Thirdly, it ought to ‘require knowledge and benefit from training’ and finally, it should ‘increase the efficiency of vocabulary learning and vocabulary use’.

## **2.4 Vocabulary learning strategies**

Vocabulary learning strategy is considered as a tool that learners use to acquire vocabulary. Learners may employ different learning strategies that they assume to be an effective way of acquiring vocabulary. Ellis (1997, p. 13) states ‘successful learners use more strategies than unsuccessful learners. Further, the right and dynamic strategies the learners employ to influence their satisfactory academic performance’. Huckin and Bloch (1993) have pointed out that ‘research has shown that second-language readers rely heavily on vocabulary knowledge and that a lack of vocabulary knowledge is the largest obstacle for second language readers to overcome’. Similarly, Haynes and Baker (1993) found the main obstacle for L2 readers “is not a lack of reading strategies but rather insufficient vocabulary knowledge in English”. Therefore, this indicates vocabulary is necessary to learning a language.

Also learning a word in a foreign language is not an immediate action; it requires conscious work and constant repetition. These studies and repetitions are continued outside the classroom because the time in classroom is not enough. This means that the learner tries to learn vocabulary on his/her own. In this process, students learn vocabulary in the light of their own interests and needs (Apaydın, 2007). In foreign language teaching, it is very effective to identify students' vocabulary learning strategies, encourage them to use strategies and teach them strategies to improve language success. However, there are some factors such as individuals' cultures, past experiences, social and economic situations, intelligence types, relevance, and level of knowledge, learning styles, individual differences, and learning strategies they use can influence learning.

Therefore, this is why the diversity of learning strategies is advisable to use because it increases the quality of the process by enriching the learning and teaching process. It makes the student conscious and enhances the productivity of the learner, gives to a student the ability to learn independently, helps the student learn by taking pleasure and prepares students for post-school. Schmitt (1997) makes a valuable point on previous studies and claims ‘research has shown that many learners do use more strategies to learn vocabulary especially when compared to such integrated tasks such as listening and speaking’ (p. 15). However, they are mostly inclined to use basic vocabulary learning strategies.

Thus, Ghazal (2007) concludes that ‘strategy instruction is an essential part of any foreign or second language program’. According to Noor and Amir (2009), attest that ‘this area of learning was previously neglected due to certain dominant teaching approaches in the 1940s until the 1960s’ (p. 41). The ‘theories underlying these approaches such as structural linguistics (Fries, 1945) and generative transformational linguistics (Chomsky, 1957) focused on teaching grammatical and phonological structures as well as emphasized on grammatical rules respectively’. However, the above scholars focused on the language structures and grammatical rules, currently the session of vocabulary is getting considered and necessary as other pattern of the language.

In addition, ‘learners were assumed that once they have learned the structural frames and the grammatical rules, they will then be able to fill in the lexical items as needed’ (Noor and Amir, 2009). Dornyei and Skehan (2003) modified the definition by adding the self-regulation component and highlighted learners’ active involvement in the learning process. Chamot (2004: p. 16) later defined it as “Learning strategies are the conscious thoughts and actions that learners take to achieve a learning goal” stressing the conscious effort.

## **2.5 Taxonomy of Vocabulary Learning Strategies**

Regarding language learning strategies, Oxford (1990) established two general categories namely, direct and indirect strategies each consisting of three subclasses. Direct strategies are composed of memory, cognitive and compensation strategies. Indirect strategies in turn comprised of metacognitive, affective and social strategies. This is a comprehensive classification suitable for language learning in general for which strategies to sustain communication (compensation strategies) are extremely useful. However, Schmitt (1997 and 2000), set up five classes of vocabulary learning strategies under two principles: strategies used to initially discover meanings of words (determination and social strategies) and strategies used for remembering words once the meaning is recognized (memory, cognitive and metacognitive strategies). These all strategies were seen in detail in this study with their specific parts as follows.

### **2.5.1 Determination strategies**

As to Nation (2001), although productive skills (writing and speaking) require the knowledge of several aspects of a word, meaning is the principal aspect that learners are most concerned with. Hence, to learn the meaning of a word for the first time, learners use various strategies. Some especially advanced learners analyze affixes and roots (word formation clue), some others go for contextual clues to work out meaning (guessing from context) and still, others lookup a word in a dictionary for the correct meaning. Of course, more ambitious and determined learners can make use of the combination of all instead of recourse to another person's help.

#### **2.5.1.1. Guessing from context**

The vocabulary of any language is very huge and its acquisition process takes time. Worse than this is that class time is terribly small that students cannot obtain the required number of words sufficiently. Therefore, the need to develop self-directed learning is undeniable. Beglar and Hunt (2005) write that the ability to guess the meaning from context is an essential strategy enhancing vocabulary acquisition and is commonly used by the successful language learners. Schmitt (2000) too argues not only intermediate and advanced learners but also beginners with limited vocabulary knowledge can benefit from reading because compared to the spoken language, written language provides a better opportunity to acquire a wide range of vocabulary items based on calculated estimation of meaning.

Some writers, for instance Nation (2001), underlined although guessing is a key vocabulary learning strategy, practically it can be a complicated process for a number of reasons: absence of sufficient clues, limited exposure of the word across the text, level of text difficulty, familiarity of the topic, learners' background knowledge and interest to mention some. Due to these limitations, scholars such as Coady and Huckin (1997), Nation (2001), Schmitt (2000), Carter and McCarthy (1988) suggest an additional explicit independent word learning strategy, the use of dictionary. Research also shows that learners who employed a dictionary together with guessing from context not only learned more words immediately but also recalled better after several weeks compared to those who used inference strategy alone (Laufer and Hadar 1997, Laufer and Hill 2000, Laufer and Kimmel 1997 in Gu 2003).

### **2.5.1.2. Dictionary use and vocabulary learning**

The use of a dictionary is the second major self-learning strategy learners go for discovering the meaning of new words. Research indicates definitions and examples about the actual use of a word in a dictionary enable learners to successfully use new words in their own sentence meaningfully (Gu, 2003). Apart from meaning, a good dictionary provides a lot of information about a word including spelling, pronunciation, synonym, antonym, collocation, etc. Scholars like Redman (1986), Laufer and Hadar (1997) in Gu (2003), Beglar and Hunt (2005) recommend that monolingual dictionaries are more useful than bilingual dictionaries. Therefore, students have to be trained how to use a monolingual dictionary effectively.

### **2.5.2. Social strategies**

Social strategies refer to the interaction of the language learner with his/her classmates and teachers to obtain word meaning. Language being a social behavior requires two or more people to communicate and communication is a function of the active participation of the communicators. Language learners very often use social strategies namely, asking questions, cooperating with peers, interacting with more proficient user of the language and native speakers when the opportunity is obtained (Oxford, 1990 and Schmitt, 2000). Informants usually explain meanings in terms of synonymy, paraphrase or L1 translation. Social strategies, for example, discussing word meaning in a group, are important not only to determine initial meaning but also to consolidate word knowledge (Schmitt, 2000).

### **2.5.3. Memory strategies**

As the name explains, memory strategies are used to support recalling and retrieving words once they are learned. One of the major problems FL learners encounter, Gu (2003), is how to make words accessible to memory after they are learned. Likewise, (Oxford,1990, p. 39) painfully explains: “Though some teachers think vocabulary learning is easy, language learners have a serious problem remembering the large amounts of vocabulary necessary to achieve fluency.” Memory strategies, therefore, assist learners to ease this problem. Moreover, semantic mapping strategies range from classifying words in terms of parts of speech (nouns, verbs, and adjectives), sense relationships (synonymy, antonym, and hyponymy), and connecting new vocabulary to

concepts in memory through visual images to building complex vocabulary network. These are strategies of meaningful manipulation of words and reflect how words can relate to each other in various ways (Oxford 1990).

#### **2.5.4 Cognitive strategies**

Cognitive strategies are particularly fundamental for language learners because practice and manipulation of the target language, typical language learning principles, are the major components of these strategies (Oxford, 1990; Schmitt and McCarthy, 1997).

##### **2.5.4.1. Repetition**

Repetition, a form of practice, is saying or writing new words and their meanings repeatedly until they are easily remembered. Studies identified, (Nation 2001:76), that most of the forgetting occurs immediately new information is learned and the rate of forgetting decreases as time passes on. Hence, it is recommended that repetition should occur as soon as words are first learned then after they can be spaced further. Moreover, research with a varying degree also shows that on average 5-7 repetitions are needed to consolidate words into long-term memory (Crother and Suppes, 1967 in Gu, 2003 and Nation, 2001, Kachroo, 1962 and Tinkham, 1993 in Nation 2001). The notion of repetition entails the importance of recycling vocabulary items in textbooks and classroom instructions. Recycling previously met words helps to consolidate them in long-term memory. However, Hunt and Beglar (2005) explain that because of time limitations to cover a large portion of materials, words learned at the beginning are not systematically recycled.

##### **2.5.4.2. Note-taking**

Note-taking is an act of processing or manipulation of vocabulary items to facilitate conceptualization and organization into a mental lexicon. When learners meet a new word, they take notes about it in their vocabulary notebook or simply write along the margins or between the lines. McCarthy (1990) writes that learners differ in what they do in note-taking, when they take notes and how they take notes. Among other things, these differences may distinguish the good from the poor learner. Similarly, Sanaoui (1995) and Hunt and Beglar (2005) identified learners as structured and unstructured based on the way they approach vocabulary learning.

Unstructured learners were found to be dependent on class materials, took less initiative and did less regular review. Structured learners, on the other hand, were better organized and systematically carried out independent study, self-initiated activities, regularly recorded new words in notebooks and reviewed them and seek for opportunities to use previously learned words. As a result, it can be recommended that learners have to use efficiently the different learning strategies in general and cognitive strategies, in particular, to improve their word knowledge and language proficiency as well.

### **2.5.5. Metacognitive strategies**

Metacognitive strategies, Oxford (1990:81), “help learners to regulate their own cognition and to focus, plan, and evaluate their progress.” To use metacognitive strategies, it demands learners to be more conscious and ambitious of their learning. Schmitt (2000:136) also writes these strategies “involve a conscious overview of the learning process and making decisions about planning, monitoring or evaluating the best ways to study. “Effective learners are experts of implementing metacognitive strategies; they know how to access rich vocabulary input, decide which methods are the most efficient to follow, test their progress and determine which words are worth studying and which are not. Besides, they record words, which they have chosen to study. In this connection, Chamot and O’Malley (1994) also maintain that learners that are more proficient use a great variety of strategies and often switch from one strategy to another when necessary. Moreover, learners who intelligently decide when to make guessing from context, refer to a dictionary or negotiate with other people or combine all of these are far more successful in enriching them.

## **2.6 Gender Differences and Vocabulary Learning Strategies**

VLSs enable individuals to take more control of their own learning and more responsibility, especially for their learning (Nation, 2001; Scharle and Szabo, 2000). Thus, strategies foster “learner autonomy, independence, and self-direction” (Oxford and Nyikos, 1989). Equipped with a range of different VLSs, learners can decide upon how exactly they would like to deal with unknown words. Nation (2001) believes that students with different language levels can learn a large amount of vocabulary by using VLSs, and these strategies have been so useful for them. Fan (2003) identified some differences in the use of VLSs between male and



female learners. More research is needed to describe the gender differences in VLS use. According to a study by Fan (2003) male and female students normally use the same strategies. Some studies have shown that female learners often use a wider range of LLSs than male learners. Different learners use different strategies for learning English vocabulary.

Gender has always been considered as an important issue in language learning. Being important, many researchers hold a space for gender in their studies. In vocabulary learning strategy studies, gender is also controversial. Pourshahian, et al. (2012) studied variation in vocabulary learning strategies use according to gender differences in Turkish EFL learners. The results of their study revealed that gender is highly correlated with vocabulary learning strategy use. Female respondents' frequency of vocabulary strategy use was slightly higher than males in metacognitive and psycholinguistic vocabulary learning strategies

Al-Nujaidi (2000) found that female and male students showed significant differences in their perceived use of contextualization and definition/wordlist strategies. The results showed that male students used definition strategies more often than female students did, whereas female students used contextualization strategies more frequently than male students did. Jun-Eon Park (2001) found that male and female students showed almost the same pattern both in the use of discovering strategies and meaning consolidation strategies and concluded that there was no gender effect on the use of VLS.

Again, according to Kocaman (2015), in his experimental study, accompanying the computer-assisted vocabulary teaching and learning tools intended to explore the VLS use of secondary school EFL learners. He revealed a preference for metacognitive strategies over cognitive and compensatory strategies among sixth graders. Besides, a significant difference was found with compensation strategies use. As for gender, the only significant difference was discovered in the use of compensation strategies in favor of male participants. The above researchers tried to identify, the difference in gender in vocabulary learning strategy use that is; in some strategies female learners are better and in some others males are better, but in the current study what is intended that at the local level how both males and female students use the strategies and what are their challenges VLSs use. Generally, speaking, male students tend to be confident, adventurous, independent and forthright but careless, while female students are quiet, delicate

and irresolute. These psychological characters lead to some differences between male and female students in the language learning process in general and vocabulary learning strategies in particular. To some degree, male learners would do better self-recognition and self-evaluation since they are apt to be more objective than females. Lastly, different life experiences may have different influences on the use of language. Gender differences have profound historical reasons. Roles change between man and woman in different human societies, thus the transition from matriarchal society to patriarchal society leads to the dominant position for the man, which may encourage them to speak more and try doughtily in language learning classes” (Wei, 2016, P. 59).

## **2.7 Challenges of vocabulary learning strategy**

Every language has its trouble spots, so does English. Learning the words of a foreign language is not an easy business since every word has its form, meaning, and usage and each of these aspects of the word may have its difficulties. Indeed, some English words are difficult in form (daughter, busy, bury, woman, women) and easy in usage; other words are easy in form (enter, get, happen) and difficult in usage. Consequently, words may be classified according to the difficulties students find in assimilation. Since a good knowledge of vocabulary has a great effect on the learners’ improvement of other aspects of language such as reading comprehension, listening comprehension, speaking, and writing, due attention should be paid to choosing and implementing appropriate vocabulary teaching/learning techniques in language classes Miressa (2014).

Several research works on VLS have pointed out several factors that constitute a source of variation in learners’ VLS use. The frequency and type of VLS employed by learners have been found to vary depending on such factors. The factors affecting learners’ VLS use discussed as follows.

### **2.7.1 Learner Individual Difference Factors**

Learners’ difference factors constitute one sort of variation in the use of VLSs. These factors include belief, attitude, motivation and language learning experience. Therefore, in this study attitude, motivation and language learning experience are discussed in detail.

### **2.7.1.1 Attitude**

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

### **2.7.1.2 Motivation**

Many scholars acknowledge the importance of motivation in learning as "it can influence what, when, and how we learn" (Pintrich & Schunk, 2002, p. 6). Whereas motivated students tend to engage in activities that they believe will help them learn, unmotivated students are not able to be systematic in making an effort in learning, as are motivated students. The importance of motivation is often emphasized in the field of language and linguistics. According to Cook (2000), three main factors explain the speed of learners' learning in second language acquisition (SLA): age, personality, and motivation. He also stated that motivation is the most important among these three elements. Masgoret and Gardner (2003) supported this point and claimed that motivation is responsible for achievement in a second language. Besides, the current researcher also agreed upon the above scholars' idea because self-interest helps learners to have strong motivation and this motivation helps them to learn the language with one's own interest.

In addition, students' motivation seems to positively correlate with their VLS. For example, Fu's (2003) study revealed that inherent interest motivation (learners' inherent interest in vocabulary learning) positively correlated with student's VLS use. The other research work that confirms the relationship between motivation and learners' VLS use is Marttinen's VLS use was explored. The findings revealed that Thai university students studying in regular programs reported greater use of VLSs than students studying in part-time programs. Correspondingly, Al-Shuwairkh (2001) examined the VLSs employed by learners learning Arabic as a foreign language. It was discovered that learners

studying in the morning courses reported higher use of VLSs than evening-course learners.

### **2.7.1.3 Language Learning Experience**

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

Studies on students' vocabulary learning strategy use related to challenges are Rohmatillah (2017) investigated the difficulties faced by students in learning English vocabulary. This study outlines the problems such as pronouncing and spelling words (written and spoken forms do not match most of the time), choosing appropriate meanings of words (complexity of vocabulary knowledge), inflections of word forms, (inadequate understanding of grammar), and an excessive number of words that students need to learn. Khan (2011) also points out the vocabulary areas in which the Saudi target language learners face difficulties. These areas include learning the vocabulary meanings, spelling, using synonyms, prefixes, and suffixes.

According to Rakchanok (2014), some problems, such as a limit of English background knowledge, a fear of being blamed and a feeling of shyness for making mistakes, or a lack of chance to be in an English environment, may cause the different strategy use of the learners. Accordingly, the present study aims to explore what strategies are employed by the students to deal with their vocabulary learning problems. According to Oxford (1990), language learners have a serious problem remembering the large amounts of vocabulary necessary to achieve fluency. Lack of sufficient input and output are the sources resulting in forgetting mentioned by Celce-Marcia (2001), Krashen (1997) and Brown (2000). Exploring students' ability levels and guessing strategies, Schouten-van Parreren (1989) finds the difficulty of weak pupils with restricted word knowledge to integrate knowledge from different sources.

To overcome these challenges, students need to engage different types of vocabulary learning strategies according to their suitability and practice them to accommodate and support their learning.

## **2.8 Relationships among motivation, strategy, and L2 vocabulary**

From a self-regulated learning perspective, motivation and learning strategies are closely related, as motivational factors are prerequisites for self-regulated learning (Ryan and Deci, 2000). Motivated students regulate their learning actively via cognitive and metacognitive learning strategies, which suggests that such strategies mediate the effect of motivation on learning outcomes (Pintrich and De Groot, 1990). The combined effect of motivation and learning strategies on achievement has been extensively documented in non-L2 research (e.g., Law, 2009; Logan, Medford, and Hughes, 2011), but only a handful of studies have explored this effect in L2 learning.

Additionally, Tsuda and Nakata (2013), for example, confirmed that metacognitive strategy, cognitive strategy, and motivation were important components of self-regulated EFL learning. Similarly, Van Aacken (1999) showed that the combination of metacognitive learning strategies and a positive attitude affected learners' learning outcomes; and Kormos and Csizer (2014) documented how self-regulated learning strategies mediated the effect of motivational factors on autonomous learning behavior – specifically, that strong motivation was a prerequisite for the adoption of self-regulated learning strategies, which in turn predicted students' autonomous learning. A limitation of Kormos and Csizer's study was that the three strategies it examined (opportunity control, time management, and satiation control) were not specific to language learning. It therefore remains unclear whether language-learning strategies, either cognitive or metacognitive, would mediate the learning process in a similar way.

So far, few studies have even briefly investigated the self-regulated learning process in L2 vocabulary learning. Tseng and Schmitt (2008) took an initial step in this direction, presenting a model using structural equation modeling (SEM) that highlighted the importance of motivation as a direct influence on self-regulation capacity in vocabulary learning, and the use of learning strategies as contingent upon motivation. However, they did not identify a direct impact of motivation on the use of learning strategies, which seems to conflict with previous studies' findings (Vandergrift, 2005; Wang, Peng, Huang, Hou, and Wang, 2008); and it remains unclear

to us whether the impact of extrinsic motivation on vocabulary knowledge is mediated in similarly to the impact of intrinsic motivation.

## **2.9 Research on Vocabulary Learning Strategies**

Studies were done by many researchers on vocabulary learning strategies use at the national and international level. From these, the researcher discusses the most related studies with current work. One is a comparative study by Kamal Heidari Soureshjani (2011) on gender-oriented use of vocabulary strategies: these strategies are studied and at last, by doing a survey and running a T-test, the study tried to examine if there is any difference in the Iranian male and female use of these strategies or not. Besides, it determined the most frequently used and also the least frequently-used vocabulary learning strategies which language learners employ to learn new vocabulary items are ascertained. The study observed a significant difference in the male and female language learners' use of the strategies. It became also apparent that “connecting a word to its synonyms and antonyms” and “using physical actions” were the strategies, which language learners most often use to find the meaning of new vocabulary items and “imaging word form” and “imaging word meaning” were the least frequently-used vocabulary learning strategies. Consideration of these strategies can help in selecting the most effective strategies for vocabulary learning and as a result, reaching a higher degree of proficiency in this area of language.

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 a 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 the 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

Kudo (1999) had an attempt to investigate the vocabulary learning strategies exploited by Japanese senior high school students. In his study, Kudo used 504 students, 15 to 18 years of age, from six different schools. He carried out a study in which he devised a questionnaire largely based on Schmitt's (1997) taxonomy but adding also his original items. The result of the study shows very low means for all the categories. It implied that the students were not aware of different vocabulary learning strategies. Social strategies ranked the lowest strategies suggesting that the students were not particularly eager to collaborate with anybody when learning vocabulary. The result also showed that the students preferred using rote learning and a bilingual dictionary to the key method and semantic mapping.

The other study on vocabulary attempted in the Ethiopian context by Jeylan (1999) on vocabulary learning strategies used by 80 grade 11 students at Menelik II Senior Secondary School in Addis Ababa. Jeylan used a self-report questionnaire adapted from Oxford's (1990) strategy classification. He also interviewed only 24 students to triangulate the results. Jeylan's study indicated that the majority of the sample participants seemed to rarely use most of the strategy investigation. However, compensation strategy and to some extent metacognitive strategies were claimed to be relatively well used; other types of strategies were reported to be rarely used.

Similarly, Mayaw Setegn (year) investigated vocabulary-learning strategies employed by Somali speaking students at preparatory classes. The purposes of the study were (1) to investigate vocabulary-learning strategies that are most frequently used by Somali speaking students, (2) to identify the relationship between types of vocabulary learning strategies and vocabulary size, and (3) to explore the significant differences between vocabulary learning strategies used by male and female students. To achieve the objectives, 208 (167 male and 41 female) students participated from two high schools: Jijiga High School in Jijiga and Ediget Adults' Boarding School in Addis Ababa. The main data-gathering instruments were a self-report questionnaire and a vocabulary size test.

Different statistical methods such as frequency analysis, bivariate correlations, using Pearson product- moment correlation coefficients, and t-test were employed to analyze the quantitative data. A think-aloud protocol was also conducted to collect additional information. The results of the study disclosed that (a) a number of memory, cognitive and determination strategies were employed by subjects more frequently, (b) social (discovery and consolidation) strategies were less frequently used by subjects; (c) there was no statistically significant gender difference among students in using vocabulary-learning strategies. But there was statistically gender difference in using cognitive learning strategies, and (d) the vocabulary learning strategies correlated low with vocabulary size test scores

## **2.10 Theories of language Learning**

Theory is rational type of generalized thinking that gives explanations on how language is learned. According to Chunk (2012), it is a scientifically acceptable set of principles offered to explain a phenomenon that provides framework for interpreting environmental observation and serves as a bridge between research and education. Besides, Ary, Jacobs, and Sorensen (2010) give characteristics of a theory, as a theory should be able to explain observable factors relating to a particular problem should be consistent with observable facts and with the already established body of knowledge, should provide means for its verification and should stimulate new discoveries and indicate further areas in need of investigation. Therefore, in this study, the researcher used two theories that are more related to the current study. These theories are social constructivist theory and cognitive theory.

### **2.10.1 Social constructivist theory**

The researcher used social constructivist theory because constructivism focuses on the importance of individual knowledge, beliefs, and skills through the experience of learning. It also states that the construction of understanding is a combination of prior knowledge and new information. Individuals can accept new ideas or fit them into their established views of the world. Constructivist learning is a theory about how people learn. It states that learning happens when learners construct meaning by interpreting information in the context of their experiences. In other words, learners construct their understandings of the world by reflecting on their experiences. Constructivist learning is related to pedagogic approaches that promote active learning, effective learning, and meaningful learning, constructive learning and learning by



doing. Constructivist learning has emerged as a prominent approach to learning and teaching based on the work by Jean Piaget (1896–1980), Jerome Bruner (1915), John Dewey (1858–1952), Lev Vygotsky (1896–1934).

### **2.10.2 Cognitive Theory**

The dominant aspects of cognitive theory involve the interaction between mental components and the information that is possessed through this complex network (Neisser, 1967). As mentioned here cognitive theory is a dominant theory that helps learners to get new words by using their minds. Again McEntire, (1992) said, as individuals learn, they actively create cognitive structures which determine their concepts of self and the environment. Interestingly the specific process of learning is not the primary area of concern in cognitive research; instead, learning is viewed as only one of the many processes comprised by the human mind (Anderson, 1980).

Cognitive theorists say that each learner has a cognitive structure into which any new learning is absorbed. Cognitive theory is also called ‘mentalist’ because all cognitive interpretation of language learning rests upon the neuropsychological base of thought. Cognitive theoreticians consider language learning as a ‘meaningful process’. Cognitive theory validates observed language learning because there the learner will understand the new input and connects it with previous inputs or experiences. It also states that learners differ in language achievement due to their intelligence or strategies they use to process information led to the focus on language learning strategies.

These strategies are meta-cognitive, cognitive strategies, socio-affective strategies. The cognitive theory stresses on that language is made up of symbols and structures but it exhibits itself as a child’s mental abilities mature posits that language learning involves thinking and thus is a conscious process and associates language learning with intelligence, thought process and information processing model of the computer. Finally, the cognitive theory focuses on understanding how these activities take place in the human mind. Therefore, these theories of language learning have a close relationship with the current study in that they focus on the conscious mind of the learner to learn new structures and in the construction of understanding of combining prior knowledge and new information, which work with cognitive, metacognitive, and socio-affective strategies like the one vocabulary learning strategies do.

To summarize, some studies have shown that vocabulary learning strategies were most commonly used in learning a foreign language by collecting data from students in secondary schools, senior high schools and universities at worldwide. To the knowledge of the researcher, no study has dealt a link between vocabulary learning strategies use and their challenges based on gender in the Ethiopian context. Therefore, the purpose of the current study was to investigate students' vocabulary-learning strategies used by grade 11 students at Danema secondary school at Hadiya Zone SNNPR. The study also focused on the frequency of vocabulary learning strategies, i.e., the most used, the least used and significant difference between male and female students and their challenges.

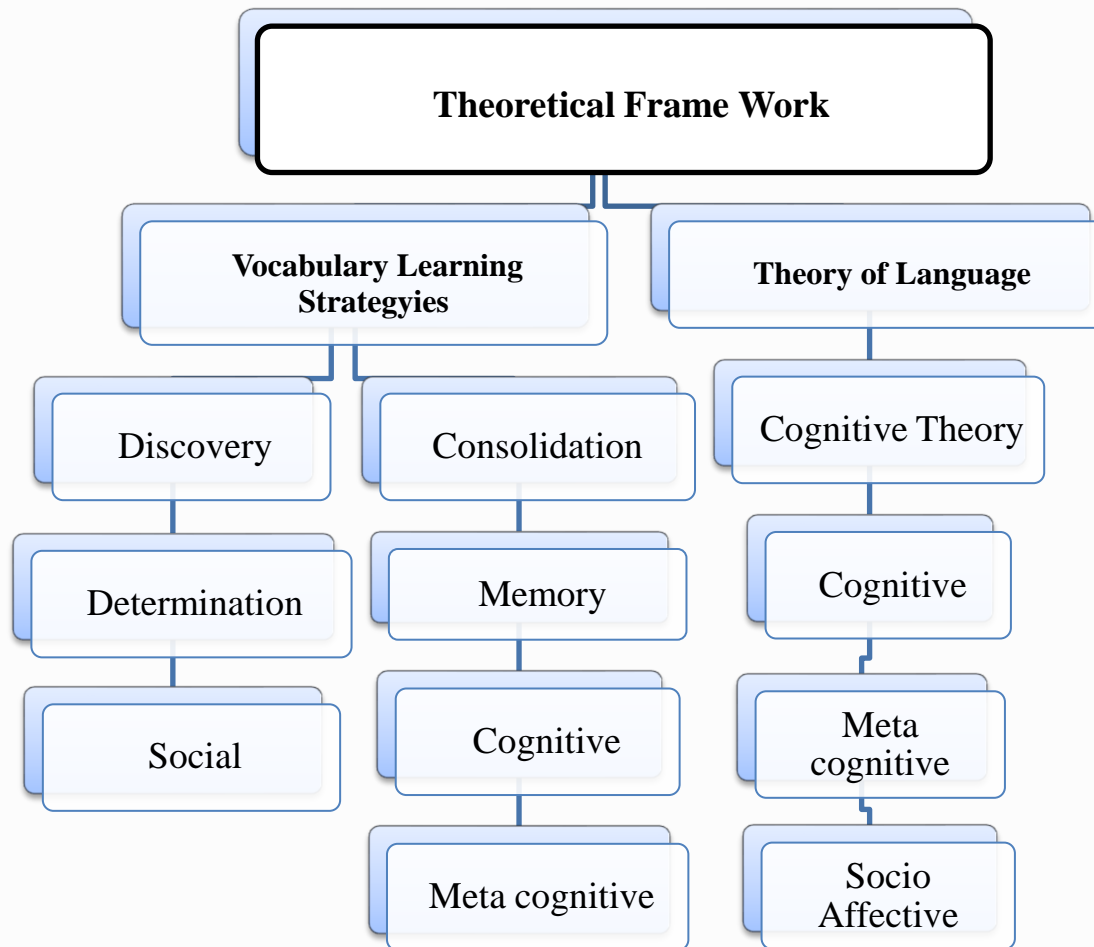
## **2.11 Conceptual Framework**

A conceptual framework is a structure that the researcher believes can best explain the natural progression of the phenomenon to be studied (Camp, 2001). It is linked with the concepts, empirical research and important theories used in promoting and systemizing the knowledge espoused by the researcher (Peshkin, 1993). It is the researcher's explanation of how the research problem would be explored. The conceptual framework presents an integrated way of looking at a problem under study (Liehr & Smith, 1999). In a statistical perspective, the conceptual framework describes the relationship between the main concepts of a study.

It is arranged in a logical structure to aid a picture or visual display of how ideas in a study relate to one another (Grant & Osanloo, 2014). In line with this, the current study focused on comparing vocabulary-learning strategies and the challenges of grade eleven male and female students. It also raised to answer three research question with three specific objectives and holds review of related literature about vocabulary learning strategies, cognitive and social constructivist theories, comparative research design, questionnaire and semi-structured interview, SPSS software and independent sample t-test during analysis. See its graphical representation below.

## **2.12 Theoretical Framework**

The theoretical foundations of language learning strategies derive from two camps of learning perspectives: a cognitive perspective (mainly information-processing theory) and a socio-cultural perspective. This section reviews the one theoretical perspective of LLS, which is from cognitive perspective. One natural connection to draw for language learning strategy is with the cognitive perspective of learning. From the information-processing perspective, a cognitive development is about the development of short-term memory capacity, long-term knowledge, and the use of strategies (Pressley and McCormick, 2007). Strategies are defined as “task-specific tactics or techniques, observable or non-observable, that an individual uses to comprehend, store, retrieve, and use information or to plan, regulate, or assess learning” (Galloway and Labarca, 1990). Therefore, as raised above, using the strategies appropriately help the learners to develop their language ability. Strategies are important in learning because they (1) overcome short-term memory limitations; (2) transfer information from short-term to long-term memories.



Taxonomy of VLSs by Skmmit(1997) based on Oxford (1990)

To sum up, in this chapter an exploration has been made on the common techniques of vocabulary teaching as prescribed by different linguists, researchers and language experts. In addition, the complex nature of vocabulary learning as well as the different aspects of word knowledge, which contribute to that complexity, is summarized. More importantly, because much of the responsibility of learning lies on the shoulder of learners, basic vocabulary learning strategies commonly used by learners across the world are reviewed. The extent to which these strategies of learning are reflected in the subject school of this study was presented in chapter four.

## CHAPTER THREE: RESEARCH METHODOLOGY

This chapter discusses the research design, sample and sampling techniques, description of the participants, data gathering tools, procedures of data collection and data analysis.

### **3.1. Research Design**

This study employed a comparative research design because the main purpose of the research was to compare and describe male and female students' vocabulary learning strategy use and their challenges at Danema Secondary school at Hadiya Zone. Comparison is one of the most efficient methods for explicating or utilizing tacit knowledge or tacit attitudes. When you seek to compare the effectiveness of different groups and in such situations, a comparative design is appropriate (Ranjit, 2011). Therefore, a non-experimental comparative design was employed in this study. Additionally, comparative research is the act of comparing two or more things to discover something about one or all of the things being compared. These differences become the focus of examination. The goal was to find out if there were significant differences between the two genders in vocabulary learning strategies they use. To address all the research questions, the researcher used a mixed approach or both quantitative and qualitative methods. Therefore, both qualitative and quantitative methods help the researcher to draw valid conclusions for the planning of the methods to be adopted for collecting the relevant data and these methods used during analysis. Descriptive statistics and an independent T-test were used for quantitative items, and qualitative items were narrated using words.

### **3.2. Research Setting**

The investigation was taken place at Danema Secondary School, which is found in West Badewacho Woreda, Hadiya Zone, in the South Region of Ethiopia. It was conducted with particular reference to the students' vocabulary learning strategy use and their challenges of grade 11 students in focus. The school was purposefully selected based on two major considerations. Firstly, the researcher worked at this school so that he hoped to get the needed assistance in the course of data gathering or to have as reliable information as possible. Secondly, the researcher had the desire of solving students' problems in vocabulary learning and this would benefit the school since valuable recommendations would be given at the end based on the outcomes of this research.

### 3.3. Participants of the Study

Since the study aimed to assess the students' vocabulary learning strategy use and their challenges based on gender at Danema secondary school, the target population of this study was grade 11 students in 2013 E.C. Besides, their English teachers, who taught grade 11 students in the school, were additional participants of this study. According to the information from the school, there were nine sections and within it, there were two hundred and twenty-five students i.e., in each class, there were 25 students due to COVID -19 and two English teachers. Therefore, the target participants of this study were one hundred students and the two English teachers.

### 3.4. Sample and Sampling Technique

To conduct this study, the researcher used a stratified sampling technique. This is because if a population from which a sample is to be drawn does not constitute a homogeneous group, a researcher can apply a stratified sampling technique to obtain a representative sample. According to Kothari (2004), under stratified sampling, the population is divided into several sub-populations that are individually more homogeneous than the total. Additionally, in stratified sampling, the researcher classify study population into categories and then choses a sample randomly as well as proportionally from each category (Dornyei, 2007).

In this study, stratification was made with the assumption that students had different abilities or performances. Therefore, the researcher categorized male with male and female with female i.e., with gender category then got the sample from both sexes randomly. There were nine sections of grade 11 students at the school and in each section, there were 25 students, and a total of two hundred twenty-five students were available. From these two hundred twenty-five students, one hundred of them were taken as a sample of the study by using stratified random sampling and using the formula of Neyman (1936) proportional allocation of stratification. Therefore, this formula helped to take the accurate sample size of the population. The formula reads as follows:

$$nh = \left( \frac{Nh}{N} \right) * n$$

Nh= population size for stratum

nh= sample size for stratum

N= total population size

n= total sample size

Nh1= male students = 129

Nh2= female students = 96

$$nh1 = \left(\frac{Nh1}{N}\right) * n = 129/225*100= 57 \text{ males students}$$

$$nh2 = \left(\frac{Nh2}{N}\right) * n = 96/225*100=43 \text{ female students}$$

Therefore, the sample of this study was 100 students and the two English teachers who were teaching grade eleven students at the school.

### **3.5. Data Collection Instruments**

In this study, two data-gathering instruments were used for data collection. These were questionnaires and semi-structured interviews. The instruments were selected because of their suitability for gathering important data for the study. Besides, they were important for the discussion or triangulation of both quantitative and qualitative data to ensure validity.

#### **3.5.1 Questionnaire**

The questionnaire was the main instrument for data collection in this study. It was mainly used in addressing the major objectives of this study, and the standardized questionnaire was adapted and used. The questionnaire (see appendix A) had 36 close-ended items that were used to get more and detailed data from the respondents. The questionnaire was adapted from vocabulary learning inventories developed mainly by Schmitt (1997) that comprised 39 items, and the English version questionnaire was translated into Amharic to make it clear enough to the participant students. Amharic language experts checked the Amharic version (see Appendix B). Then, students were asked to rate their responses in a five Likert scale: ‘never’, ‘rarely’, ‘sometimes’, ‘frequently’ and ‘always’. Therefore, the data collected through the questionnaires were analyzed using a statistical package for social science software (SPSS version 20.0).

### **3.5.2 Semi –Structured Interview**

Interviews played a supportive role in the data collection in this study, and semi-structured interviews were conducted with randomly selected students and with the two EFL teachers to strengthen the information obtained through questionnaires. Thus, two teachers and ten students (five male and five female) were selected randomly for the interview, and the researcher himself interviewed them.

### **3.6 Validity and Reliability of the Questionnaire and Semi-Structured Interview**

The idea of validity to questionnaire refers to the steps taken by the researcher to ensure clarity, wording and ordering of the questions. One measure of validity as described by McBurney and White (2007) is face validity. They stated that “face validity is researchers attempt to support the interpretation of the measurement and its connection to the construct will seek a professional judgment that there is a plausible connection between the surface features of the measure’s content and the constructs as theoretically defined”. Therefore, from this point of view the researcher took the responsibility to keep validity of the instruments. In this study, to check the face validity of the questionnaire and the semi-structured interview, they were given to a few friend teachers that had a specialization on the English Language in the school for the English version, and the Amharic version for Amharic teachers. After that, the questionnaire and the semi-structured interview questions were revised based on the comments received and suggestions given by the teachers regarding the use of some words and the structure of some statements.

### **3.7 Data collection procedures**

After the researcher designs tools to collect data for the study, a pilot test was carried out in grade 11 at Shone Secondary School. To do this, 30 students (15 male and 15 female) students were selected randomly from the total 292 students in 11 classes to check the reliability of the instrument. After this, the result of questionnaire calculated. See 3.9 below for the result of the pilot. Then the questionnaire was distributed to the target students after giving a brief explanation about the purpose of the research and the questionnaire they were responded to. On



the other day, the sample of students (five male and five female) were arranged for the semi-structured interview questions with suitable places to them. In addition, the two English teachers participated in the semi-structured interview in their chosen places to save their school working time or hours. To get full information and make the data valid, the researcher, while conducting the semi-structured interview used both audio recording and note taking.

### **3.8 Methods of data analysis**

In this study, both quantitative and qualitative data analysis techniques were employed. The data, which were gathered from teachers and students through interviews and questionnaires, were analyzed, interpreted and discussed accordingly. The quantitative data were analyzed by using Statistical Package for the Social Science students (SPSS version, 20) software and an independent sample t-test to see whether there were significant differences based on gender or not. The quantitative data which were collected through close-ended questionnaire was represented with five Likert scale. Then entered into SPSS and analyzed through descriptive statistics and inferential statistics in terms of mean, standard deviation, percentage and frequency. Finally, the qualitative data were analyzed thematically. After that, all data were analyzed, interpreted and discussed in chapter four.

### **3.9 Pilot study**

It is known that the pilot study is the trial phase that the research instruments like questionnaires are tested for their reliability and validity before the main study is carried out. According to Selinger and Shohamoy as cited in Alamirew (2005), trying out the instrument before administration of the real study is as important as the use of adopted and ready-made instrument. Therefore, as it was stated above, the designed questionnaire of this study was administered to 30 students (15 male and 15 female) who were from shone secondary school. Then from thirty-nine items, three items were found confusing for students, and the researcher rejected them, and the rest 36 item's reliability was checked by calculating Cronbach's Alpha. The result of the Alpha was .754, which was acceptable. Then some items modified and the reliability and validity of the items checked and made some modifications on some language use.

### **3.10 Ethical Considerations**

During conducting research, collecting data from a variety of individuals are mandatory. Therefore, being ethical is considered as one of the main conditions for any social research (Wellington, 2000). Based on this premise and given the fact that the area under investigation, students' vocabulary learning strategies use and their challenges based on gender difference, is considered as sensitive in any educational context. Therefore, some ethical guidelines were carefully followed to ensure that the participants felt safe and secure when speaking about their opinions. Before the start of the data collection process and after the proposal defense, a letter was taken from Jimma university postgraduate coordination office that declares the legality of the researcher's work. By this fact, the researcher started informing respondents about the purpose of the study, which is purely academic. This was done in the introduction sections of the questionnaire and interview guidelines. The respondents' confidentiality was protected as well as they were informed that their participation in the study was based on their consensus. The researcher did not personalize any of the responses of the respondents during data presentation, analysis and interpretation. Furthermore, all the materials that were used for the study were duly acknowledged.

## CHAPTER FOUR: RESULTS AND DISCUSSION

This study aimed at assessing EFL students' vocabulary learning strategy use and their challenges based gender at Danema Secondary School. To collect relevant data for the study, interview and questionnaire were employed. Accordingly, the results and discussions of students', both male and female students' response of vocabulary learning strategies were compared. Finally, the major factors that affected the use of vocabulary learning strategies in different ways were seen under this section respectively.

### 4.1 Strategies for Discovering Meaning of New Words

**Table 1. Strategies used to discover meanings of new words (Determination strategy)**

No	Determination strategy Items	Scale											Mean	Standard Deviation	
		Sex		Always 5		Frequently 4		Sometimes 3		Rarely 2		Never 1			
		F	%	F	%	F	%	F	%	F	%	F			%
1	DSI1	F	7	16.3	15	34.9	19	44.2	2	4.7	-	--	3.6279	.81717	
		M	3	5.3	44	77.2	10	17.5	--	--	-	--			3.8772
2	DSI2	F	4	9.30	14	32.6	20	46.51	4	9.30	1	2.32	3.3721	.87351	
		M	2	3.5	45	78.9	10	17.5	--	--	-	--			3.8596
3	DSI3	F	4	9.30	10	23.3	20	46.51	9	20.9	-	--	3.2093	.88797	
		M	2	3.5	46	80.7	9	15.8	--	--	-	--			3.8772
4	DSI4	F	3	7.0	4	9.30	20	46.51	11	25.6	5	11.6	2.7442	1.02569	
		M	2	3.5	34	59.6	21	36.8	--	--	-	--			3.6667
5	DSI5	F	18	41.9	23	53.5	2	4.7	--	--	-	--	4.3721	.57831	
		M	10	17.5	16	28.1	21	36.8	10	17.5	-	--			3.4561
6	DSI6	F	1	2.32	15	34.9	26	60.5	--	--	1	2.32	3.3488	.65041	
		M	12	21.1	28	49.1	17	28.9	--	--	-	--			3.9123

**DS=** Determination strategy Item

As shown in Table 1, a considerable number of male students used to identify words in to their part of speech as an attempt to discover new words' meaning. Forty-four (77.2%) and three male (5.3%) students selected 'frequently' and 'always' respectively when ten (17.5%) of them stated that they "sometimes" used to identify words to their part of speech. However, nineteen (44.2%) and fifteen (34.9%) of the female students "sometimes" and "frequently" identify words into their part of speech when seven (16.3%) of them and two (4.7%) were used 'always' and 'rarely' do this strategy to discover meanings.

As indicated in table 1, plenty of male students tend to use i.e. forty-five (78.9%) of them "frequently" analyze affixes and guess the meaning of words from sentences or phrases or another word around it. However, ten (17.5%) of them "sometimes" used this item when female students seem to be less in this item i.e. twenty (46.51%) and fourteen (32.6%) female students used "sometimes" and "frequently" respectively but four (9.30%) and one (2.32%) of them used "rarely and "never" used this item. As also indicated above in item two (3.5%), forty-six (80.7%) male students "always" and "frequently" used to guess the meaning of words from textual context when most female students, twenty (46.51%) and nine (20.9%) of them were "sometimes" and "rarely" used this item. For item looking into a word in English- English dictionary majority of male students (thirty-four 59.6% and twenty-one 36.8%) of them "frequently" and "sometimes" used this item and majority of female students (twenty 46.51% and eleven 25.6%) used "sometimes" and "rarely".

As also seen in table 1 above, ten (17.5%) and sixteen (28.1%) male students used to look up a word in English- Amharic dictionary "always" and "frequently" when twenty-one (36.8%) and ten (17.5%) of them used it "sometimes" and "rarely". When we see female respondents in this item, eighteen (41.9%) and twenty-three (53.5%) used "always" and "frequently" and two (4.7%) of them used "sometimes" and at last item of this strategy which is on list vocabulary words and review it twelve (21%) and twenty eight (49.1%) male students "always" and "frequently" used when seventeen (28.9%) of them used "sometimes". Majority of female respondents i.e. fifteen (34.9%) and twenty-six 60.5%) of them used "frequently" and "sometimes" listing vocabulary words and reviewing it.

In determination strategy, there are six items and from these items, male students "frequently" and "always" used almost all items as seen above, and the mean result indicated 3.77485, which

is greater than female students' mean average. However, most female respondents “sometimes” used each item of this strategy. The mean results of total items were 3.4457 of female respondents. Therefore, as the result showed in the above table male students are better than female students in determination strategy use.

**Table 2: Strategies used to discover meanings of new words (social strategy use)**

No	Social strategy Items	Scale											Mean	Standard Deviation	
		Sex		Always 5		Frequently 4		Sometimes 3		Rarely (2)		Never 1			
		F	%	F	%	F	%	F	%	F	%	F			%
1	SOSI1	F	6	14.0	37	86.0	--	--	--	--	--	--	4.1395	.35060	
		M	5	8.8	13	22.8	30	52.6	9	15.8	--	--	3.2456	.82982	
2	SOSI2	F	--	--	--	--	22	51.2	21	48.8	--	--	2.5116	.50578	
		M	--	--	9	15.5	33	57.9	14	24.6	1	1.8	2.8772	.68322	
3	SOSI3	F	10	23.3	21	48.8	12	27.9	--	--	--	--	3.4186	.69804	
		M	1	1.8	5	8.8	30	52.6	21	36.1	--	--	2.7544	.68870	
4	SOSI4	F	5	11.6	8	18.6	30	69.8	--	--	--	--	3.5581	.50249	
		M	--	--	8	14.0	24	42.1	23	40.4	2	3.5	2.6667	.76376	
5	SOSI5	F	8	18.6	33	76.7	2	4.65	--	--	--	--	4.1395	.46708	
		M	1	1.8	5	8.8	25	43.9	26	45.6	--	--	2.6667	.71548	
6	SOSI6	F	1	2.3	23	53.5	19	44.2	--	--	--	--	3.5814	.54478	
		M	--	--	4	7.0	11	19.3	26	45.6	16	28.1	2.0526	.87466	
7	SOSI7	F	--	--	30	69.8	7	16.3	6	14.0	--	--	3.5581	.73363	
		M	--	--	--	--	6	10.5	28	49.1	23	40.4	1.7018	.65370	

**SOSI= Social Strategy Item**

As seen in Table 2: above, both male and female students have an experience of asking teacher in order to explore meaning of new words. Thirty (52.6%) and thirteen (22.8%) of the male students used “frequently” and “sometimes” respectively but nine (15.8%) of them confirm rarely asked their teacher to get help for about new words meaning. In contrast, thirty-seven (86.0%) and six (14.0%) female students’ “frequently” and “always” used to ask teacher to translate meaning of new words. Again as seen above, nine(15.5%), thirty three (57.9%) and fourteen(24.6%) male respondents “frequently”, “sometimes” and “rarely” respectively used to ask the teacher for synonyms or similar meanings of new word though one student said never of this item. From female respondents twenty-two (51.2%) and twenty-one (48.8%) students “sometimes” and “rarely” used to ask teacher to translate into new words.

For item, three of this strategy, majority of male students, thirty (52.6%) and twenty-one (36.1%) preferred to use “sometimes” and “rarely” but five (8.8%) of them preferred to use frequently. Female respondents i.e. ten(23.3%), twenty-one (48.8%) and twelve (27.9%) used “always”, “frequently” and “sometimes” to ask the teacher to make a sentence by using the new words. Again as seen above on item four, majority of male, eight (14.0%), twenty-four (42.1%) and twenty-three (40.4%) students were selected “frequently”, “sometimes” and “rarely to ask classmates for meaning of the words. However, five(11.6%), eight (18.6%) and thirty (69.8%) female respondents used “always”, “frequently” and “sometimes” respectively ask their classmate for the meaning.

As table 2 shows above, majority of male students, twenty-five (43.9%) and twenty-six (45.6%) used “sometimes” and “rarely” discover the meaning through group work activity while majority of female respondents, eight 18.6%) and thirty three (76.7%) used “always’ and “frequently” of this item. Again most of the male respondents like twenty-six (45.6%) and sixteen (28.1%) used “rarely’ and “never’ for an item ask the teacher to check my word lists for accuracy and when eleven (19.3%) and four (7.0%) of them selected “sometimes” and “frequently”. However, female students used this item better than males in that majority of them i.e. twenty-three (53.5%) and nineteen (44.2%) used “frequently” and “sometimes” ask the teacher to check their word lists for accuracy. As shown, also most of the male respondents twenty-eight (49.1%) and twenty-three (40.4%) used “rarely” and “never” interact with English fluent speakers when thirty

(69.8%) and seven (16.3%) female respondents used “frequently” and “sometimes” interact with English fluent speakers.

Finally, according to the frequencies of the items in the above table, the majority of female students used the social strategy better than male students’. Most of them frequently used the strategy in order to discover the new meaning.

**Table 3: Strategies used to consolidate meaning of words (memory strategy).**

No	Memory strategy Items	Scale											Mean	SD
		Sex	Always 5		Frequentl y (4)		Sometime s (3)		Rarely 2		Never 1			
			F	%	F	%	F	%	F	%	F	%		
1	MSI1	F	4	9.30	13	30.23	21	48.8	5	11.6	--	--	3.3721	.81717
		M	5	8.8	21	36.8	28	49.1	3	5.3	--	--		
2	MSI2	F	7	16.3	26	60.5	5	11.6	4	9.30	1	2.32	3.7907	.91439
		M	3	5.3	20	35.1	29	50.9	5	8.8	--	--		
3	MSI3.	F	7	16.3	13	30.23	13	30.2	9	20.93	1	2.3	3.3721	1.06956
		M	1	1.8	14	24.6	37	64.9	5	8.8	--	--		
4	MSI4	F	9	20.93	12	27.90	15	34.9	5	11.6	2	4.65	3.4884	1.09918
		M	4	7.0	11	19.3	30	52.6	12	21.1	--	--		
5	MSI5	F	6	13.95	14	32.6	15	34.9	7	16.3	1	2.3	3.3953	1.00332
		M	1	1.8	20	35.1	26	45.6	10	17.5	--	--		
6	MSI6	F	4	9.30	11	25.6	25	58.1	3	6.97	--	--	3.3721	.75666
		M	3	5.3	13	22.8	29	50.9	10	17.1	2	3.5		
7	MSI7	F	1	2.32	2	4.65	24	55.8	13	30.23	3	6.97	2.6512	.78327
		M	--	--	4	7.0	21	36.8	21	36.8	11	25.6		
8	MSI8	F	2	4.65	6	13.95	29	67.4	6	13.95	--	--	3.0930	68362
		M	--	--	4	7.0	27	47.4	20	35.1	6	10.5		
9	MSI9	F	2	4.65	12	27.90	23	53.5	6	13.95	--	--	3.2326	.75078
		M	--	--	3	5.3	32	56.1	17	29.8	5	8.8		
10	MSI10	F	3	6.97	10	23.3	13	30.2	17	39.53	--	--	2.9767	.96334
		M	--	--	1	1.8	17	29.8	33	57.9	6	10.5		

MSI= Memory Strategy Item

As indicated in table 3, both male and female students used memory strategy inconsistently as their use level. Majority of male students that was twenty-one (36.8%) and twenty-eight (49.1%) used “frequently” and “sometimes” to study the word with pictures when five (8.8%) of them used “always”. To the item “I study the word with pictures”, four (9.30%), thirteen (30.23%), twenty-one (48.8%) and five (11.6%) of female students used “always”, “frequently”, “sometimes” and “rarely” respectively of this item. And also seen, considerable number of male students, twenty (35.1%) and twenty-nine (50.9%) used “frequently” and “sometimes” when five (8.8%) of them used “rarely” of connecting the word with experience while seven (16.3%), twenty-six (60.5%) and five (11.6%) of male respondents were selected “always”, “frequently” and “sometimes” respectively of connecting words with their experience. For the item making a list of vocabulary in alphabet for reviewing, majority of males fourteen (24.6%) and thirty-seven (64.9%) were used “frequently” and “sometimes” when seven (16.3%), thirteen (30.23%) and thirteen (30.23%) female students used “always”, “frequently” and “sometimes” while nine (20.9%) of them used “rarely” to make a list of vocabulary in alphabet for reviewing.

As table 3 demonstrates, male students seem to make a list of vocabulary arranged by topic or group for reviewing (e.g. animal, parts of body, flower). Eleven (19.3%) and thirty (52.6%) of them selected “frequently” and “sometimes” of the item while nine (20.9%), twelve (27.9%) and fifteen (34.9%) female students used “always”, “frequently” and “sometimes” though five (11.6%) and two (4.65%) of female students used “rarely” and “never”. As revealed in the table for item five, most of male respondents i.e. twenty (35.1%) and twenty-six (45.6%) confirmed “frequently” and “sometimes” respectively and majority of female respondents fourteen (32.6%) and fifteen (34.9%) confirmed “frequently” and “sometimes” but seven (16.3%) and one (2.3%) of them selected “rarely” and “never” try to use the new word at once after learning. As also, table 3 exhibited thirteen (22.8%), twenty-nine (50.9%) and ten (17.1%) males used to associate the word with other words “frequently”, “sometimes” and “rarely”. However, most number of female students used this “sometimes” which was twenty-five (58.1%) of them.

As revealed in the table 3 above, most male students used to review the word learned by spelling it aloud “sometimes”, “rarely” and eleven (25.6%) of them were selected “never”. Twenty-four (55.8%) and thirteen (30.23%) of female students confirmed “sometimes” and “rarely” to review the word learned by spelling it aloud. For the item, saying the new word aloud when studying in



order to easily remember most male students i.e. twenty-seven (47.4%) and twenty (35.1%) confirmed “sometimes” and ‘rarely’ however, most females or twenty-nine (67.4%) of them confirmed “sometimes”.

As seen in the above table 3, Majority of males which was thirty-two (56.1%) and seventeen (29.8%) confirmed to learn the words by paraphrasing the word’s meaning “sometimes” and “rarely” while twelve (27.9%) and twenty-three (53.5%) female students “frequently” and “sometimes” used to learn the words by paraphrasing the word’s meaning. At the final of memory strategy, for an item learning the words of an idiom together male respondents seventeen (29.8%) and thirty-three (57.9%) confirmed ‘sometimes’ and “rarely” while ten (23.3%), thirteen (30.2%) and seventeen (39.5%) female respondents preferred “frequently”, “sometimes” and “rarely” of this item respectively.

**Table 4 Strategies used to consolidate meanings of words (Cognitive Strategy)**

No	Cognitive strategy	Items	Scale										Mean	SD	
			Sex	Always (5)		Frequently (4)		Sometimes (3)		Rarely (2)		Never (1)			
				F	%	F	%	F	%	F	%	F			%
1	CSI1	F	3	6.97	11	25.58	24	55.8	5	11.62	--	--	3.2791	.76612	
		M	7	12.3	29	50.9	14	24.6	5	8.8	1	1.8			3.8246
2	CSI2	F	3	6.97	13	30.23	20	46.5	7	16.3	--	--	3.2791	.82594	
		M	1	1.8	34	59.6	16	28.1	6	10.5	--	--			3.5263
3	CSI3	F	1	2.32	11	25.58	26	60.5	5	11.62	--	--	3.1860	.66389	
		M	5	8.8	27	47.4	23	40.4	2	3.5	--	--			3.6140
4	CSI4	F	3	6.97	6	13.95	22	51.2	12	27.90	--	--	3.0000	.84515	
		M	4	7.0	18	31.6	32	56.1	3	5.3	--	--			3.4035
5	CSI5	F	3	6.97	4	9.30	19	44.2	10	23.25	7	16.3	2.6744	1.08498	
		M	2	3.5	8	14.0	24	42.1	22	38.6	1	1.8			2.7895
6	CSI6	F	4	9.30	2	4.65	20	46.5	5	11.62	12	27.9	2.5581	1.22090	
		M	-	--	4	7.0	18	31.6	23	40.4	12	21.1			2.2456

CSI= Cognitive strategy item

As shown in the table above, we can see that most of the male students like twenty-nine (50.9%) and fourteen (24.6%) used “frequently” and “sometimes” learning the word through verbal repetition when seven (12.3%) of them used “always”. However, eleven (25.6%) and twenty-four (55.8%) of female students used learning the word through verbal repetition “frequently” and “sometimes” when five (11.6%) of them used “rarely”. From Table 4, again we can observe that the majority of male students i.e. thirty-four (59.6%) inclined to "frequently" learn the word through written repetition while thirteen (30.23%) and twenty (46.5%) of female students confirmed “frequently” and “sometimes”. For the item above in the table, to take notes in class, considerable number of male respondents that was twenty-seven (47.4%) and twenty-three (40.4%) confirmed “frequently” and “sometimes” when eleven (25.6%) and twenty-six (60.5%) of female respondents used “frequently” and “sometimes” respectively.

As seen in the table above, we can see that most of the male students like eighteen (31.6%) and thirty-two (56.1%) used “frequently” and “sometimes” to use the vocabulary section in the textbook when four (7.0%) of them used “always”. However, six (13.95%), twenty-two (51.2%) and twelve (27.90%) of female students used to use the vocabulary section in the textbook “frequently”, “sometimes” and “rarely” when three (6.97%) of them used “always”. From Table 4, again we can observe that the majority of male students i.e. twenty-four (42.1%) and twenty-two (38.6%) inclined to "sometimes" and “rarely” listen to a tape of word lists while four (9.30%) , nineteen (44.2%) and ten (23.25%) of female students confirmed “frequently” , “sometimes” and “rarely” listen to a tape of word lists. For the item above in the table, keep a vocabulary notebook wherever they go, considerable number of male respondents that was eighteen (31.6%), twenty-three (40.4%) and twelve (21.1%) confirmed “sometimes”, “rarely” and “never” respectively when twenty (46.5%), five (11.6%) and twelve (27.9%) of female respondents used “sometimes”, “rarely” and “never” respectively keep a vocabulary notebook wherever they go.

Generally, as explained in the table 4 and discussion above, majority of both male and female students used cognitive strategy sometimes and rarely; however, male students used this strategy better than female students did. The detailed frequencies of each item showed both students selected inconsistently of the items but the total mean result of each item indicated that, as male students were better than female students in the usage of cognitive strategy.

**Table 5 Strategies used to consolidate meanings of words (Meta cognitive strategy)**

No	Metacognitive strategy Items	Scale												Mean	Standard Deviation
		Sex	Always 5		Frequently 4		Sometimes 3		Rarely 3		Never 1				
			Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%			
1	MCSI1	F	4	9.30	4	9.30	22	51.2	13	30.23	--	--	2.9767	.88609	
		M	--	--	8	14.0	28	49.1	20	35.1	1	1.8	2.7544	.71416	
2	MCSI2	F	4	9.30	2	4.65	15	34.9	21	48.83	1	2.32	2.6977	.96449	
		M	--	--	2	3.5	26	45.6	29	50.9	--	--	2.5263	.57025	
3	MCSI3	F	1	2.32	4	9.30	14	32.6	23	53.5	1	2.32	2.5581	.79589	
		M	--	--	1	1.8	26	45.6	30	52.6	--	--	2.4912	.53861	
4	MCSI4	F	--	--	7	16.3	16	37.2	20	46.51	--	--	2.6977	.74113	
		M	--	--	1	1.8	23	40.4	33	57.9	--	--	2.4386	.53511	
5	MCSI5	F	--	--	5	11.6	8	18.6	24	55.81	6	13.9	2.2791	.85428	
		M	--	--	1	1.8	22	38.6	31	54.4	3	5.3	2.3684	.61620	
6	MCSI6	F	1	2.32	-	--	3	6.97	18	41.86	21	48.8	1.6512	.81310	
		M	--	--	-	--	3	5.3	29	50.9	25	43.9	1.6140	.59023	
7	MCSI7	F	--	--	-	--	4	9.30	17	39.5	22	51.2	1.5814	.66306	
		M	--	--	-	--	--	--	20	35.1	37	64.9	1.3509	.48149	

**MCSI=** Metacognitive strategy item

As indicated in table 5, both male and female students used metacognitive strategy incompatibly as their use level. Majority of male students that was eight (14.0%), twenty-eight (49.1%) and twenty (35.1%) used “frequently”, “sometimes” and “rarely” respectively to use English media (song, movie, newspapers, leaflets, Internet and magazines) when one (1.8%) of them used “never”. To the same item, four (9.30%), twenty-two (51.2) and thirteen (30.23%) of female students used “frequently”, “sometimes” and “rarely” respectively of using English media (song,

movie, newspapers, leaflets, Internet and magazines). In addition, considerable number of male students i.e. twenty-six (45.6%) and twenty-nine (50.9%) used “sometimes” and “rarely” to test themselves with word tests. For to test themselves with word tests, four (9.30%), two (4.65%), fifteen (34.9%) and twenty-one (48.8%) female respondents were selected “always”, “frequently” “sometimes” and “rarely” respectively. For the item translate the meaning of the word from mother tongue into English, majority of males that were twenty-six (45.6%) and thirty (52.6%) were used “sometimes” and “rarely” translate the meaning of the word from mother tongue into English.

As table 5 demonstrates, male students seem to translate the meaning of the words from English into mother tongue. Twenty-three (40.4%) and thirty-three (57.9%) of male respondents selected “sometimes” and “rarely” of the item while sixteen (37.2%) and twenty (46.51%) female students used “sometimes” and “rarely”. As revealed in the table 5, most of male respondents i.e. twenty-two (38.6%) and thirty-one (54.4%) confirmed “sometimes” and “rarely” respectively continue to study the word over time and majority of female respondents twenty-four (55.8%) confirmed “rarely” but six (13.9%) of them selected “never” continue to study the word over time. As revealed in the table 5 above, most male students “rarely” and “never” used to play a vocabulary game that was twenty-nine (50.9%) and twenty-five (43.9%) of them were selected “rarely” and “never” whereas eighteen (41.86%) and twenty-one (48.8%) of female students confirmed “rarely” and ‘never” play vocabulary games. For the item, saying try to speak or describe things in English, most male students i.e. twenty (35.1%) and thirty-seven (64.9%) confirmed “rarely” and ‘never” similarly most females or seventeen (39.5%) and twenty-two (51.2%) of them confirmed “rarely” and “never” try to speak or describe things in English.

Finally, even though it is known that metacognitive strategy helps learners to regulate their own cognition and to focus, plan, and evaluate their progress, both students used the strategy very low. As explained in the table 5 and discussion above, majority of both male and female students used or gave a response for items of metacognitive strategy “rarely” and “never”; however, female students used this strategy better than male students did. The detailed frequencies of each item showed both students selected inconsistently of the items but the total mean result of each item indicated that, as female students were better than male students in the use of metacognitive strategy.

Generally, the subjects of the study used vocabulary-learning strategies in all the five categories. However, both students did not use all the strategies in the same manner. As the result of the above tables indicated, they used inconsistently of all the five strategies. For instance, male students used determination strategy mostly of female students. On the other hand, female students found better at using the social strategy. The overall mean (3.77) of the determination strategy was the mostly used by male students and the least used strategy by male students also is metacognitive strategy with total mean (2.22). The most used strategy by female students was social strategy (3.558) and the least used was metacognitive strategy (2.35). The social strategy that was most used vocabulary-learning strategy by the female students showed a consistent result with Getnet (2008) which indicates, the more the successful learner frequently or always uses social strategies to discover the meaning of new word. Therefore, both study subjects used the five category of learning strategies in the following least-most order: Male students: metacognitive (2.22) social (2.57), memory (2.9), cognitive (3.23) and determination (3.77). Female students: meta-cognitive (2.34), cognitive (2.99), memory (3.3), determination (3.44) and social (3.55).

#### **4.2 Students response on significant difference between male and female students in vocabulary learning strategy use.**

**Table 6 Group statistics of Determination strategy**

<b>Group Statistics</b>					
	Gender of respondents	N	Mean	Std. Deviation	Std. Error Mean
DSQ	Male	57	3.7749	.32503	.04305
	Female	43	3.4457	.56075	.08551

DSQ = Determination Strategy Question

As we can observe from the Group Statistic above, there is a mean score difference. The total mean score of male students (3.77485) is greater than female students (i.e., 3.4457). Therefore, from the result we can say that male students “frequently” and “always” used determination strategies, when most of the female students used sometimes of each item of this strategy.

**Table 7 Independent Sample Test Determination strategy**

Determination strategy	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
I analyze parts of speech (e.g. noun, verb, adjective).	28.611	.000	1.927	98	.057	.24929	.12935	-.00740	.50597
			1.793	62.290	.078	.24929	.13904	-.02863	.52720
I analyze affixes and roots to guess the meanings of words	25.319	.000	3.647	98	.000	.48756	.13368	.22227	.75284
			3.352	58.074	.001	.48756	.14544	.19644	.77867
I guess the meaning of words from textual context	24.307	.000	4.977	98	.000	.66789	.13420	.40158	.93420
			4.554	56.541	.000	.66789	.14668	.37413	.96165
I look up a word in English- English dictionary	10.203	.002	5.796	98	.000	.92248	.15917	.60662	1.23834
			5.354	59.797	.000	.92248	.17230	.57780	1.26716
I look up a word in English- Amharic dictionary	16.097	.000	-	98	.000	-.91595	.16849	-	-
			5.436	93.047	.000	-.91595	.15729	1.25031	.58160
I list vocabulary words and review it	.024	.878	4.057	98	.000	.56344	.13888	.28784	.83905
			4.111	94.508	.000	.56344	.13706	.29132	.83556

The above table 7, revealed that whether there is significant difference between male and female students in using vocabulary-learning strategies or not, the t-test inference was made. As we can see in the Independent sample Test, the result of each item was computed. In this case, the result revealed that male and female students used each item of determination strategy differently. Consequently, the P-Value calculated for items 2, 0.0005, item 3, 0.000, item 4, 0.000, 5, 0.000 and item 6, 0.000 is less than the level of significance (0.05). Though the p-value computed for item 1 (0.0675) is greater than the level of significance (0.05), there is statistically significant difference between male and female students in using the determination strategy. See Table 7.

**Table 8 Group Statistics of social strategy**

	Gender of respondents	N	Mean	Std. Deviation	Std. Error Mean
SOSQ	Male	57	2.5664	.43361	.05743
	Female	43	3.5581	.19670	.03000

**SOSQ=** Social Strategy Question

According to the group statistics above shows, the total mean score of “male” and “female” students are vary. This tells us female students mean score (3.558) is greater than male students (2.566). As a result, female students mostly used “frequently” and “sometimes” than male students. Therefore, majority of female students used the social strategy better than male students.

**Table 9 Independent Samples test of Social strategy**  
**Independent Samples Test**

Social strategy	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
I ask the teacher to translate the meaning of words I do not understand	23.925	.000	-6.626	98	.000	-.89392	.13492	-1.16167	-.62618
			-7.314	79.689	.000	-.89392	.12223	-1.13717	-.65067
I ask the teacher for synonyms or similar meanings of new Word	.002	.967	2.950	98	.004	.36557	.12392	.11965	.61148
			3.074	97.976	.003	.36557	.11891	.12960	.60153
I ask the teacher to make a sentence by using the new words	.130	.719	-4.747	98	.000	-.66422	.13992	-.94189	-.38655
			-4.738	89.952	.000	-.66422	.14019	-.94273	-.38571
I ask classmates for meaning	7.517	.007	-6.642	98	.000	-.89147	.13422	-1.15783	-.62512
			-7.025	96.388	.000	-.89147	.12691	-1.14337	-.63957
I discover the meaning through group work activity	16.150	.000	-11.736	98	.000	1.47287	.12550	-1.72191	1.22383
			-12.424	96.206	.000	1.47287	.11855	-1.70818	1.23755
I ask the teacher to check my word lists for accuracy	1.820	.180	-10.075	98	.000	1.52876	.15174	-1.82989	1.22764
			-10.724	94.932	.000	1.52876	.14256	-1.81179	1.24574
I interact with English fluent speakers	.509	.477	-13.337	98	.000	1.85639	.13919	-2.13260	1.58017
			-13.122	84.614	.000	1.85639	.14147	-2.13768	1.57509



The above table 9 indicates independent sample t-test of social strategy use. Therefore, to test the significant difference between male and female students, inference was made. As we can read in the Independent Sample Test above, each item of social strategy items were computed. The result revealed that most of the items computed (0.000) and only item number 2 is computed (0.017) which is p-value less than (0.05). Therefore, we can conclude that there is a significant difference between male and female students in using social strategy.

**Table 10 Group statistics of memory strategy**

Group Statistics					
	Gender of respondents	N	Mean	Std. Deviation	Std. Error Mean
MSQ	Male	57	2.9105	.39265	.05201
	Female	43	3.2744	.59765	.09114

**MSQ** = Memory Strategy Question

As we can observe from the Group Statistic above in table 11 and 12 of memory strategy, there is a mean score difference. The mean score of male students (i.e. 2.9105) and the total mean score of female students are (3.2744). Therefore, female students score is greater than male students are. Using memory strategies can play a dominant function in students' vocabulary and language learning.

**Table 11 For Memory, Strategy (items 1-5)**

**Independent Samples Test**

Memory strategy	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
I study the word with pictures.	.296	.587	.765	98	.446	.11914	.15578	-.19001	.42828
			.753	85.122	.453	.11914	.15813	-.19526	.43353
I connect the word to my experience.	.098	.755	-	98	.011	-.42228	.16372	-.74716	-
			2.579	77.946	.015	-.42228	.16915	-.75903	.08552
I make a list of vocabulary in alphabetical order	22.833	.000	-	98	.293	-.17911	.16939	-.51527	.15705
			1.057	62.363	.329	-.17911	.18206	-.54299	.18477
I make a list of vocabulary arranged by topic or group for reviewing (e.g. animal, parts of body, flower).	7.519	.007	-	98	.060	-.36557	.19237	-.74731	.01618
			1.900	75.127	.072	-.36557	.20012	-.76420	.03307
I try to use the new word at once after learning	5.612	.020	-	98	.294	-.18482	.17523	-.53256	.16291
			1.055	74.869	.314	-.18482	.18240	-.54820	.17855

**Table 11 Memory strategy for items (6-10)**

Independent Samples Test									
Memory strategy	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
I associate the word with other words I have learned.	.004	.951	-1.708	98	.091	-.28437	.16652	-.61484	.04609
			-1.742	96.019	.085	-.28437	.16324	-.60841	.03966
I review the word I have learned by spelling it aloud	1.622	.206	-1.992	98	.049	-.33537	.16836	-.66948	-.00127
			-2.021	94.876	.046	-.33537	.16591	-.66474	-.00600
I say the new word aloud when studying in order to easily remember.	7.175	.009	-3.901	98	.000	-.58425	.14976	-.88145	-.28705
			-3.976	95.819	.000	-.58425	.14696	-.87597	-.29253
I learn the words by paraphrasing the words meaning.	.128	.721	-4.377	98	.000	-.65361	.14934	-.94997	-.35725
			-4.360	89.275	.000	-.65361	.14991	-.95147	-.35575
I learn the words of an idiom together.	6.871	.010	-4.622	98	.000	-.74867	.16197	-	-.42726
			-4.388	70.027	.000	-.74867	.17062	1.07009	1.08897

As we can observe from the Group Statistic above in table 11 and 12 of memory strategy, there is a mean score difference. The mean score of male students (i.e. 2.9105) and the total mean score of female students are (3.2744). Therefore, female students score is greater than male students are. Using memory strategies can play a dominant function in students' vocabulary and language learning. In this case, the independent sample test result of this study exhibited that although item one and two computed P-value greater, other items computed less than. Therefore, there is statistically difference between male and female students in using the memory related vocabulary learning strategies. (See Table 11 and 12).

**Table 12 Group statistics on cognitive strategy**

Group Statistics					
	Gender of respondents	N	Mean	Std. Deviation	Std. Error Mean
CSQ	Male	57	3.2339	.50381	.06673
	Female	43	2.9961	.70475	.10747

CSQ= Cognitive Strategy Question

As the Group Statistics above shows, we can read that there is a mean score difference. The total mean score of “male” and “female” students were seen different. This tells us male students mean score (3.2339) is greater than female students’ (2.9961). As a result, male students mostly used “frequently” than female students. Therefore, majority of male students used the cognitive strategy better than female students. To test the significant difference between male and female students, inference statistics was made.

**Table 13 Cognitive strategy of Independent Sample Test**

Cognitive strategy	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
I learn the word through verbal repetition	.942	.334	2.033	98	.045	.54549	.26829	.01307	1.07791
			2.225	84.072	.029	.54549	.24514	.05801	1.03297
I learn the word through written repetition	.543	.463	1.607	98	.111	.24725	.15386	-.05808	.55258
			1.573	82.603	.120	.24725	.15717	-.06538	.55987
I take notes in class	1.985	.162	3.092	98	.003	.42799	.13842	.15330	.70267
			3.116	93.006	.002	.42799	.13736	.15522	.70076
I use the vocabulary section in the textbook	.184	.669	2.603	98	.011	.40351	.15502	.09589	.71113
			2.537	80.825	.013	.40351	.15904	.08705	.71997
I listen to a tape of word lists	2.661	.106	.598	98	.551	.11506	.19240	-.26676	.49687
			.577	76.766	.566	.11506	.19936	-.28193	.51204
I keep a vocabulary notebook wherever I go	5.672	.019	-1.494	98	.138	.31253	.20924	-.72776	.10271
			-1.426	72.482	.158	.31253	.21909	-.74922	.12416

As has seen in the above table 14, to check whether there is a significance difference or not inference was made. The body of literature states that students' use of cognitive learning strategy contributes to effective acquisition of vocabulary and achievement of language proficiency. In its absence, the students' academic achievement and vocabulary development were found ineffective. The result obtained from this learning strategy disclosed that the students' cognitive learning strategies use insignificantly vary from item to item between both students. However, the P-Value computed for item 2 (0.1155) and 5 (0.55885) and 6 (0.148) which is greater than the level of significance (0.05) showed statistically insignificant difference between both students however, other items computed P-Value less than (0.05). Additionally, when we see the total sig-value of all items it is 0.1625 that is greater than the P-value. Therefore, there is no significant difference between male and female students in using cognitive vocabulary learning strategy.

**Table 14 Meta cognitive strategy**

Group Statistics					
	Gender of respondents	N	Mean	Std. Deviation	Std. Error Mean
MCSQ	Male	57	2.2206	.32179	.04262
	Female	43	2.3488	.55091	.08401

MCSQ = Metacognitive Strategy Question

As we can observe from the Group Statistic above, there is a mean score difference. The total mean score of female students (2.35) is greater than male students i.e. (2.22). Therefore, from the result we can say that female students "sometimes" and "rarely" used metacognitive strategies, when most of the male students used "rarely" of each item of this strategy.

**Table 15 Independent Sample Test of Meta Cognitive strategy**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
I use English media (song, movie, newspaper, leaflets, The Internet, magazines, etc.	.000	.997	-1.389	98	.168	-.22236	.16006	-.54000	.09528
			-1.348	79.017	.181	-.22236	.16495	-.55067	.10596
I test myself with word tests.	7.558	.007	-1.110	98	.270	-.17136	.15443	-.47781	.13509
			-1.036	63.748	.304	-.17136	.16534	-.50169	.15898
I translate the meaning of the word from my mother tongue into English.	6.701	.011	-.501	98	.618	-.06691	.13356	-.33197	.19814
			-.475	69.787	.636	-.06691	.14079	-.34772	.21389
I translate the meaning of the word from English into my mother tongue.	7.605	.007	-2.030	98	.045	-.25908	.12759	-.51228	.00587
			-1.942	73.056	.056	-.25908	.13341	-.52495	.00680
I continue to study the word over time.	2.328	.130	.608	98	.545	.08935	.14701	-.20239	.38110
			.581	73.005	.563	.08935	.15373	-.21703	.39574
I play vocabulary games.	1.707	.194	-.265	98	.792	-.03713	.14029	-.31554	.24128
			-.253	73.336	.801	-.03713	.14658	-.32925	.25499
I try to speak or describe things in English.	10.604	.002	-2.015	98	.047	-.23052	.11442	-.45758	.00345
			-1.928	73.355	.058	-.23052	.11955	-.46876	.00772

As exhibited above table 16 in independent sample test to see whether there is significant difference between male and female students in using vocabulary-learning strategies or not, the t-test statistics was made. As we can see in the Independent sample Test, the result of each item

was computed. In this case, the result revealed that male and female students used each item of metacognitive strategy differently or inconsistently. Consequently, the P-Value calculated for items 2, (0.0287) and item 4, (0.05) is less than the level of significance (0.05). However, P-Value calculated for items 1 (0.1745), 3 (0.627), 5 (0.5875), 6 (0.7965), 7, (0.0525) is greater the level of significance. Therefore, though items one and two showed  $<$  P-value, there is statistically non-significant difference between male and female students in using metacognitive strategy of vocabulary learning strategy use.

#### **4.3 Students interview result on challenges of vocabulary learning strategy use**

In the interview five male and five female, totally ten students participated and given the responses as follows:

In response to question one, what are the challenges do you think that affect your vocabulary learning strategy use? Here, the students talked about the difficulties encountered during their vocabulary learning strategies. In line with this, three of male students stressed up on their interest i.e. lack of interest, which dragged back the motivation, lack of confidence to say words freely and fear when the rest of two male students also raised that lack of awareness or attitude and lack of skill of how to use new vocabulary learning strategies. From five female students four of them given the same response on the challenges they encountered. According to their response these challenges were lack of enough vocabulary knowledge, lack of motivation that also male students confirmed, afraid to communicate with English and lack of vocabulary learning experience. However, one of female student said other challenges that hindered learning vocabulary that is fear and not giving a value for the language.

The response to question number two, what are the strategies that you use to overcome the challenges? Two of the male students responded that to overcome the challenges making necessary and practice asking people are necessary. Three of males said avoiding fear; developing self-motivation and increasing the language learning ability are among from the responses of them. For the same question, two female students responded making practice day to day and asking teachers to show direction helps to avoid the challenges. The two females also responded communicating the language freely in class as well as outside classroom is essential. The rest one female student the teachers help us to avoid the challenges by teaching the strategies appropriately. For the question number three, what are

the vocabulary learning strategies that you use to learn the meaning of new words you have encountered? The majority of male i.e. three respondents mentioned the use of repetition, either verbal or written.

As two male informants said, 'they use to repeat the new word several times to learn it. They do that while they are walking and doing any activity. So that it helps in memorizing words.' Another reported, 'I write the word down many times in order to remember, or spell it aloud.' The former quotation, however, indicated a combination of two techniques, i.e. 'oral repetition' and 'physical action'. Based on this quotation, one can also conclude that students were able to describe their preferred VLSs accurately. This in turn may be due to the frequent use of such strategies over time. The other three of female students mentioned that asking classmates, using dictionaries and asking anybody around are the strategies they use to learn vocabulary. The rest two females responded by searching contextual meaning and using dictionary are the best way to get meaning for the words.

For the question number four do you have separate exercise book, which you list new words you get? Most of both male and female respondents responded that they do not have formal or separate exercise book but three male students responded that as they can use back of side of their English exercise book. The rest two males told as they can use any piece of papers to write words. To the same question, two of female students informed as they can use separate book to list new words though three of females did not support formal notebook. Therefore, these indicate that they are poor in striving to know new words. The last question do you ever read books or consult people to obtain information that can help to improve your vocabulary knowledge. If yes, tell some of it. Most of male students said yes but indicated that not sufficient books they read. Three of male students' sometimes read textbook and newsletters but read other books rarely. Additionally, two of them responded that they read only passage in the textbook. Three female students also add as they usually use only textbook and sometimes consult other individuals like teachers and their classmates. Two of the female students responded that they rarely read short stories in the text and others additionally with asking other people like teachers and their classmates. Therefore, we can understand from this as students did not use new books and consult other people sufficiently.



#### **4.3.1 Teacher's interview result**

There were two English teachers teaching grade eleven and the interview was made with both of them in order to get detailed information about students' vocabulary learning strategy use. Therefore, it is discussed as follows: For first question how do you think vocabulary teaching should be taught? For this question both of the teachers gave how they were teaching and practicing. In this regard, T1 stated, as "vocabulary is the cornerstone of any educational process without which no language can be learned or taught properly." He also commented, 'vocabulary is very useful in teaching any foreign language; in fact, all language skills depend mainly on how much vocabulary one have. He added that it is better to be taught independently as other language activities or exercises.

The second teacher also agreed up on T1 and said that to teach vocabulary, teachers should support different mechanisms since it is the base to language awareness. For the second question to what extent, you plan vocabulary lessons that contain different vocabulary teaching strategies and practice them. Both teachers responded as they frequently plan to use the regular strategies, which are related with textbook and using dictionaries. However, T1 said I sometimes support word games to make brief the sentence given. T2: additionally, said that as he was strongly depends on the textbook activities. To question when you teach vocabulary, which of the strategies you use mostly to your students? Both teachers mentioned that they teach it within sentences, i.e. giving sentences including the new words to simplify the meaning, asking students to guess the meaning of the new words, using word lists, L1 translation and dictionary use. T2 additionally said that he prefers asking his students to guess the meaning of any strange words before giving sentences that include them and he was asked a follow-up question, that is, 'What do you do if the meaning of the new word is still unclear for students?'. In response to this question, he said: 'I just give them the contextual meaning. T1, on the other hand, indicated that he usually uses the newly learned words within sentences or by giving the English words accompanied by their definitions in mother tongue (a word list).

To what extent you give chances to students so that they take responsibilities for their own to use strategies and practice them at different time. Here the two teachers reacted that of course we did not give many chances to practice vocabulary but during reading passages, they can

get to practice and talk about the vocabularies. What do think are the factors that influence students not to use VLSs in their learning? For the challenges, students face T1 said may be students lack of interest to use vocabulary, limited knowledge and fear be the challenges. T2 also agreed on students lack of their own motivation, lack learning experiences and personal attitudes may influence students vocabulary learning strategy use.

In summary, the overall response to this part of teachers' interview revealed that most of them limited themselves to only a few methods in their vocabulary teaching. Although the teachers seemed to be aware of the importance of vocabulary, they paid little attention or furthermore, neglected it in their classrooms. They were unable to bring additional strategies for students to learn new vocabulary rather than regular ones.

#### **4.4 Discussion**

The results seen above were gathered using standardized questionnaire and semi-structured interview and then presented and analyzed in detail. These data were collected from the sample 100 (57 male and 43 female students with the two English teachers at Danema Secondary School. As discussed in result part, male and female student's the most and the least used VLSs were compared in terms of frequency, percentage and by the mean value. The subjects of the study used vocabulary-learning strategies in all the five categories. However, both students did not use all the strategies in the same manner. For instance, male students used determination strategy mostly of female students. On the other hand, female students found better at using the social strategy.

The social strategy that was most used vocabulary-learning strategy by the female students showed a consistent result with Getnet (2008) which indicates, the more the successful learner frequently or always uses social strategies to discover the meaning of new word. Therefore, both study subjects used the five category of learning strategies in the following least to most order of the mean value. Male students: metacognitive (2.22), social (2.57), memory (2.9), cognitive (3.23) and determination (3.77). Female students: meta-cognitive (2.34), cognitive (2.99), memory (3.3), determination (3.44) and social (3.55). To check the difference inference was made by using independent sample t-test. As a result, a significant difference was seen between male and female students in using some vocabulary-learning strategies. Thus, the result revealed that except cognitive and metacognitive strategy, both subjects used all the rest strategies i.e., determination, social and memory strategies significantly different. As raised in the challenge part both students revealed that lack motivation, lack of language learning experience and attitude towards vocabulary were challenges they faced.

## CHAPTER FIVE: SUMMARY CONCLUSIONS AND RECOMMENDATIONS

This chapter consist summary, conclusion and recommendations.

### 5.1. SUMMARY

The main objective of this study was to discover the vocabulary learning strategies used in grade eleven male and female students with reference to Danema Secondary School. The study focused on examining the most and the least used vocabulary-learning strategies by both male and female students, check whether there is a significant difference between these students and identifying the challenges, they faced in using vocabulary-learning strategies. The researcher used non-experimental comparative research design with both qualitative and quantitative research method. One hundred students and two EFL teachers participated in the study. In order to gather the data standardized questionnaire and semi-structured interview were used as an instruments. The data gathered with these instruments were analyzed, interpreted and discussed by using SPSS software. In line with this, descriptive and inferential statistics as well as independent sample t-test were used.

The findings revealed that male students used determination strategy mostly and metacognitive strategy to the least. In contrast, female students used social strategy mostly and metacognitive strategy to the least. A significant difference was seen between male and female students in using vocabulary-learning strategies. Thus, the result revealed that except cognitive and metacognitive strategy, both subjects used all the rest strategies i.e., determination, social and memory strategies significantly different. Moreover, students' lack of motivation towards new vocabulary learning strategies, students' not using different strategies and lack of good attitude to vocabulary were seen as the challenges they faced. Finally, it was recommended that teachers and other stakeholders should support the learners to get sufficient materials and it was suggested both students to use multifaceted vocabulary learning strategies to enhance their vocabulary knowledge.

## **5.2 CONCLUSION**

From results and discussions, the following conclusions have been drawn.

The subjects of the study use all the five categories vocabulary-learning strategies. However, both students do not use all the strategies in the same manner. As a result, male students use determination strategy mostly and metacognitive strategy to the least. In contrast female students use social strategy mostly and metacognitive strategy to the least though both students are the same way in using metacognitive strategy. They use metacognitive strategy to the least than other vocabulary learning strategy use. Therefore, both male and female students use all the five vocabulary-learning strategies differently. Thus, the result reveal that, except cognitive and metacognitive strategy, both subjects use all the rest strategies i.e. determination, social and memory strategies significantly different.

The study also reveals that students come across various challenges in attempting to learn, remember and use new vocabulary learning strategies. The obstacles that hinder students' new vocabulary learning are lack of their own interest, attitude that they have to vocabulary knowledge and lack of knowledge and skill of how to use new vocabulary learning strategies. The other challenges are over- reliance on teachers' answer, feedback on the meaning of words in mother tongue and dictionary use. About the challenges, teachers' should not support many strategies of vocabulary while teaching their students. As teachers' interview result indicates, they frequently use only contextual clues and guessing of the meaning and they do not give separate notes about vocabulary are among the challenges.

## **5.3 RECOMMENDATIONS**

Based on the results and conclusions, the following recommendations have been put forward.

- Students' learning achievement and language ability failure obviously came from ineffective use of vocabulary learning strategies, lack of practice and lack of commitment towards learning those vocabulary-learning strategies. Thus, English language teachers should support different vocabulary teaching strategies students to enhance and use vocabulary-learning strategies such as determination, social, memory, cognitive and metacognitive consistently.
- Furthermore, the teachers should include all the strategies of teaching vocabulary lessons and research the way male and female students learn vocabulary, so it could be possible to go beyond effective learning strategies of foreign language.
- The way students vocabulary learning strategies were not given due focus. This is why male and female students use the strategies inconsistently. Therefore, language curriculum professionals and other stakeholders should work hard to make all vocabulary learning strategies suitable to both male and female students.
- Moreover, researchers should conduct a comprehensive research on the ways students learn vocabulary at the root level. Besides, both male and female students should maximize the ways they learn vocabulary learning strategy use such using English Medias, using several authentic learning resources and monitoring vocabulary learning strategies.
- At last, English language teachers should devote themselves to decrease the obstacles that hinder students' new vocabulary learning strategies. They should also be eager to alleviate the challenges and they need to equip students with necessary knowledge and skills in line with the progress of learning, remembering and using new words.
- In general, further study should be made in this research problem. The present study attempts to touch only parts of the problem in one secondary school using non-experimental comparative research design. If continuous experimental studies are conducted in each variable of the study, EFL male and female students' vocabulary learning strategy use will be improved a lot.

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## **APPENDIX A: Students Questionnaire on VLSs English Version**

### **English Version of Vocabulary Learning Strategies Questionnaire by Schmitt (1997) with 39 items**

**Dear students,**

I am conducting a study on “EFL students’ vocabulary learning strategy use, motivation and their challenges based on gender”. Therefore, you are kindly requested to fill the questionnaire honestly, genuinely and carefully. The questionnaire has 44 items about vocabulary learning strategy use. Your ideas are highly valued and your cooperation genuinely appreciated. The information you give only serve for this particular research and it will remain confidential. Please feel free to share your opinions and report frankly your real situation when answering the items.

#### **Structure of the questionnaire**

This questionnaire has two parts: the first part **(a)** is personal information, whereas the second part **(b)** is the vocabulary learning strategy and motivation.

#### **Part I: Personal Information**

1. Gender: Female  Male
2. Age: 15-20 years  more than 21-25 years  above 26
4. Grade level: \_\_\_\_\_

#### **Part II: Statements of Vocabulary Learning Strategies use**

Put (✓) in the box (5, 4, 3, 2 and 1 ) that tells the degree of opinion on the Strategies you use to learn English vocabulary. Please mark the statement that most describe you.

**5 = always use it 4 = often use it 3 = sometimes use it 2 = seldom use it 1 = never use it**

No	Vocabulary Learning Strategies	Scale				
	Determination strategy Items	5	4	3	2	1
1	I analyze parts of speech (e.g. noun, verb, adjective).					
2	I analyze affixes and roots to guess the meanings of words					
3	I guess the meaning of words from textual context					
4	I look up a word in English- English dictionary					
5	I look up a word in English- Amharic dictionary					
6	I list vocabulary words and review it					
	<b>Social Strategy Items</b>					
1	I ask the teacher to translate the meaning of words I do not understand					
2	I ask the teacher for synonyms or similar meanings of new Word					
3	I ask the teacher to make a sentence by using the new words					
4	I ask classmates for meaning					
5	I discover the meaning through group work activity					
6	I ask the teacher to check my word lists for accuracy					
7	I interact with English fluent speakers					
	<b>Memory Strategy Items</b>					
1	I study the word with pictures.					
2	I connect the word to my experience.					
3	I make a list of vocabulary in alphabetical for reviewing.					
4	I make a list of vocabulary arranged by topic or group for reviewing (e.g. animal, parts of body, flower).					
5	I try to use the new word at once after learning					
6	I associate the word with other words I have learned.					
7	I review the word I have learned by spelling it aloud					
8	I say the new word aloud when studying in order to easily remember.					
9	I learn the words by paraphrasing the words meaning.					
10	I learn the words of an idiom together.					
	<b>Cognitive Strategy Items</b>					
1	I learn the word through verbal repetition					
2	I learn the word through written repetition					
3	I take notes in class					
4	I use the vocabulary section in the textbook					
5	I listen to a tape of word lists					



6	I keep a vocabulary notebook wherever I go					
	<b>Metacognitive Strategy Items</b>					
1	I use English media (song, movie, newspaper, leaflets, The Internet, magazines, etc.					
2	I test myself with word tests.					
3	I translate the meaning of the word from my mother tongue into English.					
4	I translate the meaning of the word from English into my mother tongue.					
5	I continue to study the word over time.					
6	I play vocabulary games.					
7	I try to speak or describe things in English.					

Source: Schmitt (1997) VLSs inventory

APPENDIX- B Amharic version questionnaire

**መመሪያ ሁለት**

**JIMMA UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

ዉድ ተማሪዎች! ይህ መጠየቅ የተዘጋጀው ለጥናት ጉዳይ ነው። እያንዳንዱ ዐ/ነገር አምስት አማራጮች አሉት። እነሱም፡-

5- ማለት ዘዴውን **ሁልጊዜ** /Always/ እጠቀምበታለሁ።

4- ማለት ዘዴውን **ብዙጊዜ** /Frequently/ እጠቀምበታለሁ።

3- ማለት ዘዴውን **አንዳንድ ጊዜ** /Sometimes/ እጠቀምበታለሁ።

2- ማለት ዘዴውን **አልፎ አልፎ** /Rarely/ እጠቀምበታለሁ።

1- ማለት ዘዴውን **ፈፀሞ** /Never/ እልጠቀምበትም።

እያንዳንዱን ዐ/ነገር በሚገባ ካነበባችሁ ቦንላ ከተገለፁት ዘዴዎች ዉስጥ በተጠቀማችሁበት አማራጭ ትክክል ይህንን ምልክት (✓) አድርጉ። ትክክል የሆነ ወይም ያልሆነ መልስ ስለሌለ እናነተ በሰጣችሁት የማትገመገሙ መሆኑን እገልጻለሁ።

**አመሰግናለሁ!**

ተ. ቁ	ዕረፍተ ነገሮች ቃላትን የመለየት (Determination) ጥያቄዎች	ድግግሞሽ/ scale				
		5	4	3	2	1
1	አንድ ቃል በእንግሊዝኛ የንግግር ክፍሎች (ለምሳሌ ስም ፣ ግስ ፣ ቅፅል) መተንተን እችላለሁ					
2	የቃላቶችን ትርጓሜ ለመገመት ቅጥዎችን እና ሥሮችን እተነተነዋለሁ ለምሳሌ 'Unhappy' የሚለውን የእንግሊዝኛ ቃል 'Un' ቅጥድ እና 'happy' ስር በማድረግ ሙሉውን ቃል ለመረዳት እሞክራለሁ					
3	የአንድን ቃል ትርጉም ከጽሑፍ አውድ እገምታለሁ (Context)					
4	የአንድን ቃል ትርጉም እንግሊዝኛ - በእንግሊዝኛ መዝገበ - ቃላት እመለከታለሁ					
5	የቃላትን ትርጉም - በአማርኛ መዝገበ ቃላት ውስጥ እመለከታለሁ					
6	ቃላትን ዘርዘሬ በመፃፍ እንደገና እገምግመዋለሁ					
	<b>ማህበራዊ (Social) ስትራቴጂ ጥያቄዎች</b>					
1	አስተማሪው ያልገባኝን የቃላት ትርጉም እንዲተረጎም እጠይቃለሁ					
2	አስተማሪውን ተመሳሳይ ቃላትን ወይም የአዲሱን ቃላት ትርጉሞች እጠይቃለሁ					
3	አስተማሪውን አዲሶቹን ቃላት በመጠቀም አረፍተ ነገር እንዲመሰርት እጠይቃለሁ					
4	የክፍል ጓደኞቼን የቃላት ትርጉም በመጠየቅ እረዳለሁ					
5	ትርጉሙን በቡድን ሥራ እንቅስቃሴ በኩል አገኛለሁ					
6	አስተማሪው የቃሌ ዝርዝሮቹን ለትክክለኛነት እንዲፈትሽ እጠይቃለሁ					
7	ከእንግሊዝኛ አቀላጥፈው ተናጋሪዎች ጋር እገናኛለሁ					
	<b>የማስታወስ (Memory) ስትራቴጂ ጥያቄዎች</b>					
1	ቃሉን በስዕሎች ማካኛነት አክጠናዋለሁ ::					
2	ቃሉን ከተሞክሮቼ ጋር (experience) አገናኛለሁ ::					

3	ለግምገማ እንድመቸነኝ በፊደል አጻጻፍ የቃላት ዝርዝር አወጣለሁ ።					
4	ለግምገማ በርዕስ ወይም በቡድን (ለምሳሌ እንስሳ ፣ የአካል ክፍሎች ፣ አበባዎች) በማደራጀት የቃላት ዝርዝር አወጣለሁ ።					
5	ከተማርኩ በኋላ አዲሱን ቃል በአንድ ጊዜ ወይም ወዲያው ለመጠቀም እሞክራለሁ					
6	ቃሉን ከሌሎች የተማርኳቸው ቃላት ጋር አቆራኘዋለሁ ።					
7	የተማርኩትን ቃል ጫክ ብዬ ፊደላትን በመጥራት እገመግማለሁ					
8	በቀላሉ ለማስታወስ ስል አዲሱን ቃል ጫክ ብዬ እላለሁ ።					
9	የቃላቱን ትርጉም የምሚረው ቃላትን በመተርጎም ነው ።					
10	የአነጋገር ዘይቤን ከቃላት ጋር አንድ ላይ እማራለሁ።					
	<b>የግንዛቤ (Cognitive)ስትራቴጂ ጥያቄዎች</b>					
1	ቃሉን የምሚረው በቃል በመደጋገም ነው					
2	ቃላትን ደጋግሜ በመጻፍ እማራለሁ					
3	በክፍል ውስጥ አጨፍጋሪ ማስታወሻዎችን እፀፋለሁ					
4	በመማሪያ መጽሐፍ ውስጥ የቃላት ክፍልን እጠቀማለሁ					
5	የቃላት ዝርዝርን ከቴፕ አዳምጣለሁ					
6	በሄድኩበት ሁሉ የቃላት ማስታወሻ ደብተር እጠቀማለሁ					
	<b>ሜታኮግኒቲቭ (Meta cognitive) ስትራቴጂ ጥያቄዎች</b>					
1	የእንግሊዝኛ ሚዲያዎችን (ዘፈን ፣ ፊልም ፣ ጋዜጣ ፣ በራሪ ቀ ወረቀቶች ፣ ይነመረብ ፣ መጽሔቶች ፣ ወዘተ) እጠቀማለሁ					
2	የቃላት ሙከራዎችን በእራሴ እሞክራለሁ ።					
3	የቃሉን ትርጉም ከአፍ መፍቻ ቋንቋዬ ወደ እንግሊዝኛ እተርጎመዋለሁ ።					
4	የቃሉን ትርጉም ከእንግሊዝኛ ወደ አፍ መፍቻ ቋንቋዬ እተርጎመዋለሁ ።					
5	ቃላትን በየጊዜ አጠነዋለሁ።					

6	የቃላት ጨዋታዎችን እጫወታለሁ ::					
7	ነገሮችን በእንግሊዝኛ ለመናገር ወይም ለመግለጽ እሞክራለሁ ::					

## **APPENDIX-C: Students' Structured Interview Guide**

1. What are the challenges do you think that affect your vocabulary learning strategy use?
2. What are the strategies that you use to overcome the challenges?
3. What are the vocabulary learning strategies that you use to learn the meaning of new words you have encountered?
4. Do you have separate exercise book, which you list new words you get?
5. Do you ever read books or consult people to obtain information that can help to improve your vocabulary knowledge? If yes, tell some of it.

## **APPENDIX D: Teachers' Interview guide**

1. How do you think vocabulary teaching should be practiced?
2. To what extent you plan vocabulary lessons that contain different vocabulary teaching strategies and practice them.
3. When you teach vocabulary, which of the strategies you use mostly to your students?
4. To what extent you give chances to students so that they take responsibilities for their own to use strategies and practice them at different time.
5. What do you think are the factors that influence students not to use VLSs in their vocabulary learning?

## APPENDIX – E: Students' Interview Transcript

**R** = researcher

**MS1-MS5**= Male students (10-05-2021)

**FS1-FS5**= Female students (11-05-2021)

**R: Q1.** What are the challenges do you think that affect your vocabulary learning strategy use?

**MS1:** lack of interest, which dragged back the motivation, lack of confidence to say words freely and fear of mistakes.

**MS2:** lack of interest, lack of motivation, lack of confidence to say words freely and no enough practice.

**MS3:** English language is very difficult to speak it out so that influences the interest, which dragged back the motivation, lack of confidence to say words freely and not having sufficient time to practice.

**MS4:** To me it is lack of awareness, and lack of skill of how to use new vocabulary learning strategies.

**MS5:** It is difficult to tell but to me it looks lack of positive attitude to English language and lack of understanding of how to use new vocabulary learning strategies.

**FS1:** lack of enough vocabulary knowledge, lack of motivation, afraid to communicate with English and lack of vocabulary learning experience.

**FS2:** lack of enough vocabulary knowledge, fear of English language, afraid to communicate with English and lack of vocabulary learning experience.

**FS3:** lack of enough vocabulary knowledge, fear of English language, afraid to communicate with English and lack of vocabulary learning experience.

**FS4:** lack of enough vocabulary knowledge, fear of English language, afraid to communicate with English and lack of vocabulary learning experience.

**FS5:** Oh! for me the challenges are fear of communication and not giving a value for the language.

**R:Q2.** What are the strategies that you use to overcome the challenges?



**MS1:** In my view, repeated practice and asking people are necessary.

**MS2:** making necessary practice and asking people around are necessary.

**MS3:** For me avoiding fear; developing self-motivation and increasing the language learning ability are very essential.

**MS4:** As I understand avoiding fear; increasing self-motivation and increasing the language learning ability are very essential.

**MS5:** In point of view, not fearing the language to communicate; increasing self-motivation and increasing the language learning ability are very essential.

**FS1:** making practice day to day and asking teachers to show direction helps to avoid the challenges.

**FS2:** practicing day to day and asking teachers to show direction helps to overcome the challenges.

**FS3:** To me, communicating the language freely in class as well as outside classroom is essential.

**FS4:** responded using the language freely in class as well as outside classroom is essential.

**FS5:** the teachers help us to avoid the challenges by teaching the strategies appropriately.

**R: Q3.** What are the vocabulary learning strategies that you use to learn the meaning of new words you have encountered?

**MS1:** I repeat again and again the new words verbally and in a written form.

**MS2:** by saying new words loudly and memorizing.

**MS3:** I usually write and then call it repeatedly until I get the meaning.

**MS4:** I write the word down many times in order to remember, or spell it aloud.

**MS5:** I learn new word by memorizing and contextualizing.

**FS1:** asking classmates, using dictionaries and asking anybody around are the strategies I use to learn vocabulary.

**FS2:** I ask classmates, use dictionaries and ask other people around me are the strategies to learn vocabulary.

**FS3:** asking classmates, using dictionaries and asking anybody around are the strategies I use to learn vocabulary.

**FS4:** by searching contextual meaning and using dictionary is the best way to get meaning for the words I faced.

**FS5:** by searching contextual meaning and using dictionary is the best way to get meaning for the words.

**R: Q4.** Do you have separate exercise book, which you list new words you get?

**MS1:** No, but I use backside of English exercise book and at the top of the page of exercise book.

**MS2:** No. However, I sometimes use backside of English exercise book.

**MS3:** Not at all, but I use backside of my English exercise book.

**MS4:** Not formal notebook but I use any piece of papers to write words.

**MS5:** No, I mostly use any piece of papers to write words.

**FS1:** Yes, I sometimes use separate book to list new words.

**FS2:** Yes, I use separate book to list new words.

**FS3:** No, I use any paper to write new words.

**FS4:** No.

**FS5:** I don't have formal notebook to write new words.

**R: Q5.** Do you ever read books or consult people to obtain information that can help to

improve your vocabulary knowledge? If yes, tell some of it and If no, why?

**MS1:** Yes, I sometimes read textbook and newsletters but read other books rarely.

**MS2:** Yes, I sometimes read textbook and newsletters but read other books rarely.

**MS3:** Ya, I sometimes read textbook and newsletters but read other books rarely.

**MS4:** I read only passage in the textbook.

**MS5:** I read only passage in the textbook.

**FS1:** Yes, I usually use only textbook and sometimes consult other individuals like teachers and classmates.

**FS2:** Yes, I usually use only textbook and sometimes consult other individuals.

**FS3:** I usually use only textbook and sometimes consult other individuals like teachers and classmates.

**FS4:** I rarely read short stories in the text and others additionally ask other people.

**FS5:** I rarely read short stories in the text and others additionally I ask other people like teachers and classmates.

## APPENDIX- F: Teachers' Interview Transcript

13/05/2021

**R** = Researcher

**T1** = Teacher one

**T2** = Teacher two

**R: Q1.** How do you think vocabulary teaching should be practiced?

**T1:** responded vocabulary is the cornerstone of any educational process without which no language can be learned or taught properly. He added that it is better to be taught independently as other language activities or exercises.

**T2: Q1** said that to teach vocabulary, teachers should support different mechanisms since it is the base to language awareness.

**R: Q2.** To what extent, you plan vocabulary lessons that contain different vocabulary teaching strategies and practice them.

**T1:** responded I plan to use the regular strategies, which are related with textbook and using dictionaries. However, I sometimes support word games to make brief enough the sentence given.

**T2:** also said I plan to use the usual strategies, which are related with textbook and dictionaries. Additionally, told that as he was strongly depends on the textbook activities.

**R: Q3.** When you teach vocabulary, which of the strategies you use mostly to your students?

**T1:** by giving sentences including the new words to simplify the meaning, asking students to guess the meaning of the new words, using word lists, L1 translation and dictionary use.

**T2:** said that he prefers asking his students to guess the meaning of any strange words before giving sentences that include them and I support contextual clue to give meaning of new words.

**R: Q4.** To what extent you give chances to students so that they take responsibilities for their own to use strategies and practice them at different time.

**T1:** reacted that of course I did not give many chances to practice vocabulary but during reading passages, they can get to practice and talk about the vocabularies.

**T2:** not possible to talk about the chance, but during English class I sometimes give a chance to practice vocabulary by guessing the meaning.

R: Q5. What do you think are the factors that influence students not to use VLSs in their vocabulary learning?

T1: said may be students' lack of interest to use vocabulary, limited knowledge and fear be the challenges.

T2: as I considered students' lack of their own motivation, lack learning experiences and personal attitudes may influence students' vocabulary learning strategy use.