



**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
(MA PROGRAMME IN TEFL)**

**EFL STUDENTS' AWARENESS AND CHALLENGES IN USING
METACOGNITIVE STRATEGY IN LEARNING ENGLISH
VOCABULARY: THE CASE OF GRADE 10 STUDENTS AT JIREN
SECONDARY SCHOOL, IN JIMMA TOWN**

BY

HAMZA ABDO

**A THESIS SUBMITTED TO DEPARTMENT OF ENGLISH LANGUAGE
AND LITERATURE FOR THE PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTERS ARTS IN TEFL**

JANUARY, 2022

JIMMA, ETHIOPIA

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Declaration Confirmation and Approval

Research Title: This is to certify that the thesis prepared by **Hamza Abdo**, entitled **EFL students’ awareness and challenges in using met cognitive strategy in learning English vocabulary:** The case of Jiren secondary school Grade ten students

Declaration

I, the under signed, stress that this thesis is my original work and has not presented for any other university and all the materials used in the thesis have been properly acknowledged

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As thesis research advisors, we rather here by certify that, we have read and evaluated this thesis prepared under our guidance, by Hamza Abdo, entitled “**EFL students’ awareness and challenges in using metacognitive strategy in learning English vocabulary:** The case of Jiren secondary school Grade ten students’ and we recommended that it will be accepted as fulfilling the thesis requirement for the degree of M.A. in Teaching English as foreign Language (TEFL).

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Table of Contents

Contents	Page
Acknowledgments.....	i
Table of Contents.....	ii
List of tables.....	v
List of Abbreviations	vi
<i>Abstract</i>	vii
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2. Statement of the Problem	4
1.3. Research Questions	7
1.4. Objectives of the Study	7
1.4.1. General objective of the Study	7
1.4.2. Specific Objectives	7
1.5. Significance of the Study	7
1.6. Scope of the Study.....	8
1.7. Limitation of the Study	8
1.8. Organization of the Study	8
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	9
2.1. Introduction	9
2.2. The Definition of Vocabulary	9
2.3. Historical Background of Vocabulary Learning	9
2.4. The Importance of Vocabulary	10
2.5. Vocabulary Learning and Teaching.....	11
2.6. Techniques in Teaching Vocabulary.....	13
2.7. Meta-cognition	15
2.7.1. Meta-cognition and Academic Performance	17
2.7.2. Regulation of Cognition	17
2.7.3 The Components of Meta-cognition.....	17
2.7.4. Cognitive vs. Meta-cognitive Knowledge.....	18
2.7.5. Methods of Calibration of Meta-cognition.....	19

2.8. How can Teachers make the best use of meta-cognitive strategy?	19
2.9. Vocabulary Learning Strategies	20
2.9.1. Meta-cognitive Strategies	20
2.9.2. Vocabulary Learning through Meta-cognitive Strategy	22
2.10. Awareness of Meta-cognitive Strategies in Vocabulary Learning.....	25
2.11. Challenges of Meta-cognitive Strategy in Vocabulary Learning.....	26
2.12. Factors Affecting Learners’ Choice of Strategies	27
2.13. Challenges in Vocabulary Teaching Strategies.....	27
CHAPTER THREE: RESEARCH METHODOLOGY	29
3.1. Introduction	29
3.2. Research Design.....	29
3.3. Research Setting.....	29
3.4. Population of the Study	29
3.5. Sample Size and Sampling Technique	29
3.6. Data Gathering Tools	30
3.6.1. Questionnaires	30
3.6.2. Interview	31
3.6.3. Classroom Observation.....	31
3.7. Data Collection Procedure	31
3.8. Method of Data Analysis.....	32
3.9. Ethical and Legal Considerations.....	32
CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION	33
4.1. Analysis of Data Obtained through Interview.....	33
4.1.1. Teachers’ awareness of using metacognitive strategy in teaching vocabulary EFL classes.....	33
4.2. Analysis of Data Obtained through Questionnaire	36
4.2.1. Teachers’ response to the theoretical practices of using metacognitive strategy in vocabulary teaching in EFL classes.....	36
4.2.2 Frequency of Teachers’ faced challenges in using metacognitive strategy in teaching English vocabulary in EFL classes	38
4.2.3 Frequency of the teachers’ presenting English vocabulary in using metacognitive strategy.....	39

4.2.4 Frequency of the teachers' use (practice) metacognitive strategy to know students' awareness on vocabulary skills.....	41
4.2.5 Analysis of data obtained through students questionnaire	43
4.3 The frequency of students' practice/use of metacognitive strategy in vocabulary learning during English class.	43
4.4. The frequency of students' challenges in practice/use metacognitive strategy in English vocabulary learning during English class.....	46
4.5.1 Analysis of Data Obtained through Observation.....	50
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	52
5.1. Summary	52
5.2. Conclusions	53
5.2. Recommendations	54
REFERENCES	55
APPENDIX A.....	59
APPENDIX B.....	61
APPENDIX C.....	62
APPENDIX D.....	64
APPENDIX E.....	66

List of tables

Tables

	Page
Table: 4.2.1. Teachers' response to the theoretical practices of using metacognitive strategy in Vocabulary teaching in EFL classes.....	36
Table: 4.2.2. Frequency of teachers' faced challenges in using metacognitive strategy in teaching English vocabulary in EFL classes.....	38
Table: 4.2.3. Frequency of teachers' presenting English vocabulary in using metacognitive Strategy.....	39
Table: 4.2.4. Frequency of teachers' use metacognitive strategy to know students' awareness on vocabulary skills.....	41
Table: 4.3. Frequency of students' use of metacognitive strategy in vocabulary learning during English class.....	43
Table: 4.4. Frequency of students' in using metacognitive strategy in English Vocabulary learning during English class.....	46
Table: 4.5. Frequency of students' awareness and understanding of vocabulary learning in using metacognitive Strategy during EF classes.	47

List of Abbreviations

- EFL: English as a Foreign Language
- VLSs: Vocabulary Learning Strategies
- MS: Meta-cognitive Strategies
- MST: Meta-cognitive Strategy Training
- TVLS: Taxonomies of Vocabulary Learning Strategies
- EEF: Education Endowment Foundation
- COVID-19 Coronavirus disease 2019 (COVID-19)

Abstract

The main objective of this study was to investigate EFL students' awareness and challenges in using metacognitive strategy in learning English vocabulary at Jiren secondary school. To this end, descriptive survey research design was employed in the study. The participants of the study were 13 Jiren high school English language teachers who were recruited using comprehensive sampling and 90 grade 10 students who were sampled using systematic sampling technique. In order to collect the data for the study, students' and teachers' questionnaire, teachers' interview and classrooms observation were used. Both quantitative and qualitative methods of data analysis were used to analyses the data. That is, data obtained through questionnaires were analyzed quantitatively using frequencies and percentages whereas, the data gathered through teachers' interview and classroom observation, were analyzed qualitatively. The analysis revealed that the vocabulary teaching in using metacognitive strategies of the teachers in classroom contradicts with evidences obtained from teachers' interview. Furthermore, the students' responses and classroom observation result indicated a gap between what the teachers said and their actual classroom. The findings of the study also revealed that teachers and students faced challenges in implementing vocabulary learning through using metacognitive strategies. In addition, the finding showed that little attention is given to using metacognitive strategy favored by teachers and students in EFL class. The study suggests that English language teachers should give special attention in using metacognitive strategy in English vocabulary teaching and learning in EFL classroom.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Vocabulary can be defined in various ways. According to Richards and Renandya (2002: 255), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Vocabulary is a large stalk of words in a language. Having a large number of vocabularies in any language contributes a lot to make an ease of communication. On this world, human being can share their knowledge, experience, trends in their ups and downs life and the like by using a language. Therefore, anyone who is going to do this must answer the following basic questions before actual communication is going to be done between individuals or organizations. These are: How words are used? When they are used? What kinds of words are used? Why they are used? How those words are organized to convey a clear message and the like.

Vocabulary learning strategies (VLS) are a subset of language learning strategies; when particular approaches are used by second language learners for the acquisition of new words in the second language, they are called ‘vocabulary learning strategies’ (Gu,1994). In language teaching and learning, vocabulary is a basic issue since words play a significance role in expressing feelings, emotions, and ideas to other ; this means, without vocabulary, no amounts of grammatical or other types of linguistic knowledge can be obtained in second language and vocabulary is a great significance to language learners (Zimmerman, 1997). To master a word is not only to learn its meaning but also to learn its register, association, collocation, grammatical behavior, written form, spoken form and frequency. All these properties are known as “word knowledge” (Schmitt 2000: 5). Therefore, teachers and students need to give an adequate attention to vocabulary teaching and learning in using metacognitive strategies in EFL classroom.

Vocabulary learning strategies students’ uses have a great impact on the success of their vocabulary learning (Oxford, 1990; Nation, 1990; Schmitt, 1997). Accordingly, different types of methods, exercises, and practice have been introduced into the field to learn vocabulary. It has also been indicated that learning vocabulary should not only consists of learning specific word, but also aim at equipping learners with strategies necessary to expand their vocabulary

knowledge (Nation, 2001). Vocabulary is the knowledge of words and word meanings. As to this, Steven (2005, p.95) also asserts, "Vocabulary knowledge is the knowledge of a word not only implies a definition, but also implies how that word fits into the world."

Authorities (e.g., Hatch and Brown, 1995) identify that the strategies of vocabulary learning that students use have greater impact on the success of their vocabulary learning. Similarly, Gu and Johnson (1996) suggest that the most successful learners use a wide range of vocabulary learning strategies and this, in turn, help them to be successful vocabulary learners as well as effective language learners. By contrast, less successful learners use a limited range of vocabulary learning strategies inappropriately. Therefore, using Metacognitive strategy for vocabulary learning allows students to take charge of their own learning. It involves awareness of how they learn, an evaluation of their learning needs, generating strategies to meet these needs and then implementing the strategies. Meta cognitive strategies, on the other, involve monitoring, decision-making and assessing one's progress. They help learners to specify suitable vocabulary learning strategies for learning new words. Meta-cognitive strategies help students monitor and evaluate their process of learning and use certain strategies consciously which improve performance in the target language teaching and encouraging students to use meta-cognitive strategies can help them improve their vocabulary learning in EFL classroom. Meta-cognitive strategies are used as a crucial key for students to become more independent and responsible for their own learning so, students should be encouraged in order to individualize their strategy use.

In 1976, Flavell stated that among language learning strategies, Meta cognitive strategy, enables the learners to reflect thinking about one's thinking that is in a comprehensive explanation thinking about thinking or better learning through better thinking. Individual's level of consciousness (Wenden, 1998), or the level of control over one's mental process (Nelson, 1996), play a critical role in the cognitive process of language as a means of communication.

According to this understanding, Meta cognitive strategies are higher order executive skills that may involve planning for, monitoring or evaluating activities to manage, direct, regulate and guide learning (O'Malley & Chamot, 1990). Researchers from different parts of the world have tried to outline the characteristics of strategic learners and the type of strategies those learners use in specific language learning tasks (Birjandi, et al, 2006). For instance, Oxford, (2002) stated

that the development of learners' communicative competence and language proficiency is associated with the strategies they use.

The goal of vocabulary instruction is to help students learn the meanings of many words that they can communicate effectively and achieve academically. Therefore, to utilize this idea, devising and practicing vocabulary learning strategies needs to be used in teaching and learning vocabulary (Woodard, 1998). Indeed, neither literature nor language exists without vocabulary (Harmer, 1991). On top of this, vocabulary is a primary concern for language teachers. Therefore, the interest of focusing on practicing/using/ metacognitive strategies in vocabulary learning comes from various reasons. In the first place, to the best of the researcher's knowledge, it is one of the significant areas language learners and teachers face a problem in relation to the using of metacognitive strategies in vocabulary learning. Secondly, as a language learner, vocabulary learning through metacognitive strategies is very important in language learning. Teaching vocabulary in using meta-cognitive strategies may be problematic because many teachers are not confident about meta-cognitive strategies in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on vocabulary learning in EFL classroom.

According to Fan (2003), these days, the inadequacy in lexical knowledge may hinder students' language proficiency development. Students may lack adequate vocabulary due to their inability to employ appropriate vocabulary learning strategies, which, in turn, might make them lose interest in learning FL. Similarly, EFL teachers and students at Jiren Secondary School still seem to have challenges in using metacognitive strategies in vocabulary learning due to the following reasons. Most English language teachers at Jiren secondary school are heard complaining that many students do not have adequate vocabulary to improve their English language achievement. The inadequacy of the learners' vocabulary may result from their lack of vocabulary learning strategies students' use. Lastly, it appears that there is an inadequate practice of metacognitive strategies in vocabulary learning. Generally, it is based on this general background that the present researcher proposes to conduct study on EFL students' awareness and challenges in using metacognitive strategies in vocabulary learning at Jiren secondary School. This study thus intends to investigate EFL learners' awareness and challenges towards Meta-cognitive strategy use in learning English vocabulary skills.

1.2. Statement of the Problem

Vocabulary learning through using metacognitive strategies is one of the most important parts of language learning in EFL classroom. Meta-cognitive strategies (MSs) are used as "executive processes in planning for learning, monitoring one's own comprehension, production and evaluating how well one has achieved a learning objective" (Chamot (2009). Meta-cognitive strategy has increased due to the positive effects that Meta-cognitive strategy training has on learner performance. Álvarez, and Bermúdez (2008) argue that it is necessary to emphasize an extracurricular integration of cognitive and Meta-cognitive teaching strategies that allows students to learn how to organize their activities and become more familiar with their own particularities, which in turn can facilitate and increase student awareness improve learners' performance, especially with regard to the acquisition of attitudes and autonomous behaviors.

Recently, educational entities have paid importance to strengthening Meta-cognition to support and regulate students learning to prepare themselves with the skills at signifying and organizing beliefs about their own knowledge. Cross and Paris (1988) conceived Meta-cognition as the knowledge and control children have over their own thinking and learning activities. In short, students are aware of the particular cognitive strategies and the way to move toward given tasks, not only for the learning of vocabulary but for any kind of learning action so that they will be able to come across and extend those strategies and knowledge into new or if Meta-cognition is a way of fostering learner knowledge about the thinking process, Meta-cognitive strategies are then a way of developing that knowledge. The deployment of several activities and ways of approaching task goals can certainly be viewed as strategies to fulfill learning goals.

Anderson (2002) states, "Meta-cognitive strategies activate one's thinking and leads to improved performance in learning in general. This means that learners, who use these techniques, have advantages in understanding their own role in learning since they are aware of different ways of approaching learning goals. Similarly, Rubin (1987) states, Meta-cognitive Strategy (MS) are "management steps or operations by which learners' control and manage their learning or problem-solving process via planning, monitoring, evaluating, and modifying their learning approaches" That is to say, using Metacognitive strategies can make students directed learning possible by establishing the new thought processes to achieve learning tasks on their own, while simultaneously causing them to reflect on their performance. Meta-cognitive strategies are

considered as a way of providing students with more opportunities for reasoning out their own process of learning. Engaging with the subject matter and using these methods encourage them to assume responsibilities and logical understanding of their own cognitive processes. Meta-cognitive strategies, on the other, involve monitoring, decision- making and assessing one's progress. They help learners to specify suitable vocabulary learning strategies for learning new words (Schmitt, Vocabulary in language teaching, 2000).

In the present study, the researcher aimed to consider the application of these strategies in learning vocabulary and wishes to specify the use of Meta-cognitive strategies across intermediate and advanced levels proficiency. Meta cognitive strategies of vocabulary learning seem to be a neglected area in literature and there is a need for more research in this field (Xhaferi, 2008). Richards and Renandaya (2002) noticed the fact that Metacognitive strategies in vocabulary learning were given little priority in second language learning in EFL classes.

In the Ethiopian context, as far as the knowledge of the researcher is concerned, some local researches also conducted on VLSs focusing on different context and settings (levels). For instance, Abebe (1997) studied the strategies of vocabulary learning employed by first year students at Addis Ababa University and his findings concluded that variations in VLSs depend on the learner's level of performance or proficiency in English. Moreover, Miressa (2014) studied his investigation on English language teachers' practice of vocabulary teaching strategies at Kellelem Secondary School in grade 9 and 10 EFL classes. The result of the study indicated that the English teachers did not practice different vocabulary teaching strategies in EFL classes. Miressa's (2014) study differs from this study in its scope because his study has focused on the assessment of the practice of vocabulary teaching strategies in grade 9 and 10. However, this study was to investigate EFL students' awareness and challenges in using Meta-cognitive strategy in learning English vocabulary at Jiren grade ten Secondary School. Thus, this study also differs in its scope and context.

Additional, Getnet (2008) investigated on vocabulary learning strategy use and students' achievement (high and low achievers in focus) at Gonder College of Teachers Education. Getnet's research finding revealed that there is a relationship between language achievement and VLSs, i.e., high achievers always use a wider range of VLSs than low achievers do. Thus, the interest of this study was investigating EFL students' awareness and challenges in using Meta-

cognitive strategy in learning English vocabulary at Jiren secondary School. What makes this research different from Getnet's research is that the first, Getnet's research was conducted at a college level while this research was carried out at a secondary School level. Secondly, Getnet focused on VLSs alone in his questionnaire and interview whereas the present researcher focused on students Metacognitive vocabulary learning strategy. As far as the researcher's knowledge is concerned, the above few local researchers who were investigated on the VLSs in different settings. This shows that locally, there is a scarcity of researches conducted on vocabulary learning strategies (VLSs). However, the topic of this study is different from all the above studies that conducted by different researchers' and also setting of the study, contents, specific objectives, data gathering tools are other points which distinguish this research from others. Accordingly, the present researcher studied on EFL students' awareness and challenges in using Meta-cognitive strategy in learning English vocabulary at Jiren grade ten Secondary School level.

Furthermore, as far as the researcher's knowledge goes, one research work by Na Zhao (2009) has been conducted abroad on Metacognitive Strategy Training and Vocabulary Learning of Chinese College Students. This study showed that these college students do not frequently use metacognitive strategies in learning vocabulary. The questionnaire pre-training shows that the students' overall use of metacognitive strategies is very low. They rely much on teacher's interpretation of vocabularies rather than manage their vocabulary learning by themselves. They are very weak in all the planning, monitoring and evaluating strategies. However, there is a clear economic, political and sociocultural, and learning environment difference between the study which is conducted on chinese college students and the present study in Jiren secondary School.

Accordingly, some local researches that have been conducted by the researcher in the past few years revealed that secondary school students are still unsuccessful in learning vocabulary in using metacognitive strategy in EFL classrooms. Even though vocabulary lessons are incorporated in the texts, the existing tasks are not comprehended well by the learners as well as attention has not been extensively given like other skills. Therefore, vocabulary teaching and learning in using metacognitive strategy at Jiren Secondary School was given little emphasis. Both students and teachers' awareness of using metacognitive strategy in English vocabulary teaching and learning was relatively poor. This initiated the researcher to study and fill the gaps

by focusing on awareness and challenges in using Metacognitive strategy in learning English Grade 10 Students at Jiren high School, in Jimma Town, Ethiopia (chosen purposely for its proximity).

1.3. Research Questions

This study attempts to find out answers to the following questions:

1. What do Grade 10 students actually understand about Meta-cognitive strategy?
2. To what extent are these meta-cognitive strategies being in use by learners to learn vocabulary?
3. What are some of the challenges of the (if there are any) in getting students to work towards the Meta-cognitive strategy in learning vocabulary?

1.4. Objectives of the Study

This research has general and specific objectives

1.4.1. General objective of the Study

The overall objective of this study was to investigate EFL students' awareness and challenges in using Meta-cognitive strategy in learning English vocabulary at Jiren secondary School.

1.4.2. Specific Objectives

Specific objectives of this study were:

1. To asses' students' Meta-cognitive strategy in learning English vocabulary in EFL classes.
2. To find out the extent to which Meta-cognitive strategy have been used by students to learn vocabulary
3. To identify the challenges (if there are any) students face towards using Meta-cognitive strategy in vocabulary classes.

1.5. Significance of the Study

The findings of this study help teachers and students to apply vocabulary learning in using metacognitive strategies by promoting their English language competence. In addition, it can give better insights about VLSs to EFL teachers so that they are able to help their students how to overcome challenges they face in implementing vocabulary learning in using metacognitive strategies. Lastly, the study may provide useful insight to future researchers who conduct their studies on awareness and challenges in using Meta-cognitive strategies in learning English vocabulary in EFL classroom in different contexts.

1.6. Scope of the Study

The study was delimited to Jiren Secondary School, which is found in Oromia Regional state, Jimma zone, Ginjo woreda in 2013 academic year. Moreover, the study was conducted on only EFL students' awareness and challenges in using Meta-cognitive strategy in learning English vocabulary.

1.7. Limitation of the Study

It is true that, the study has its own limitations as it is the case in other empirical studies. The data of the study were only a small number of teachers who teach English as a foreign language and small number of students. Furthermore, the study was conducted only at Jiren secondary school, because of time and other resources constraints. Thus, the findings of the study cannot be generalized to all high schools found in Jimma Zone and elsewhere. Finally, Corona virus (COVID 19) was another challenge that affects the researcher during data collection, because it limits the interaction between learners while learning vocabulary.

1.8. Organization of the Study

This study is organized in to five chapters. Chapter one contains an introduction which includes statement of the problem, objectives of the study, research questions of the study, significance of the study, scope of the study, limitation of the study and organization of the study. Chapter two deals with review of related literature in which important issues related to the study were discussed .Chapter three illustrates the various research methods employed in this study. Chapter four dealt with data analysis and interpretation. Finally, chapter five provides summary, conclusion and recommendation.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Introduction

In this chapter the relevant literature related to the study is reviewed. Specifically, definition and concepts of vocabulary learning, historical background of vocabulary learning, importance of vocabulary learning and vocabulary learning strategies, are discussed in different sections.

2.2. The Definition of Vocabulary

Learning a new language cannot be separated from vocabulary. Meaning that in learning a new language people have to know its vocabulary. Vocabulary can be defined in various ways. Experts have proposed some terms about vocabulary. According to Richards and Renandya (2002: 255), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Hebert and Kamil (2005: 3) define vocabulary is the knowledge of meanings of words. The term vocabulary has a range of meanings. Students' vocabulary knowledge is a building process that occurs over time as they make connections to other words, learn examples and non-examples of the word and related words, and use the word accurately within the context of the sentence (Snow, Griffin, & Burns, 2005). Based on those statements, it can be assumed that vocabulary is a list of words as a basic component of language proficiency which has a form or expression and contains of aspects, they are meaning, use of word, form (pronunciation and spelling).

2.3. Historical Background of Vocabulary Learning

During the eight decades of the 20 centuries, priority was given to grammar than vocabulary. Grammar was taught in the traditional Schools. (Chacon, 2010, Laufer, and Nation, 2012, as cited in Theresa Larson, 2014). According to Milton (2009) as cited in Larson, 2014, the main reason why teaching and learning vocabulary got minimal attention was both teachers and students believed that people can learn new language and use it effectively in spite of their limited vocabulary power. Similarly, Oxford (1990) revealed that during the previous time of language teaching, vocabulary items were taught via bilingual word lists to be memorized and translated when students are reading something. Due to this, students faced difficulties to remember a large number of words needed to foster fluency. However, until the 1980s, teaching and learning vocabulary was not considered as important as mastering grammar, pronunciation, reading, or writing (Richards, 1976). 'Vocabulary acquisition a neglected aspect of language

learning and stated that vocabulary acquisition research at that time had been a theoretical and unsystematic' (Meara, 1980).

In recent years, however, there has been a revival of interest in words. Many SLA researchers argue nowadays that learning vocabulary is perhaps the most challenging aspect of becoming proficient in a second or a foreign language because of the sheer enormity of the task (Meara, 1995; Nation, 2001; Schmitt, 2010). Language is often compared with a building: the structure of the building is grammar, and words are the bricks in the structure. Both are necessary and important, but the number of bricks exceeds the number of the structural elements, which is why "no linguist today would seriously contest the fact that, quantitatively, vocabulary dominates in the language field and that vocabulary acquisition is the main obstacle to language acquisition" (Ma, 2009, p. 21). Lack of vocabulary often prevents students from becoming proficient L2 (second language) readers and writers and from communicating in L2 effectively, which is why it is the most frequently reported problem for second language learners, and students in academic programs often express a desire for more vocabulary instruction (Folse, 2004).

Vocabulary, as one of the knowledge areas in language, plays a great role for learners' in acquiring a language (Cameron, 2001). Harmon, Wood, & Keser, (2009) as well as Linse (2005) state those learners' vocabulary development is an important aspect of their language development. Although it has been neglected for a long time, researchers have increasingly been turning their attention to vocabulary e.g., Carter and McCarthy (1988), Nation (1990), Arnaud and Bejoint (1992), Schmitt (1997, 2000), Read (1997).

2.4. The Importance of Vocabulary

Vocabulary learning is very important for people who learn English both as foreign language and as second language. Tozcu and Coady (2004: 473) point out learning vocabulary is an important aspect of language two and foreign language acquisition and academic achievement and is vital to reading comprehension and proficiency, to which it is closely linked. Moreover, Heubener (1965: 88) states that learning of vocabulary is based on the formation of specific habits. Since this involves the association of symbols and their meaning, it is clear that an enrichment of the meaning of the word is as important as its frequent repetition. In addition; according to Grauberg (1997: 15) the process of learning vocabulary involves four stages:

A. Discrimination

This is the basic step. It involves the ability to distinguish sounds, letters from those next to them, and from the sounds and letters of similar words when listening and reading; to keep them distinct when speaking and writing. As will be seen later, failure to discriminate is a frequent source of error.

B. Understanding meaning

This means understanding the concept of the foreign word or phrase. Often this is straightforward because the word can be related to its referent by direct association or because there is equivalent word in English

C. Remembering

The next step after introducing and explaining new material is to ensure its retention. Once learners have found out the meaning of a word, they have no reason to attend to it anymore, and it will be forgotten.

D. Consolidation and extension of meaning

Learning new words is not an instantaneous process if it were, and if presentation were the only critical variable involved, and then words would not be forgotten and need to be relearned. As it is, however, it seems that words are absorbed slowly overtime, and that only gradually do they become fully integrated into the learner's personal stock of words, when he can use them with the same sort of fluency that characterizes the words he uses in his native language (Meara as cited in Grauberg (1997: 22). Achieving lexical command is a slow process. If one tries to analyze this process by relating it to linguistic description of vocabulary learning, pronunciation and spelling are probably acquired first, after the understanding of meaning, control over morphological forms and syntactic links comes next and full semantic knowledge is last.

2.5. Vocabulary Learning and Teaching

One of the elements which learners need in order to be able to function in a second language is vocabulary. It has always been an essential element of language teaching, and after a long period of relative neglect, it is now widely recognized as such. This has partly been due to a period of sustained attention and research which picked up momentum in the early 1990s. From this time, a number of influential books focusing on vocabulary were published (Bogaards & Laufer, 2004; Coady & Huckin, 1997). Learning vocabulary is likely to be one of the biggest challenges that

student will face in their studies. Among all language skills vocabulary learning is as significant in language learning as its challenging. As Wilkins puts it without grammar very little can be conveyed; without vocabulary nothing can be conveyed (Wilkins, 1972). Vocabulary is central to language and of critical importance to the typical language learners Lack of vocabulary knowledge will result in lack of meaningful communication (Boyd Zimmerman, 1997).

National middle school association (NMSA, 2008) in its research summary on Vocabulary Teaching and Learning across Disciplines asserts that vocabulary is at the heart of general language development and conceptual learning and is, therefore, a critical aspect of curricular programs in all disciplines. In its research summary, it highlights relevant studies that support several key understandings of vocabulary learning and teaching. In its summary it emphasizes that word knowledge is important for learning, and it is complex. It also stresses that Meta-cognition is an important aspect of vocabulary learning, and Effective vocabulary instruction moves beyond the definitional level of word meanings, it also focuses that vocabulary learning occurs implicitly in classrooms across disciplines, and it also occurs through direct instruction. Finally, it lists them as the six key understandings for all teachers across age levels and content areas.

According to Nation (2001), vocabulary acquisition includes three processes, namely noticing, retrieval, and creative (generative) use. An explanation of each follow:

The process of Noticing involves learner's detection of a given word and marking it as an unknown. A crucial point, however, is that the learner at the same time realizes she or he has come across the word before, but it was used differently, and most importantly the learner becomes familiarized with a new context, as well as he or she wishes to learn a particular word. Moreover, the learner will tend to decontextualize the word the moment she or he notices it, which in turn will provide foundation for better understanding of the word. The process of contextualization takes place either consciously or subconsciously in a variety of ways. For instance, it occurs while listening or reading exercises, when the teacher highlights a particular word, while negotiating meaning in speaking exercises, or when the teacher provides learners with an explanation of the word, be it translation, giving a synonym, or target language definition.

While the noticing directs the learner toward learning the word, the retrieval, the second process of vocabulary acquisition distinguished by Nation, reinforces the meaning of the word in the learner's mind. The more frequent the retrieval of a particular items in a learning process, the greater the chances that the item will strike deeper in the learner's memory. Thus, repetition and retrieval of the word extend its meaning, or definition, and repetitive exposure to and use of it will lead the learner to understanding of each meaning of the word he or she encounters. Nevertheless, the span of time between encounters cannot be too long. If the learner is not able to recall encountering the word in the past, she or he finds herself or himself at the initial stage of the learning process. Nation (2001) states that it is very useful to try to estimate how much listening and reading a learner would need to be doing per week in order for incidental receptive vocabulary learning to proceed in an effective way

2.6. Techniques in Teaching Vocabulary

Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners. This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible (Pinter, 2006). Here are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard (1992).

A. Using Objects

Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words (Takač, 2008).

B. Drawing

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

C. Using Illustrations and Pictures

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear.

D. Contrast

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word "good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one.

E. Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually. Teacher may list a number of clothes e.g., a dress skirt, trousers etc., and then the meaning of the word "clothes" will become clear.

F. Mime, Expressions and Gestures

Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad", "happy"; mime and taking a hat off your head to teach hat and so on. Several studies have emphasized the role of gestures in second language (L2) acquisition (Gullberg, 2008).

G. Guessing from Context

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited Selections has been suggested widely by L1 and L2 reading specialists (Dubin, 1993). Nation and Coad, (1988) claim that there are two types of contexts. The first type is the context within the text, which includes morphological, semantic and syntactic information in a specific text, while the second one is the general context, or non-textual context, which is the background knowledge the reader has about the subjects being read. Williams (1985) agrees with Nation and Coady in considering

the specific context as “the other words and sentences that surround that word it follows those other words in the context of the unfamiliar word often ‘throw light on’ its meaning.

H. Eliciting

This technique is more motivating and memorable by simply giving pupils a list of words to learn.

J. Translation

Even though translation does not create a need or motivation of the learners to think about word meaning (Cameron, 2001), in some situation’s translation could be effective for teachers, such as when dealing with incidental vocabulary (Thorn bury, 2002), checking students’ comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors (Takač, 2008). There are always some words that need to be translated and this technique can save a lot of time.

2.7. Meta-cognition

Livingston (1997) defines meta-cognition as “higher order thinking involving active control over the cognitive processes engaged in learning. In Hardi’s words, it “includes knowledge about when and how to use particular strategies for learning or for problem solving” (2014, p. 40). The official term is most often associated with the cognitive psychologist John Flavell, who is considered to be the founding researcher in meta-cognition.

Psychology has been the first to investigate the role of meta-cognitive processes, in the area of children’s memory functioning (Sternberg, 1998; as cited in Hardi, 2014). The concept, though, has been present for as long as humans have been able to reflect on their own cognitive processes, and it has become an important part of the educational framework in the last couple of decades. In his seminal work *Meta-cognition and Cognitive Monitoring* (1979), Flavell proposes a model of meta-cognitive monitoring which includes four categories: a) meta-cognitive knowledge, b) meta-cognitive experience, c) task and goals, and d) strategies or actions. It is interesting to point out that Flavell claims that the distinction between cognitive and meta-cognitive knowledge lies in how the information is used, more than in a difference in processes. In addition, meta-cognitive activities usually precede and follow cognitive activities. They are

almost inseparably connected, which sometimes makes it difficult to draw a clear line between the domains of cognition and meta-cognition. Flavell further on mentions that meta-cognition may be activated consciously or unconsciously by an individual. This concept became a much-discussed subject among researchers in the field of meta-cognition. Larkin (2010), for example, claims that it is developed during the process of our thinking, and not by reflecting on our thinking, which implies that meta-cognitive processes are always an unconscious act. However, what interests us the most is the last category Flavell mentions; strategies. In his opinion, meta-cognitive strategies are designed to monitor cognitive processes, that is, their role is to control one's own cognitive activities, which then lead to a certain goal. When we speak about meta-cognitive knowledge, we imply that the knowledge we have is actively used in a strategic manner. Fisher (1998) claims that meta-cognitive awareness includes knowledge of ourselves, and knowledge about the strategies we use to assess a task.

Schraw and Mohsman (1995) define meta-cognition as the knowledge and regulation of cognitive processes. They claim that unlike cognition, which only involves the execution of tasks, meta-cognition encompasses the understanding of how a task is accomplished. Meta-cognitive processes are important because they bring about conceptual changes in learning, thus enabling longer retention and different application of the material. What is more, Kipnis and Hofstein (2008) state that it is important to encourage meta-cognitive skills, because meta-cognitive processes promote learning through understanding, which, on the other hand, implies the possibility that the acquired knowledge can be applied in completely new contexts. Not to forget, Meta-cognitive skills provide the capability of individual learning, which requires the awareness of the individual knowledge and the understanding of how to expand that knowledge. Ceylan and Harputlu (2015) note that learners who actively use meta-cognition do not only have the knowledge of their own cognitive processes, but are as well aware of the cognitive processes used by others. Let us conclude with Pierce's (2003) view on meta-cognition:

Meta-cognition is an appreciation of what one already knows; together with a correct apprehension of a learning task and what knowledge and skills it requires combined with the ability to make correct inferences about how to apply one's strategic knowledge to a particular situation and to do so efficiently and reliably.

2.7.1. Meta-cognition and Academic Performance

It is generally accepted that learners can improve their performance if they can monitor their own learning processes (Downing, 2010). Meta-cognitive strategies are highly related to academic performance and higher academic achievers know how to use meta-cognitive strategies better than the lower achievers. Some meta-cognitive skills have been used in our daily lives; for instance, learning how to ask and answer questions is an important part of meta-cognitive activities that will help improve academic performance (Gavelek and Raphael, 1985). Since meta-cognition is a higher level of cognition, different aspects related to the academic performance are worth investigating. They are motivation, critical thinking and problem solving.

2.7.2. Regulation of Cognition

Regulation of Cognition is to control the cognition in terms of planning, implementation and evaluation (Schraw and Dennison, 1994; Baker and Brown, 1984). Regulation of Cognition consists of five sub components: Planning, Information Management Strategies, Comprehension Monitoring, Debugging Strategies, and Evaluation. (Schraw & Dennison, 1994).

Planning-It is to set goals and allocate resources before beginning the task. (Schraw & Dennison, 1994).

Information Management Strategies- It includes skills to process information, such as organizing, elaborating etc. (Schraw and Dennison, 1994).

Comprehension Monitoring- It entails assessing one's comprehension and learning process, whether the reading materials make sense or not. (Schraw and Dennison, 1994).

Debugging Strategies- It is to look for help when encountering difficulties. (Schraw and Dennison, 1994).

Evaluation- It is to assess one to see whether he or she has accomplished his/her jobs (Schraw and Dennison, 1994).

2.7.3 The Components of Meta-cognition

Since meta-cognition is not a simple construct, many investigators have suggested that it consists of different components. The most common ones are the two-component models and three-component models. Some researchers believe that meta-cognition consists of knowledge and

skills; others believe it consists of knowledge, skills, and beliefs; while others contend that it consists of meta-cognitive knowledge, meta-cognitive skills, and meta-cognitive attribution (Desoete et al, 2001). For instance, Flavell (1987) contends that meta-cognition consists of two dimensions:

Meta-cognitive knowledge and meta-cognitive experience: Meta-cognitive knowledge is about how a learner understands the relationship between himself or herself as a learner, the tasks he or she faces and the strategies he or she uses to complete the tasks (Garner, 1987; White, 1999), while meta-cognitive experience is about how a learner thinks about his or her cognitive efforts, whether there is a confusion in the learning processes, and whether the learning process is a successful one (White, 1999).

Nelson and Leonesio (1988) posit that meta-cognition consists of meta-cognitive monitoring and meta-cognitive control.2002). According to Dobrovolny (2006), meta-cognition can be defined as self-assessment and self-correction. Self-assessment is to evaluate one's own learning processes by comparing the new materials and prior experiences to find out the similarities and differences. This is a way to check whether a learner understands the new materials. He or she will continue to read the materials to consider whether it is relevant and useful. If the learner's self-assessment is negative, i.e. he or she doesn't understand, he/she will resolve the problems by keeping on doing reflection and comparison etc. The learners will then make a decision whether it is worth continuing the task. This is a process of self-assessment and self-correction.

2.7.4. Cognitive vs. Meta-cognitive Knowledge

Dimensions of meta-cognition are widely accepted as knowledge and strategies although there are so many different definitions in the Second Language research. Knowledge, especially declarative knowledge, can be recognized as cognitive rather than meta-cognitive. The nuance can be found in the way that the information is used. John Flavell distinguishes this difference with whether a cognitive goal is met or not. Knowledge can also be meta-cognitive if it is used strategically to reach the cognitive goal (Flavell, 1976, 1979). For example; L2 learners often have a difficulty with vocabulary in reading. Student may use her knowledge to plan how to approach the unfamiliar vocabulary. If she knows (awareness) that she has a difficulty with vocabulary, she might use different strategies such as checking the text clues to guess the

meaning try to get help with morphemes, use dictionary or ask for help. She may go back to re-reading the text to understand the passage until her goals are met.

Moreover, understanding a text is a cognitive strategy. However, the steps those take us to acquisition are meta-cognitive strategies. So, evaluating or assessing text knowledge can ensure understanding the information acquired and this would be a meta-cognitive strategy. One takes you to reach a specific goal (cognitive) and the other one is being engaged to understand the process and the way you reach that goal (meta-cognitive). Cognitive and meta-cognitive strategies are mutually exclusive of one another and trying to separate them would give us the incomplete picture.

2.7.5. Methods of Calibration of Meta-cognition

There are different kinds of calibration, such as relative calibration, and absolute calibration (Pieschl, 2009). Mabe and West (1982) contend that people are better in assessing their performance in relative scale rather than absolute scale. People can usually assess better when comparing their performance with the performance of other people; when asked to compare their performance with a scale, they would find it more difficult. For assessing one's own calibration, there are two common ways. The first one is to predict our ability to complete a task before we do the task, and the second one is to assess our performance after we have completed a task. Prediction is to do the assessment before performing a task while post-diction is to do the self-assessment after finishing a task, and post-diction is more likely to be more accurate than prediction (Mabe and West, 1982; Lin and Zabrocky, 1998), as there are some cues for the learners to compare after they have finished the tasks.

2.8. How can Teachers make the best use of meta-cognitive strategy?

Make learning goals explicit and help students to plan strategies and ways of monitoring their progress towards achieving these goals. For example, encourage self-assessment against learning goals and redrafting of work as necessary to reach these goals. Help students to understand their mid- and long-term goals. As well as meta-cognitive knowledge and regulation, learners need to employ motivation strategies such as deferred gratification to make sure they learn successfully (EEF, 2019). Plan for progression in teaching meta-cognitive strategies are starting with activating prior knowledge and explicit strategy instruction, and ending with independent practice and structured reflection (EEF, 2019). Try to keep learners within their zone of proximal

development (ZPD) see Education Brief: Active learning. Scaffolding should be gradually reduced so that eventually learners are able to employ the meta-cognitive strategy independently. Learners should also be able to choose which strategy to employ in a new context, or when another strategy is not working.

2.9. Vocabulary Learning Strategies

Vocabulary learning strategies that teachers can take into account: (1) guessing from context, (2) using word parts and mnemonic techniques to remember words, and (3) using vocabulary cards to remember foreign language-first language word pairs. It is supported by Murcia (2001) who also proposes three strategies to learn vocabularies. The first strategy is guessing meaning from context; she says that a context is rich enough to give adequate clues to guess the word's meaning. The second strategy is mnemonic devices: she proposes keyword technique. When seeing or hearing the target word, the learner is reminded of the keyword. The third strategy is vocabulary notebooks; she suggests a memory aid in independent learning by setting up vocabulary notebooks. Based on the techniques used for presenting new vocabulary and vocabulary learning strategies, the experts suggest lots more techniques that are claimed to be helpful for students to learn vocabulary in an easier way. Finally, teachers may encourage students to keep a vocabulary notebook because a great deal of vocabulary growth ultimately depends on the learner. They may have students who are successful vocabulary language learners share their notebook methods. For students who need help, they can demonstrate how to set up a vocabulary notebook that is neat and organized in a manner that will facilitate multiple retrievals of the words. If the notebook is not set up well, then learners are less likely to practice the word, which defeats the purpose of keeping the notebook in the first place.

2.9.1. Meta-cognitive Strategies

Meta-cognitive strategies are defined by Chamot (2009) as "executive processes used in planning for learning, monitoring one's own comprehension, production and evaluating how well one has achieved a learning objective" (p. 58). Meta-cognitive Strategy has increased due to the positive effects that meta-cognitive strategy training (MS) has on learner performance. Klimenko, Álvarez, Londoño, Álvarez, and Bermúdez (2008) argue that it is necessary to emphasize an extracurricular integration of cognitive and meta-cognitive teaching strategies that allows students to learn how to organize their activities and become more familiar with their own

particularities, which in turn can facilitate and increase student awareness improve learners' performance, especially with regard to the acquisition of attitudes and autonomous behaviors.

Recently, educational entities have paid importance to strengthening meta-cognition to support and regulate students learning to prepare themselves with the skills at signifying and organizing beliefs about their own knowledge. For this process, researchers have defined the concept of meta-cognition. Cross and Paris (1988) conceived meta-cognition as the knowledge and control children have over their own thinking and learning activities. In short, Students are aware of the particular cognitive strategies and the way to move toward given tasks, not only for the learning of vocabulary but for any kind of learning action so that they will be able to come across and extend those strategies and knowledge into new or if meta-cognition is a way of fostering learner knowledge about the thinking process, meta-cognitive strategies are then a way of developing that knowledge. The deployment of several activities and ways of approaching task goals can certainly be viewed as strategies to fulfill learning goals. According to O'Malley and Chamot (1990), in establishing the learning strategies as sets of actions in which students feed their own learning, learning strategies contribute to the improvement of students' learning process. Anderson (2002) states, "the use of meta-cognitive strategies activates one's thinking and leads to improved performance in learning in general.

This means that learners, who use these techniques, have advantages in understanding their own role in learning since they are aware of different ways of approaching learning goals. Similarly, Rubin (1987) states, Meta-cognitive Strategy (MS) are "management steps or operations by which learners control and manage their learning or problem-solving process via planning, monitoring, evaluating, and modifying their learning approaches" (p. 23). That is to say, using MS can make Students directed learning possible by establishing the new thought processes to achieve learning tasks on their own, while simultaneously causing them to reflect on their performance. Meta-cognitive strategies are considered as a way of providing Students with more opportunities for reasoning out their own process of learning. Engaging with the subject matter and using these methods encourage them to assume responsibilities and logical understanding of their own cognitive processes

2.9.2. Vocabulary Learning through Meta-cognitive Strategy

Vocabulary learning strategies are one of the most important parts of language learning strategies which in turn are parts of general learning strategies. Research has demonstrated that many students use a wide variety of strategies when learning vocabulary especially in tasks such as listening and speaking. But learners mostly use basic vocabulary learning strategies (Schmitt, 1997). Cognitive strategies are mechanical aspects of learning vocabulary such as taking notes and highlighting new words, making lists of new words, using flashcards to record new words, putting English labels on physical objects, keeping vocabulary notebooks, and writing the words many times. Meta-cognitive strategies, on the other, involve monitoring, decision- making and assessing one's progress.

They help learners to specify suitable vocabulary learning strategies for learning new words (Schmitt, Vocabulary in language teaching, 2000). In the present study, the researcher aimed to consider the application of these strategies in learning vocabulary and wishes to specify the use of meta-cognitive and cognitive strategies across intermediate and advanced levels proficiency. Vocabulary learning seems to be a neglected area in literature and there is a need for more research in this field (Xhaferi, 2008). Richards and Renandaya (2002) noticed the fact that vocabulary education was given little priority in second language programs and vocabulary acquisition was put aside and received no attention in many textbooks and language programs. Hedge (2001, p. 110) complained about neglecting vocabulary saying that in the literature of language teaching and learning, a recurring theme has been the neglected of vocabulary. He also states that this neglect is quite surprising for a couple of reasons. The first reason is that Students themselves put noticeable significance on vocabulary. The neglect of vocabulary is also surprising due to the fact that vocabulary errors are more confusing than grammatical ones. It is also obvious that vocabulary learning is an important task for EFL learners Nation (2001, p. 217) defined vocabulary learning strategies as strategies which need to a) involve choice, that is, there are several strategies to choose from, b) be complex, that is, there are several steps in learning, c) result in knowledge and benefit from training, and d) increase the efficiency of vocabulary learning and vocabulary use.

GU and Johnson (1996) divided vocabulary learning strategies into meta-cognitive, cognitive, memory encoding and activation strategies.

Meta-cognitive strategies include selective attention and self-initiation strategies. They believe that foreign and second language learners employ selective attention strategies in order to know which words are crucial for them to learn and are important for adequate comprehension of a passage. In order to make the meaning of vocabulary items clear, learners who employ self-direction strategies use a variety of techniques.

Cognitive strategies in GU and Johnson's taxonomy involve guessing strategies, skillful use of dictionaries and note-taking strategies. Learners who utilize guessing strategies draw upon their background knowledge and also utilize linguistic clues such as grammatical structures of a sentence to guess the meaning of a word. Memory strategies are classified into rehearsal and encoding categories. Word lists and repetition are examples of rehearsal strategies.

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

Activation strategies involve those strategies through which the students actually use new words in various contexts.

A comprehensive inventory of vocabulary learning strategies has been compiled by Schmitt (1997). He classified the strategies into two groups: the ones which identify the meaning of new words when encountered for the first time, and those which consolidate meaning when encountered again. The former involves determination and social strategies and the latter involves cognitive, meta-cognitive, memory and social strategies. According to Schmitt (1997), determination strategies are utilized when "learners are faced with discovering a new word's meaning without recourse to another person's experience" (p. 205). Learners try to find the meaning of a word by guessing it with the help of the context, structural knowledge of the language, and reference materials. For Schmitt (1997) the second way to find the new meaning of a word is through using social strategies by asking someone for help with unknown words. Besides the initial discovery of meaning of a word, learners need to use a variety of strategies to practice and retain vocabulary. In this taxonomy, cognitive strategies are similar to memory

strategies but do not focus on manipulative mental processing. They involve repetition and use of mechanical means such as word lists, flash cards, and vocabulary notebooks to learn words.

Finally, meta-cognitive strategies in Schmitt's (1997) taxonomy are demonstrated as strategies utilized by students who control and evaluate their own learning such as testing oneself. Vocabulary learning is considered as an integral and important area of language teaching as "words are the basic building blocks of language, the units of meaning from which larger structures such as sentences, paragraphs and whole texts are formed" (Read, 2000).

According to Ruutemets (2005), vocabulary learning strategies are a subcategory of learning strategies and create knowledge about what learners do to identify the meaning of new words, retain them in long-term memory, recall them when needed in comprehension, and utilize them in language production. They are categorized into a) strategies for understanding the words meaning, such as making deductions from the word-form, linking to cognates, guessing from the context and using dictionary, and b) strategies for learning words, such as repeating the word over and over again, organizing words in the mind and linking to background knowledge.

Takac (2008, p. 52) believes that vocabulary learning strategies are specific strategies utilized in the isolated task of learning vocabulary in the target language and adds that students can use them in any language learning situation. He also mentioned four characteristics of vocabulary learning strategies as 1) require selection on students' part, 2) exhibit complexity and necessitate certain process, 3) depend upon students' understanding and can further improve through instruction, and 4) make learning and using vocabulary in L2 more efficient.

Schmitt (1997) developed Oxford's (1990) taxonomy for vocabulary learning strategies, and divided vocabulary learning into two main phases: discovering the new meaning of words and consolidating the new word's forms and meanings. During these phases, students utilize different strategies, i.e., cognitive strategies which are accomplished through the process of using or converting the language material, social strategies which are developed through interaction either among students or between teacher and students, and finally, memory strategies which are recalling the meaning of a word based on its decoding and connection with the student's background knowledge. They can be enriched by the students themselves, depending on their individual preferences and learning styles. Meta-cognitive strategies help students monitor and

evaluate their process of learning and use certain techniques consciously which improve performance in the target language. Meta-cognitive and cognitive strategies are used as a crucial key for students to become more independent and responsible for their own learning, so, students should be encouraged in order to individualize their strategy use, which may vary based on educational, linguistic or cultural background and learning style (Yamato, 2000).

2.10. Awareness of Meta-cognitive Strategies in Vocabulary Learning

Meta cognition is often referred to as “thinking about thinking”. Meta-cognition is a regulatory System that helps a person understand and control his or her own cognitive performance. Meta-cognition allows people to take charge of their own learning. Sometimes people use the phrase ‘going meta when talking about meta-cognition, referring to the process of stepping back to see what you are doing, as if you were someone else observing it. “Going meta” means becoming an audience of your own performance- in this case, your own intellectual performance.

Meta-cognition was originally referred to as the knowledge about and regulation of one’s own cognitive activities in learning processes (Flavell, 1979; Brown, 1978). Meta-cognition involves awareness of how they learn, an evaluation of their learning needs, generating strategies to meet these needs and then implementing the strategies” (Hacker, 2009). Meta-cognition is most commonly divided into two distinct, but interrelated areas. John flavell, one of the first researchers in meta-cognition and memory, defined these two areas as meta-cognitive knowledge- awareness of one’s thinking- and meta-cognitive regulation- the ability to manage one’s own thinking processes. These two components are used together to inform learning theory. Flavell (1979) describes three kinds of meta-cognitive knowledge:

Awareness of knowledge- it involves understanding what one knows, what one does not know, and what one wants to know. This category may also include an awareness of other’s knowledge.

Awareness of thinking- understanding cognitive tasks and the nature of what is required to complete them.

Awareness of thinking strategies- understanding approaches to direct learning. Questions that explicitly help students think about, “How do I study best?” or “What kinds of tools help me learn?” all engage meta-cognitive knowledge. This can range from information that helps Students assess their own abilities and intelligences to reflections on specific learning processes

Students tends to use in different situations. Meta-cognitive regulation involves the ability to think strategically and to solve problems, set goals, organize ideas, and evaluate what is known and not known. It also involves the ability to teach to others and make thinking process visible. When a student has information about his o thinking, he is able to use this information to direct or regulate his learning. This kind of meta-cognition is also referred to as “executive control”. Successful learners typically use meta-cognitive strategies whenever they learn. But they may fail to use the best strategy for each type of learning situation. Here are some meta-cognitive skills that each student may follow.

Knowing your limits: Knowing the limits of one’s own memory of a particular task and creating a means of external support.

Self-monitoring – self-monitoring one’s learning strategy, such as concept mapping, and then adapting the strategy if it is not effective.

Modify – noticing whether one comprehend something one just read and then modifying approach if one did not comprehend it.

Skimming –choosing to skim subheadings of unimportant information to get to the information one need.

Rehearsing – repeatedly rehearsing a skill in order to gain proficiency.

Self-test – periodically doing self-tests to see how well you learned something

2.11. Challenges of Meta-cognitive Strategy in Vocabulary Learning

A problem teachers and students confront and a problem we all confront in managing our own learning is that conditions of instruction or practice that make performance improve rapidly often fail to support long-term retention and transfer, whereas conditions of instruction that appear to create difficulties for the learner, slowing the rate of apparent learning, often optimize long-term retention and transfer. To the extent that we assume that current performance is a valid index of learning, we become susceptible to choosing less effective conditions of learning or practice over more effective conditions. Alice Healy, together with her students and colleagues, was among the first to emphasize that creating certain types of difficulties can improve learning and slow

forgetting, especially in the domain of learning foreign-language vocabulary (Schneider, Healy, & Bourne, 2002). The first steps in successful teaching vocabulary are to identify the difficulties that faced by the students.

2.12. Factors Affecting Learners' Choice of Strategies

There are various factors affect the choice of strategies: stages of learning, task requirement, age, sex, nationality, general learning style, motivation and purpose for learning the language (Oxford 1990 cited in Williams and Burden, 1997). Bialystok (1979) speculated that such factors might relate to “characteristics of the learner, such as language learning aptitude, attitude, and motivation, personality variables; or relate instead to characteristics of the learning situation, such as length of exposure to the language, the teaching method employed” (p. 272). Oxford and Ehrman (1993) noted the nine factors included aptitude, motivation, anxiety, self-esteem, and tolerance of ambiguity, risk-taking, language learning styles, age, and gender.

A number of factors are assumed to affect the types, numbers, and frequency of use of language learning strategies: cultural background, language studied, stage of learning, age, motivation, language learning goals, previous language learning experience, language learning styles, gender, anxiety, lack of inhibition, and career or academic specialization.

2.13. Challenges in Vocabulary Teaching Strategies

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. According to Texas Reading Initiative (2002) there are some barriers to help students develop word knowledge in breadth and depth, we must first recognize the following four fundamental obstacles, and then develop teaching practices to address those obstacles:

The size of the task- the number of words that students need to learn is exceedingly large. We know that, on average, students add 2,000–3,000 words a year to their reading vocabularies (Beck, McKeown & Kucan, 2002). This means that they learn from six to eight new words each day an enormous achievement. Individual differences in vocabulary size also involve large numbers. Some students may know thousands more words than other students in the same classroom. As a teacher, you know the difference this can make: students who know the

meanings of many words catch on to and understand new ideas and concepts much faster than do those students with limited vocabularies.

The differences between spoken English and written- the vocabulary of written English, particularly the “literate” English that students encounter in textbooks and other school materials, differs greatly from that of spoken, especially conversational, English. Students both English language learners and those for whom English is the first language may have limited exposure to literate English outside of school.

The limitations of sources of information about words- the sources of information about words that are readily available to students - dictionaries, word parts, and context pose their own problems. Each can be difficult to use, uninformative, or even misleading.

The complexity of word knowledge- knowing a word involves much more than knowing its dictionary definition and simply memorizing a dictionary definition does not guarantee the ability to use a word in reading or writing. Adding to the complexity is the fact that different kinds of words place different demands on learners.

To overcome these obstacles, teachers need to engage metacognitive strategy of vocabulary teaching according to their suitability and practice them to accommodate and support the vocabulary instruction in EFL classroom.

This study was at Jiren secondary school language teachers and learners were samples of the study. Therefore, the purpose of this study was to analyze EFL students’ awareness and challenges in using metacognitive strategies in English vocabulary in EFL classes

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

The main objective of this study was to investigate EFL students' awareness and challenges in using Meta-cognitive strategy in learning English vocabulary. The research design in the study, population and participants of the study, sampling techniques of the study, study site, data gathering tools used in the study, data collection procedures and methods of data analysis used in the study are described in the chapter.

3.2. Research Design

According to Creswell (2009), the combined use of quantitative and qualitative research approaches provides an expanded understanding of research problems. Therefore, descriptive survey study research design was employed as a research design to study the EFL students' awareness and challenges in using metacognitive strategies in learning English vocabulary at Jiren secondary school. In order to answer the research questions posed both qualitative and quantitative techniques of data were used to draw valid conclusions.

3.3. Research Setting

This study was conducted at Jiren secondary school that is found in Oromia Regional state, Jimma town, around Ginjo woreda. Jiren grade 10 students and EFL teachers were selected based on two considerations. It is selected for sampling because of its proximity to the researcher. Conducting the research here in jimma town avoids unnecessary expenses in time, money and energy as far as the capacity of the researcher is considered.

3.4. Population of the Study

The target populations of this study were Jiren secondary School, grade ten students and all English language teachers. The total population of the study was 540. The researcher took 90 students from the total number of students and 13 English language teachers who were teaching in grade ten.

3.5. Sample Size and Sampling Technique

Polit (2001), states that sampling involves selecting a group of people, events, behaviors or other elements which to conduct a study. In this study, systematic random sampling technique was

used to select students. On the other hand, the numbers of teachers who taught EFL in grade ten are manageable (thirteen teachers); the researcher was included all of them comprehensively. The study was conducted only on grade ten. Grade ten was selected from others grades level using purposive sampling technique. The researcher used systematic random sampling technique to get the participant of the study. The practical way of taking systematic random sampling technique; if the population contains N ordered elements, and sample size of n is required/desired/ to select, then I find the ratio of these two numbers. Therefore, $N =$ Total population and $n =$ the desired sample size. The students' total number ($N=540$) and the desired sample size is $90(n=90)$ then sample interval could be N/n ($540/90=6$) so, random number at six interval was selected starting from number six.

3.6. Data Gathering Tools

The necessary data were collected through questionnaires, interviews and classroom observations. The data gathering tools are described in the subsections found below.

3.6.1. Questionnaires

In this study, questionnaire was utilized as an additional data gathering tool. Questionnaires were employed to collect information from both students and teachers regarding vocabulary learning in using metacognitive strategies and challenges that hinder the actual practices of vocabulary learning in EFL classrooms. 20 items containing close-ended questions were provided to 90 students and 13 English language teachers using a five Likert scales ranging 1-5, 'Strongly agree. Agree, Dis agree, strongly dis agree and Neutral. The advantage of the Likert technique of scale construction is that it is the most widely used method of summated ratings because it is easy and takes much less time to construct. The questionnaire were prepared in English and translated into Afan Oromo for ease of understanding. It was translated into Afan Oromo because students at this level seem to have difficulty in understanding the question in giving responses. The questionnaire has three parts. The first part of students' questionnaires was intended to identify students' practices of vocabulary learning in using metacognitive strategies. The second part of questionnaire intended to identify challenges in using metacognitive strategies in vocabulary learning. The third part of the questionnaire was intended to identify awareness of vocabulary learning in EFL classroom.

3.6.2. Interview

The other instrument used in this study was interview. According to Creswell (2005), a semi-structured interview is one of the most useful methods that help to collect qualitative data because the interviewer could ask specific questions to elicit the information from the participants and the interviewees could freely describe their personal information in detail. Seven interview questions are included in the interview guide (see Appendix B) and administered to the selected 6 EFL teachers to obtain teachers' information on EFL students' awareness and challenges in using metacognitive strategies in English vocabulary learning in EFL classes. The interview lasted around 30 minutes, and it was conducted in the selected school compound for two days. The procedure of interviewing was held through note taking while the interviewees explaining his/her ideas.

3.6.3. Classroom Observation

Classroom observation was conducted. The researcher conducted classroom observation and it helped him to gather primary data and by giving him the opportunity to look the actual practice of vocabulary teaching strategies in using metacognitive strategy. Lesson observation was important because it supplemented the questionnaire and interview methods in cross checking if what the respondents say do converge or not. For this purpose, four sections of grade 10 English language teachers' classroom at Jiren secondary school were selected. Therefore, the observation of these teachers was made by observing three times each at different sessions for 40 minutes. Therefore, to make sure that the data obtained from the interview and questionnaires were the reflection of what grade 10 English teachers of Jiren secondary school were actually used to teaching vocabulary and to obtain first-hand information concerning the use of metacognitive strategy in vocabulary teaching, the researcher prepared a classroom observation checklist (See appendix D).

3.7. Data Collection Procedure

The data were collected based on the following procedures. First, relevant literatures were reviewed to have sufficient information to develop data collecting tools. The questionnaire was prepared in English, and then translated in to Afan Oromo to ease the questionnaire for students' understanding (see Appendix B). The researcher explained the purpose and importance of the research to the participants of the study briefly. Then the researcher selected the sample

respondents from the school. Finally, data were collected using questionnaire, interview, and observation respectively.

3.8. Method of Data Analysis

In order to answer the research questions posed, both qualitative and quantitative techniques of data analysis were used to draw valid conclusions. Both quantitative and qualitative approach in combination provides a better understanding of the research problems and effective data analysis (Johnson, 2004). Therefore, both quantitative and qualitative techniques were used during data interpret and analysis. The quantitative data which were collected through questionnaires were analyzed using descriptive statistical techniques which are frequencies and percentages. Data gathered through interview from teachers and classroom observation was discussed qualitatively in text explanation in order to support the data gathered through questionnaires. Finally, based on the findings, conclusions and recommendation were forwarded.

3.9. Ethical and Legal Considerations

The researcher got letter permission from research and postgraduate coordinating office of college of social science and humanities and showed the letter to concerned bodies at Jiren secondary school so as to get access the site. The researcher followed the basic ethical principles of scientific research in the processes of data collection, data presentation and analysis. The data were collected based on the informed consent of the respondents. To this end, the aim of the research was explained to get the willingness of the sample respondents. All information obtained from an individual respondent was kept confidential. Therefore, I used codes instead of the name of participants in order to keep anonymity.

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION

This study aimed at EFL students' awareness and challenges in using metacognitive strategy in learning English vocabulary at Jiren Secondary School. To collect relevant data for the study, questionnaire, and interview and classroom observation were employed. Accordingly, the results and discussions of teachers' and students' responses, EFL students' awareness and challenges in using metacognitive strategy in learning English vocabulary. Finally, the major factors that affected EFL students' awareness and challenges in using metacognitive strategy in learning English vocabulary were treated under this section respectively.

4.1. Analysis of Data Obtained through Interview

4.1.1. Teachers' awareness of using metacognitive strategy in teaching vocabulary EFL classes.

To assess further information about teachers' practice or using metacognitive strategies and challenges they face in implementing vocabulary learning in teaching in EFL classes. The researcher employed semi-structured interview which could support the responses gathered through questionnaire and observation. Accordingly, seven interview questions were administered for the total of six English language teachers and each of them were interviewed separately. The interview was lasted around 30 minutes. Each of the teacher interviewee had been named anonymously as teacher (T1), teacher 2 (T2) teachers 3(T3), Teacher 4(T4) Teacher 5(T5) and Teacher 6(T6). The procedure of interviewing was held through note taking of the interviewees while explaining his/her ideas. The results of the teachers' interview were discussed as follows: The interviewees were separately asked if they are using vocabulary learning strategies in using metacognitive strategies to their students. Accordingly, the researcher asked the respondents do you think that using vocabulary teaching strategies is very important to enhance students' vocabulary use.

Accordingly, in response to item 1, all of the interviewees replied that, as they were using strategies in vocabulary teaching. However, the researcher did not observe them while they were used metacognitive strategies effectively in their vocabulary teaching classes during classroom observation. They use lecture and question and answer methods frequently. The other remaining vocabulary teaching strategies were rarely practiced and some of them were rejected. Based on the questionnaires and observation made by the researcher, the teachers were rarely used

strategies to implement vocabulary learning. So that, one can understand that as they rarely teach vocabulary their students' using metacognitive strategies explicitly.

The second question refers to teachers' opinion about the importance of using vocabulary teaching strategies which help students at levels to learn English vocabulary in EFL classroom. All the interviewees agreed on the importance of using vocabulary teaching strategies in vocabulary teaching; they said that "it is very important." Among the importance, some of the interviewees (T1, T2&T4) mentioned that "vocabulary learning techniques provide learners the chance to share experience with their friends and to take responsibility for their own learning." The other respondents (T3, T5&T6) shared similar views as, "It helps to use language in a real communication in a meaningful way and effective way to develop higher critical thinking and problem-solving skills real life situation." Even if they agreed on the importance of using strategies in vocabulary teaching, the researcher did not observe them while they practiced strategies effectively in their language classes during classroom observation. The absence of such common understandings about the importance and approach of vocabulary teaching between teachers and students could affect learners' motivation and hinder the process of practicing vocabulary learning strategies effectively. Thus, the analysis of data gathered through interview has not shown consistent results with findings of the questionnaire and classroom observation.

Regarding item 3, the way teachers help students to practice strategies or techniques to teach new words. Using varieties of strategies are used to enhance students to memorize new words from their memories. It seems that teachers help students to remember the meaning of the words. All teachers replied as they used the strategy of "guessing new words from textual context and translating new words to L1 for their learners." It seems that this strategy is preferable both by teachers and students.

In relation to items 4 and 5 were used to find out the respondents' using vocabulary learning strategies in the classroom and the way to develop varieties of techniques in vocabulary teaching. Most of them reported that, "using different strategies in teaching vocabulary in the EFL class room helps the learners attempt to connect ideas with their personal experience." In addition, some of them replied that "when the teacher teaches vocabulary, he/she should establish a link between the word and the meaning using strategies depending on the word to be taught.

'Therefore, it is worth examining the effective way of teaching vocabulary and suggesting some strategies to improve learners' vocabulary skills.

Regarding question number six, the challenges teachers faced in the practice of vocabulary teaching strategies, all of the interviewees responded that "vocabulary teaching strategies have challenges during its implementation in the real classroom." Three of the respondents (T1, T2&T4) listed some of the factors as: "shortage of time, large class size, lack of adequate authentic materials and domination of some students". Similarly, (T3&T4) mentioned that "classroom condition, negative attitude of students and the imbalance of their level of proficiency students" prevents the implementation of vocabulary teaching method/techniques. (T5&T6) explained as it has some influence in their teaching for instance, the way they have been taught was mainly focused on "grammar oriented," so they were favored on teacher-centered approach. Generally, the teacher's response show that, most of the time teachers couldn't implement vocabulary learning strategies in the classroom that is why they want to finish the course with high speed. When I see the extent of applicability, it is not as such a satisfactory. Many teachers did not use vocabulary teaching strategies still they teach vocabulary using only few techniques.

Regarding question number seven, asked the teachers as they trained their students in using strategies for learning vocabulary; Out of six teachers only one (16.7%) teacher reported that, "He rarely trained students in using vocabulary learning strategies" and (83.3%) of the teachers were never included strategy training in their classes. From this, one could assume that the majority of the respondents may not properly practice the implementation of vocabulary teaching strategies in EFL classes. Further, not only students it appeared that these EFL teachers had not gained adequate training on vocabulary teaching strategies. When asked the reasons for not applying, they explained that "they did not have adequate materials like authentic materials, dictionary and training on vocabulary teaching strategies so as to practice these strategies in EFL classes and to equip their students with vocabulary knowledge. 'This implies that these EFL teachers and students should get training on the uses/practices of vocabulary teaching in EFL classes.

4.2. Analysis of Data Obtained through Questionnaire

4.2.1. Teachers' response to the theoretical practices of using metacognitive strategy in vocabulary teaching in EFL classes

No	Items	Always		Usually		sometimes		rarely		never		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	I know when to use certain vocabulary teaching strategies and how to use them.	3	23	4	30.8	6	46.2	-	-	-	-	13	100
2	I try to re- think about my understanding of the word to use in EFL classroom.	-	-	2	15.3	3	23.1	5	38.5	3	23.1	13	100
3	How often do you check and correct your students practicing vocabulary learning strategies in EFL classroom	1	7.7	2	15.3	2	15.4	5	38.5	3	23.1	13	100
4	How often do you monitoring students using English vocabulary strategies in EFL classroom?	1	7.7	-	-	4	30.8	7	53.8	1	7.7	13	100
5	I check my students whether they use vocabulary learning strategy during English vocabulary in EFL class room.	-	-	-	-	4	30.8	6	46.2	3	23	13	100
6	I encourage my students to use vocabulary learning strategies in EFL classroom	2	15.4	1	7.7	5	38.5	3	23	2	15.4	13	100
7	I try to practice or use new words in teaching English vocabulary classroom	1	7.7	3	23.	6	46.2	1	7.7	2	15.4	13	100
8	Do you use flash cards to enhance your students new words	-	-	2	15.4	3	23	7	53.8	1	7.8	13	100

Note that: 5: always 4: usually 3: sometimes 2: rarely 1: never

Table 4.2.1 above, the teachers were asked whether they practice certain vocabulary teaching strategies and how to use the strategies. Thus, 3(23%), 4(30.8%) of the teachers always and usually confirmed that they know and how to use certain vocabulary teaching strategies while they were teach English vocabulary in EFL classroom. Likewise, 6(46.2%) of the respondents confirmed that they were sometimes used vocabulary teaching strategies. In the same table the teachers were asked whether they try to re- think about understanding of the word to practice or use in EFL classroom. In replying to item II 2(15.4%) and 3(23.1%) of the respondents confirmed that they try to re- think about the word they used in vocabulary classroom sometimes and respectively. Likewise 5(38.5%) and 3(23. %) of the respondents confirmed rarely and never re-think about the word while they were teach English vocabulary. Regarding to item 3, how often do teachers check and correct their students to practice vocabulary learning strategies in EFL classroom. Thus, 1(7.7%) and 2 (15.4%) of the teachers always and usually check and corrected the students to practice vocabulary learning strategies. On the other hand, 2(15.4%) and 5 (38.5%) of them replied that they sometimes and rarely check and corrected their students to practice vocabulary learning strategies in classroom. Likewise, 3(23.1%) of the teachers never check and corrected their students to practice vocabulary learning strategies in EFL classroom.

In item 4, the teachers were asked how often they monitor their students in using vocabulary learning strategies. Thus, 1(7.7%) and of 4(30.8%) of them the respondents confirmed that they always and sometimes monitored their students in practicing English vocabulary learning in EFL classroom. Likewise, 7(53.8%) and 1(7.7%) of them rarely and never monitor their students to practice English vocabulary learning strategies. In the same table, item 5 was designed to investigate if the teachers checked their students to use vocabulary learning strategy during English in EFL classroom. Thus, 4(30.8%) of them confirmed that they sometimes used vocabulary teaching strategy to helped their students and 6(46.2%) and 3(23.1%) of them rarely and never used vocabulary teaching strategy. Regarding to item 6 the teachers were asked if they encourage their students to use English vocabulary learning strategies in EFL classroom. Thus, 2(15.4%) and 1 (7.7%) of them encourage the students to practiced vocabulary learning strategies always and usually respectively. Whereas 5(38.5%) of the teachers sometimes encourage their students to practiced vocabulary learning strategies in classes, likewise 3(23.1%) and 2(15.4%) of them were rarely and never encourage their students to practiced vocabulary learning strategies/techniques respectively.

In replaying to item 7, 1(7.7%) and 3(23.4%) of the teachers confirmed that they always and usually practiced or use new words in teaching English vocabulary. Whereas, 6 (46.2%) and 1(7.7%) of them sometimes and rarely practiced new words in teaching English vocabulary likewise, 2 (15.4%) of them never practice new words in vocabulary lesson.

As indicated in table above item 8, requested the respondents' that, if the teachers use flash cards to enhance students learning new words. As it can be seen in above table, 2(15.4%), 3(23%), of the respondents respectively said that their teachers used flash cards always and usually frequently to enhance students learning new words; while, 7(53.8%), 1(7.8%) of respondents replied sometimes and rarely. Besides, the student's responses on teachers' practice this strategy in teaching new words. In addition, the teachers 'interview and classroom observation justified that the teachers were not attempting to use this technique in the classroom. Therefore, it was not successful and it needs improvement to help student's vocabulary learning. Similar the researcher were observed most of the teachers did not practice vocabulary teaching and learning strategies while they taught vocabulary in classes. Therefore, strategy training is needed especially on the uses/practices of vocabulary teaching in EFL classes in teaching and learning vocabulary. From this one can clearly understand as vocabulary is not taught effectively using vocabulary learning strategies. An implied realization of the above result is that teachers are hardly satisfied by the efficiency of vocabulary instruction in their English class

4.2.2 Frequency of Teachers' faced challenges in using metacognitive strategy in teaching English vocabulary in EFL classes

No	Statements	Always		Usually		Sometimes		Rarely		Never		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
9	Shortage of time in practicing vocabulary teaching strategy in EFL classes	7	53.8	4	30.8	2	15.4	-	-	-	-	13	100
10	Teachers' and Students' Lack of training in practicing vocabulary learning strategies in EFL class	6	46.2	4	30.8	2	15.4	1	7.6	-	-	13	100

Note that: 5=always 4=usually 3=sometimes 2=rarely 1=never

As it is indicated in the table above, item 9 intended to identify, the amount of time their teacher spent on explaining the meaning of new words to the students. In line to this item the

respondents replied 7(53.8%), 4(30.8%) of them respectively always and usually as they faced shortage of time in practicing vocabulary teaching strategy whereas, 2(15.4%) of the respondents responded sometimes they faced shortage of time in practicing vocabulary teaching strategies. Also, item 10 asked the respondents if teachers and students have lack of training in vocabulary learning. Accordingly, the result indicated 6(46.2%), and 4(30.8%) of the respondents respectively replied that, always and usually both teachers and students have lack of training in vocabulary learning strategies. likewise 2(15.4%) and 1(7.6%)of the respondents replied that sometimes and rarely teachers and students have lack of training in vocabulary learning and teaching strategies. The above table indicated that both teachers and students did not get training of vocabulary learning strategy. Therefore, strategy training is needed especially on the uses/practices of vocabulary teaching and learning in EFL classes. From this on can clearly understand as vocabulary is not taught effectively using vocabulary learning strategies. An implied realization of the above result is that teachers and students are hardly satisfied by the efficiency of vocabulary instruction in their English class.

4.2.3 Frequency of the teachers’ presenting English vocabulary in using metacognitive strategy

No	Statements	Always		Usually		Sometimes		Rarely		Never		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
11	I try to organize conditions before I present English vocabulary in EFL classroom.	4	30.8	5	38.5	3	23	1	7.7			13	100
12	I formulated a question to be focused on before I present English vocabulary in classroom	3	23.1	4	30.8	3	23.1	3	23			13	100
13	When I teach, English vocabulary I check what to teach closely and what to ignore in EFL classroom.	5	38.5	4	30.8	3	23	1	7.7			13	100
14	How often do you present vocabulary in EFL classroom to understand students’ vocabulary awareness?					4	30.8	6	46.2	3	23	13	100

Note that: 5=always 4=usually 3=sometimes 2=rarely 1=never

In the above table item 11, the teachers were asked if they tried to organize conditions before they presented English vocabulary in EFL classroom .Thus, 4(30.8%) and 5(38.5%) of them confirmed that they were always and usually organized conditions before they presented vocabulary lessons in classroom and 3(23.1%) and 1(7.7%) of them confirmed that they sometimes and rarely organize conditions before they were presented English vocabulary in EFL classroom. In the same table item 12, asked the teachers whether they formulated a question to be focused on before presented English vocabulary in EFL classroom. Thus, 3(23.1%) and 4(30.8%) of the teachers always and usually formulated a question to be focused on and 3(23.1%) of them confirmed that they sometimes and rarely to be focused on presented English vocabulary in EFL classroom .Regarding item 13, which asked the teachers what to teach closely and what to ignore while they were teach English vocabulary. Thus, 5(38.5%) and 4(30.8%) of them replied that they always and usually check what to taught closely and what to ignore while they were teach English vocabulary in EFL classroom. Whereas 3(23.1%) and 1(7.7%) of them sometimes and rarely checked what to teach and ignore in EFL classroom respectively. Regarding to item 14, 4(30.8%) of the respondents sometimes presented vocabulary in EFL classroom to understand students' vocabulary awareness. Whereas 6(46.2%) and 3(23.1%) of the teachers rarely and never presented vocabulary in EFL classroom to understand students' vocabulary awareness. The above table indicated that some teachers formulated question to be focused on when they presented vocabulary, but most of the teachers did not. Similarly, what the researcher observed from the actual classroom presentation is that, most of the teachers under observation taught new words in the reading passage and grammar focused. As a result, teachers take much time on discussing the meaning of words by translating to first language without telling the students to take note book and review them on their spare time to increase the power of their vocabulary. Therefore, based on the data obtained through students' questionnaire as well as the classroom observation, it is possible to generalize that the way teachers teach vocabulary is not appropriate.

4.2.4 Frequency of the teachers' use (practice) metacognitive strategy to know students' awareness on vocabulary skills

No	Statements	Always		Usually		Sometimes		Rarely		Never		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
15	I will evaluate how much students understand English vocabulary in classroom	3	23	2	15.4	4	30.8	2	15.4	2	15.4	13	100
16	I will check and correct my students understanding of English vocabulary while they learning in classroom.	2	15.4	1	7.7	5	38.5	3	23	2	15.4	13	100
17	I will check and correct the English vocabulary before I am teaching my students in EFL classroom	4	30.8	3	23	5	38.5	1	7.7			13	100
18	I discuss with my students to check their understanding of English vocabulary in classroom	4	30.8	5	38.5	3	23.1	1	7.7			13	100
19	I under line or circle key words to help students' English vocabulary understanding in classroom	3	23.1	4	30.8	3	23.1	3	23			13	100
20	I associated words ideas with my students' prior knowledge to remember it in EFL classroom.	3	23	5	38.5	3	23.1	2	15.4			13	100

Note that: 5=always 4=usually 3=sometimes 2=rarely 1=never

In the above table item 15, teachers were asked whether they will evaluate how the students understanding English vocabulary in classroom. Thus, 3(23.1%) and 2(15.4%) of them confirmed that they always and usually evaluate their students understanding of English vocabulary in classroom. While 4(30.8%) and 2(15.4%) of the teachers sometimes and rarely evaluate their students vocabulary understanding in EFL classroom and 2, (15.4%) of them never evaluate their students vocabulary learning in classroom. Regarding item 16, 2 (15.4%) and 1(7.7%) of the teachers were check and corrected their students understanding of English vocabulary while they were learn in classroom. Likewise 5(38.5%), 3(23.1%) and 2(15.4%) of the teachers were check and corrected their students' understanding of English vocabulary sometimes, rarely and never respectively.

In the same table item 17, the teachers were asked whether they check English vocabulary before they were taught their students in EFL classroom. Thus, 4(30.8%) and 3(23.1%) of the teachers always and usually checked English vocabulary before they were teach English vocabulary. Likewise, 5(38.5%) and 1(7.7%) of the teachers check English vocabulary before they were teach their students sometimes and rarely. Regarding to item 18, asked if the teachers discussed with their students to check their understanding of vocabulary. Thus, 4(30.8%) and 5(38.5%) of the teachers confirmed that they always and usually discussed with their students. On other hand, 3(23.1%) and 1(7.7%) of them confirmed that they sometimes and rarely discussed with their students to check their vocabulary understanding. In item19, the teachers were asked whether they underline or circle the key words to help students' English vocabulary understanding in classroom. Thus, 3, (23.1%) and 4, (30.8%) of the teachers confirmed that they were underline or circle key words to help their students while they teach English vocabulary in EFL classroom. Likewise, 3(23.1%) and 3(23.1%) of the respondents sometimes and rarely underline or circle key words to help their students' in English vocabulary .In item 20, the teachers were asked whether they associated words ideas with their students' prior knowledge to remember it in EFL classroom. Thus, 3(23.1%) and 5(38.5%) of the teachers confirmed that they always and usually associated words ideas with their students' prior knowledge. Likewise, 3(23.1%) and 2(15.4%) of them confirmed that they sometimes and rarely associated words ideas with their students' prior knowledge while they were teach English vocabulary. The above table indicated that some teachers tried to check and evaluate students' vocabulary understanding when they were teach English vocabulary in the classes. In contrast, most of the teachers did not

check and evaluate the students' vocabulary learning in classes. Similarly, the researcher observed from the actual classroom observation is that, most of the teachers under observation did not monitor evaluate and check students understanding of vocabulary learning. Therefore, based on the data obtained through students' questionnaire as well as the classroom observation, it is possible to generalize that the way teachers teach vocabulary is not appropriate.

4.2.5 Analysis of data obtained through students questionnaire

4.3 The frequency of students' practice/use of metacognitive strategy in vocabulary learning during English class.

No	Statements	Strongly agree		Agree		Dis agree		Strongly Dis agree		Neutral		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	I have clear goals in using and improving vocabulary learning strategies in EFL class room	83	92.2	7	7.8		-	-	-	-	-	90	100
2	I believe that vocabulary teaching strategy has to be given prime consideration in English classes	60	66.7	17	18.9	9	10	-	-	4	4.3	90	100
3	My English teacher practice vocabulary teaching strategies effectively in EFL classroom.	-	-	-	-	78	86.7	12	13.3			90	100
4	My teacher always checks and correct me to practice English vocabulary strategies in EFL classroom	-	-	-	-	63	70	20	22.2	7	7.8	90	100
5	I check and used the English vocabulary presented in text book	-	-	-	-	82	91.1	8	8.9	-	-	90	100
6	I have a purpose in mind to practice English vocabulary	67	74.4	23	25.6							90	100

	in EFL classroom												
7	Vocabulary learning has been given sufficient coverage in the textbook I am using now	81	90	9	10	-	-	-	-			90	100
8	I try to practice or use new words in learning vocabulary in EFL classroom	78	87.8	11	12.2	-	-	-	-	-	-	90	100
9	During your English class, your teacher facilitates to enhance your vocabulary knowledge	-	-	-	-	61	67.8	19	21.1	10	11.1	90	100
10	My teacher encourages me in English classroom to develop my vocabulary skills	-	-	-	-	77	85.6	13	14.4	-	-	90	100

Note that: 5 = strongly agree 4= Agree 3 =Disagree 2 = strongly disagrees 1= Neutral

In the table above, item 1 students were asked to identify whether they had clear goals for using and improving his/her vocabulary learning strategies in EFL class room. Thus, 83(92.2%) and 7 (7.7%) of them strongly agreed and agree that they have clear objectives for improving their vocabulary in EFL classroom. Regarding item 2, students were asked whether they believed that vocabulary teaching strategies has to be given prime consideration in English classes. Thus, 60(66.7%) and 17(18.9%) of them confirmed that they strongly agree and agree vocabulary learning and teaching strategy must give prime consideration in English class. likewise 9 (10%) and 4(4.4%) of them confirmed that they disagree and neutral respectively that vocabulary learning and teaching must give prime consideration in English classroom. In the same table item 3, students were asked whether their English teacher practiced vocabulary learning strategies effectively. Thus, 78, (86.7%) and 12, (13.3%) of the students confirmed that they disagree and strongly disagree that their teachers did not practiced vocabulary learning strategies effectively in EFL classroom. Regarding item 4, the students were asked whether the teachers always check and corrected their understanding of English vocabulary in EFL classroom. Thus, 63(70%) and 20(22.2%) of students disagree and strongly disagree that their teachers were not checked and

corrected their understanding of English vocabulary in EF classroom respectively and 7(7.8%) of the students were neutral, that means they were not interested to give response. In the same table item 5 students were asked if they were checked and used the English vocabulary presented in text book. Thus, 82(90.1%) and 8(8.9%) of them confirmed that they were disagree and strongly disagree that they were not checked and practice the vocabulary presented in the text book while they were learn English vocabulary in EFL classroom.

Regarding item 6, the students were asked if they had a purpose in mind to use/practice English vocabulary in EFL classroom. Thus, 67(74.4%) and 23, (25.6%) of the respondents strongly agree and agree that they had a purpose in mind to practice English vocabulary in EFL classroom. Regarding item 7, on the same table students were asked if vocabulary learning has been given sufficient coverage in the textbook they were using. Thus, 81, (90%) and 9, (10%) of the students confirmed that they strongly agree and agree that vocabulary learning has been given sufficient coverage in their book. In item 8, the students were questioned whether they tried to practice or use new words in learning vocabulary in EFL classroom. Thus, 79 (87.7%) and 11, (12.2%) of them confirmed that they strongly agree and agree in practice to use new words while they learn English vocabulary in EFL classroom.

Regarding item 9, students were investigated whether their teachers facilitates to enhance their vocabulary knowledge. Thus, 61 (67.8%) and 19, (21.1%) of the respondents confirmed that they were disagree and strongly disagree that their teachers were not facilitates the system that learners enhance their vocabulary knowledge while they were teach English vocabulary in EFL classroom. Likewise, 10 (11.1%) of the students were neutral. In item 10, students were asked that whether their teachers encouraged them to develop their vocabulary skills in English classroom. Thus, 77(85.6%) and 13, (14.4%) of the respondents confirmed that they were disagree and strongly disagree that their teachers were not encourage them to learn English vocabulary in teaching and learning process respectively. Thus, the above table indicated that that, students did not practice vocabulary in EFL classes. Similarly, the actual classroom observation also pointed that, teachers take much time on discussing the meaning of words by translating to first language without telling the students to take note book and review them on their spare time to increase the power of their vocabulary. Therefore, based on the data obtained

through students' questionnaire as well as the classroom observation, it is possible to generalize that student did not practice vocabulary learning strategies in classes.

4.4. The frequency of students' challenges in practice/use metacognitive strategy in English vocabulary learning during English class

No	Statements	strongly agree		Agree		Dis agree		Strongly Dis agree		Neutral		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
11	Students' poor background lexical experience	36	40	46	51.1	8	8.9	-	-	-	-	90	100
12	Students' lack of confidence to use new words in pairs or groups	24	26.7	36	40	25	27.8	5	5.5	-	-	90	100
13	Students' difficulty in spell or pronounce the new words	38	42.2	42	46.7	10	11.1	-	-	-	-	90	100

Note that: 5 = strongly agree 4= Agree 3 =Disagree 2 = strongly disagree 1= Neutral

Item 11, asked the respondents to identify the lexical background of learners. Accordingly, the result showed 36(40%), 46(51.1%) of the respondents respectively replied that, strongly agree and agree as they have poor lexical background experience, while, 8(8.9%) of the respondents said dis agree. Thus, the above table indicated that, as students have poor lexical background in vocabulary learning. Similarly, the actual classroom observation also pointed that, students face difficulties in spell or pronounce the new words the problems may arise from students' fear or lack of confidence in taking risks or making mistakes and, to some extent; they may result from students' poor habits of using dictionary or not bringing the dictionary to the classroom.

Likewise, to item 12, asked respondents' the problems they face to use new words in pairs or groups in the classroom. Accordingly, the respondent's response indicated in table above 24(26.7%), 36(40%) of the students responded strongly agree, and agree consecutively as they have inability to use the words productively; 25(27.8%), 5(5.5%), dis agree and strongly dis agree, this revealed that most of them are afraid to use new words with their friends because she/he may make mistakes. Therefore, indicated, students have difficulties or lack of confidence to practice vocabulary techniques in pairs/groups to learn new words and the inability to comprehend the exact meaning of a particular words, phrases or sentences. Besides of this, the table above, the classroom observation indicated that a teacher participant faced the problems of asking students to work in groups. They expressed their concern that most of students did not want to work in pair or groups because they were too dependent on the teacher while others refused to work in peer with their classmates. Likewise, item 13, was designed to investigate challenges that students face in spell or pronounce the new words when they are using vocabulary leaning strategies, in relation to this item 1 indicated that, 38(42.2%), and 42(46.7%), respondents replied respectively strongly agree, and agree students' inability to spell or pronounce the words correctly and 10(11.1%), replied dis agree. Thus, the classroom observation and teachers' responses revealed that, many students were complaining with words difficulties when they first encountered in spoken or written sentences.

4.5. Students' awareness and understanding of vocabulary learning in using metacognitive strategy during EFL classes.

No	Statements	strongly agree		Agree		Dis agree		Strongly Dis agree		Neutral		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
14	I discuss with my classmates to understand English vocabulary in EFL classroom	29	32.2	24	26.8	31	34.4	6	6.6	-	-	90	100
15	In vocabulary teaching, the teacher enables me remember English vocabulary in			-	-	49	55	33	36.6	8	8.4	90	100

	EFL classroom												
16	My teacher always checks and correct my understanding of English vocabulary in EFL classroom	-	-	-	-	51	56.7	39	43.3	-	-	90	100
17	I check words ideas with my prior knowledge to remember it	60	66.7	25	27.8	5	5.6	-	-	-	-	90	100
18	I will adjust conditions before I begin learn English vocabulary in EFL classroom.	41	45.6	29	32.2	17	18.8	-	-	3	3.3	90	100
19	When I learn, English vocabulary I check what to learn closely and what to ignore in EFL classroom	73	81.1	17	18.9	-	-	-	-	-	-	90	100
20	If I don't understand vocabulary, I ask my classmates or my teacher for clarification	63	70	27	30	-	-	-	-	-	-	90	100

Note that: 5 = strongly agree 4= Agree 3 =Disagree 2 = strongly disagree 1= Neutral

In the table above item 14, students were asked whether they discussed with their classmates to understand English vocabulary in EFL classroom. Thus, 29, (32.2%) and 24(26.8%) of the respondents confirmed that they strongly agree and agree respectively that they discussed with their classmates to understand vocabulary in class and outside the class, likewise, 31, (34.4%) and 6(6.6%) of the students disagree and strongly disagree that they were not discussed with their classmates to understand English vocabulary. Because of they afraid of making mistakes while they discussed with their friends.

In item15, the learners were asked whether the teachers employed vocabulary learning strategy that enable the students to remember English vocabulary in EFL classroom, and they replied to this item, 49(54.4%) of the respondents disagree that their teachers were not employed

vocabulary learning strategy to enable them to remember vocabulary in EFL classroom. Likewise, 33(36.7%) and 8(8.4%) of the respondents confirmed that strongly disagree and neutral that there were not enable the students to learn vocabulary lesson. In item16, the students were asked whether the teachers always checked and corrected their understanding of English vocabulary in EFL classroom. Thus, 51 (56.6%) and 39(43.3%) of the respondents replied that they were not checked and corrected their understanding of English vocabulary in EFL classroom while they were teaching English vocabulary their students.

In item17, the students were asked if they were check words ideas with their prior knowledge to remember. Thus, 60 (66.7%) and 25(27.8%) of the respondents confirmed that they strongly agree and agree that checked words ideas with their prior knowledge to remember it, while they were learning English vocabulary in EFL classroom. Whereas, 5(5.5%) of the students disagree that they were not checked words ideas with their prior knowledge, because their teachers were not encouraged the students while they were teaching English vocabulary in classroom.

Regarding item 18, students were asked whether they tried to adjust conditions before begun to learn English vocabulary in EFL classroom. Thus, 41(45.6%) and 29, (32.2%) of them confirmed that they strongly agree and agree adjust conditions before they begun learn English vocabulary in EFL classroom. Likewise, 17(18.9%) and 3(3.3%) of them confirmed that disagree and neutral respectively that they were not adjust conditions to learn English vocabulary in EFL classroom.

Regarding to item 19, students were asked whether they checked what to learn closely and what to ignore during English vocabulary lesson. Thus, 73(81.1%) and17 (18.9%) of the respondents confirmed strongly agree and agree respectively that they checked what to learn closely and ignore during English vocabulary class.

Regarding item 20, students were asked whether they asked their classmates or teachers vocabulary for clarification while they were learning English vocabulary in EFL classroom. Thus, 63(70%) and 27(30%) of the students confirmed strongly agree and agree respectively that they asked their teachers and classmates what is not clear for them while they were learning English vocabulary in EFL classroom. The above tables indicate that, students have poor lexical background in vocabulary learning. Similarly, the actual classroom observation also pointed that, students faced difficulties in understanding vocabulary when they were learning English vocabulary. These may result from students' poor habits of using dictionary or not bringing the

dictionary to the classroom. From this, one could assume that the majority of the respondents may not properly understand vocabulary while they were learning in EFL classes.

4.5.1 Analysis of Data Obtained through Observation

The analysis and presentation of the data collected through classroom observation is presented below. To fulfill the purpose of the observation, four teachers were selected and due to the time constraints and work load the researcher, observed three times each classroom observations during vocabulary instructions for 40 minutes. The observation was made based on check lists (see appendix D)

The researcher used a semi structured observation, which has lists of observation items. The observation was carried out during the second semester of the academic year 2013 E.C. at Jiren secondary school. This observation involved four grade ten English language teachers for the period of three weeks at Jiren secondary school. The observation of these teachers made by observing three times each at different sessions. Even though four of the teachers were observed and the teachers that were not involved in observation involved in the interview. Each teacher had been named anonymously as teacher (T1), teacher 2 (T2) teachers 3(T3) and Teacher 4(T4). The observation focused on checking whether the vocabulary teaching and learning strategies listed in each sub-section were practiced. The classroom observation checklist contains ten (10) statements divided purposely into three main sections. These were teachers' activities (items 1-7), classroom conditions (items 8) and learners' activities (items 9&10). Therefore, the procedure of observation was held through note taking when EFL teachers and students practiced vocabulary teaching and learning strategies.

Concerning teachers' activities during the vocabulary teaching sessions, (See items 1-7, check list in Appendix D), from all the observed classes, one of the teachers attempted to teach vocabulary using guessing the meaning of new words relating with its synonyms by listing on the chalk board for students and finally checked students' performance and gave constructive feedbacks in the observed periods while the other three teachers hardly ever practiced vocabulary learning strategies and gave feedbacks. The other teachers always and frequently used questioning and answering instructions in the classroom on the different topics. However, the others were not seen while they are using the following strategies; analyze the part of new words, using dictionaries, teaching spelling of new words, connecting the word to a personal experience,

connecting the word to its synonym or antonyms, associate the new words, using flash cards to remember new words, pair or group works were not practiced in the classroom actively in the classroom; these techniques practiced rarely and never at all. For effective teaching/learning to take place in language classrooms, students need to be organized in different groups, in pairs, in small groups and in whole class (Atkins, Hailom and Nuru, 1996). As I have observed in most of the lessons the teachers did not effectively organize the students in different groups. However, a teacher encouraged students to do their best to express their ideas in their groups while teaching vocabulary learning and also tried to clarify the learning objectives during all the observation periods.

Regarding the classroom condition during vocabulary learning lesson, (see item 8 check list in Appendix D), the layout and sitting arrangement were not convenient to implement vocabulary learning strategies. The sitting arrangement in the classrooms seemed to be inappropriate for vocabulary learning techniques. That is to say, in all the observed classrooms the desks were arranged in fixed rows, there were no movable arm chairs or desks and enough space to move desks and there was no option for sitting arrangement.

Concerning students' activities during the vocabulary learning sessions, (See items 9-10, all the teachers asked questions, explained the lesson and gave instructions but the students did not exercise the expected behavior for their own vocabulary learning. The main reason, for their poor lexical background and the teacher ignored to use vocabulary learning strategies such as analyzing parts of speech, using bilingual dictionary, discovering words in pairs, groups, connect the word to its synonyms and antonyms, associate words to its collocation, using flash cards, note taking and spellings etc., according to their importance. The class observation also informs that some of the strategies like study spelling of a word, using flash cards, seems to be totally a neglected strategies of vocabulary instruction in the subject schools. The researcher also observed that students have got no confidence in English language speaking; they preferred to speak in their mother tongue. They may not have a good knowledge of vocabulary that could let them construct errors free sentences and express thoughts so easily. Thus, the classroom observation asserted that the teachers do not use vocabulary learning strategies. The classes were not equipped with the modern English learning materials.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The main objective of this study was to investigate EFL students' awareness and challenges in using metacognitive strategy in learning English vocabulary in Jiren secondary school. Through the main objective, the research attempts to find out answers to the following research questions. The first question was what do Grade 10 students actually understand about Meta-cognitive strategy. The second question of the study was to what extent are these meta-cognitive strategies being in used by learners to learn vocabulary. The third or last question was, what are some of the challenges of the (if there are any) in getting students to work towards the Meta-cognitive strategy in learning vocabulary. Accordingly, data were gathered from 90 systematically selected students and 13 English language teachers. The study aimed to see whether the English language teachers used metacognitive strategy in EFL classroom. In order to achieve this objective, a descriptive survey design was used. Both qualitative and quantitative research approaches have been used. The instruments that were used to collect data for this research were questionnaire, interview and classroom observation. The questionnaire used to find out whether teachers' and students using metacognitive strategy in EFL classroom. Interview and classroom observation were analyzed qualitatively through description. In addition, the close ended questionnaire was analyzed quantitatively. The findings show that, Jiren secondary school teachers do not frequently use metacognitive strategies in teaching vocabulary. The questionnaire shows that the students' overall use of metacognitive strategies is very low. They rely much on teacher's interpretation of vocabularies rather than manage their vocabulary learning by themselves. They are very weak in all the planning, monitoring and evaluating strategies in learning English vocabulary in EFL classroom. Finally, conclusions and recommendations were given to concerned bodies.

5.2. Conclusions

Based on the major findings of the study, the following conclusions are drawn:

To conclude, the findings of this study revealed that, Jiren secondary school teachers and students do not frequently use metacognitive strategies in teaching and learning vocabulary in EFL classroom.

Teachers do not use the possible vocabulary teaching strategies which encourage students' interest and help them understand meanings of words.

Teaching vocabulary learning strategies was found to be ineffective in the school because, teachers' do not use vocabulary teaching strategies.

As a result, students could not remember and make use of the previously learned vocabulary items in their effort of using the language for actual communication. Similarly, because vocabulary learning strategies is mostly a function teaching of vocabulary learning strategies, students could not generally able to use vocabulary learning strategies effectively.

Moreover, vocabulary learning strategies can develop students' trust and improve teacher-student relationship, which makes students feel safe and comfortable in the classroom. Harmer (2005), for instance, pointed out that teachers should recognize students' individual differences as well as their learning styles. They should take into account the different levels of students' motivation, educational backgrounds, and linguistic abilities. In a similar vein, Williams and Burden (1997) suggested that learners' individual views of themselves and their self-concept should be taken into consideration in order to provide them with support and encouragement they may need.

The last research question was to identify the challenges of EFL teachers and students they faced in implementing vocabulary learning strategies in EFL classrooms. Significant numbers of responses indicated that teachers and students feeling of implementing vocabulary learning strategies were challenging in that the attitude of teachers towards implementing vocabulary learning strategies were not as such encouraged.

5.2. Recommendations

Based upon the findings and the conclusions drawn from the study, the following recommendations could be made:

- It is advisable for the teachers to use Metacognitive strategies in vocabulary teaching and implement them as much as possible when they teach vocabulary in EFL classroom.
- English language teachers should develop favorable tendency to the primacy of vocabulary in the process of language teaching and learning so that they will be able to consider using Metacognitive strategies in vocabulary teaching as the major component of their language lessons.
- The students need to be aware of the advantages of vocabulary learning through metacognitive strategy.
- English teachers should also give special support to students use metacognitive strategy in vocabulary learning in EFL classroom in order to develop their vocabulary skill.
- Students themselves should be autonomous to employ vocabulary learning in using metacognitive strategy to be good language learner.
- It is advisable for language teachers to detect the vocabulary learning in using metacognitive strategies in EFL classroom.
- It is also recommended that more research is needed to investigate EFL students awareness and challenges in using metacognitive strategies in learning English vocabulary in EFL classes at high school level.

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APPENDIX A

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Teachers' Questionnaire

Dear teacher,

This questionnaire is designed to gather data regarding EFL Grade 10 students' awareness and challenges in using metacognitive strategy in learning English vocabulary at Jiren secondary school, in Jimma Town. Your genuine response to the questions will have significant contribution for the success of this study. Your response will be kept confidential and will be used only for this study.

Thank You!

Part One. Background information

Please give information about yourself by putting a tick (√) mark in the given box and/or by writing your responses in the given blank spaces.

1.1 Qualification-----

B.A/BED -----

M.A/MED-----

1.2. Area of qualification /specialization: _____

1.3. Total years in teaching English language: _____

1.4. Current teaching load: _____

1.5. Average number of students per class: _____

Part Two.

The following questions are about how often teachers use metacognitive strategy while they are teaching English vocabulary in EFL classroom. Read each question carefully and put an “X” under each number in the table below.

Note that: 5=always 4=usually 3=sometimes 2=rarely 1=never

No	Items	5	4	3	2	1
1	I know when to use certain vocabulary teaching strategies and how to use them.					
2	I try to re- think about my understanding of the word to use in the EFL classroom.					
3	How often do you check and correct your students to practice of English vocabulary learning strategies in EFL classroom					
4	How often do you encourage your students' to use English vocabulary in EFL classroom?					
5	I check my students whether they use vocabulary learning strategy during English vocabulary in EFL class room.					
6	I encourage my students learning English vocabulary in EFL classroom					
7	I try to practice or use new words in teaching English vocabulary classroom					
8	How often do you practice English vocabulary learning strategies in classroom?					
9	Shortage of time in practicing vocabulary teaching strategy in EFL classes					
10	Teachers' and Students' Lack of training in practicing vocabulary learning strategies in EFL class					
11	I try to organize conditions before I present English vocabulary in EFL classroom.					
12	I formulated a question to be focused on before I present English vocabulary in classroom.					
13	When I teach, English vocabulary I check what to teach closely and what to ignore in EFL classroom.					
14	How often do you present vocabulary in EFL classroom using vocabulary teaching strategy?					
15	I will evaluate how much students understanding English vocabulary in classroom					
16	I check and evaluate the students understanding of English vocabulary while they learning in classroom.					
17	I will check and correct English vocabulary before I am teaching my students in EFL classroom.					
18	I discuss with my students to check their understanding of English vocabulary in classroom					
19	I under line or circle key words to help students English vocabulary understanding in classroom					
20	I associated words ideas with my students' prior knowledge to remember it in EFL classroom.					

Adapted from Schmitt (1997:207-208)

APPENDIX B

Jimma University

College of social sciences and humanities

Department of English language and literature

Teachers' interview

Personal information

Name of the School: _____

1. Sex: M_____ F_____ 2. Age: A. 20-25 B. 26-30 C. 31-35 D. 36-and above
2. Qualification A. College diploma B. Degree (BA/ BED) C. Masters (MA) D. Others
3. Subject you teach: A. English B. Afan Oromo C. Amharic D. Other
4. Total year of service as a teacher: A. 1-10 years B. 11-20 years C. 21 and above years

I. Questions concerning Teachers' practices of vocabulary learning strategies in vocabulary teaching.

Interview for teachers to find out EFL students' awareness and challenges in using metacognitive strategy in teaching English vocabulary in EFL classroom.

1. Do you think vocabulary teaching strategy is important during EFL classroom?
2. Do you think that vocabulary teaching strategies are important to help your students to learn English vocabulary? Why do you think so?
3. To what extent you give chances to students so that they take responsibilities for their own to use strategies at different time?
4. How do you think vocabulary teaching strategies should be practiced in the classroom?
5. How do you develop varieties of techniques/strategies in teaching vocabulary?

II. Questions concerning Teachers' challenges in implementing vocabulary learning strategies in vocabulary teaching.

6. What are the challenges you faced when you teach new words to your students, using vocabulary teaching strategies?
7. Do you give students training in using strategies for learning vocabulary?

APPENDIX C
Jimma University
College of social sciences and humanities
Department of English language and literature
Students' questionnaires

Dear Students,

This questionnaire is designed for gathering data regarding the EFL students' awareness and challenges in using metacognitive strategy in learning English vocabulary at Jiren secondary school, grade 10 students at Jimma Town.

Indicate to what extent you agree with the following statements based on your belief and experience of vocabulary learning in using metacognitive strategy by putting an "x" under each number in the table. Before responding the questionnaire, you are asked to answer the following questions.

1. Name ----- (Pseudonym)
2. Age: -----
3. Sex: Male /Female (circle one)
4. Grade Level: Grade -----
5. Your first language -----

Note that: 5 = strongly agree 4= Agree 3 =Disagree 2 = strongly disagree 1= Neutral

No	Statements	5	4	3	2	1
1	I have clear goals for using and improving my vocabulary learning EFL class room					
2	I believe that vocabulary teaching has to be given prime consideration in English classes					
3	I am certain that my English teacher practice vocabulary teaching effectively in EFL classroom.					
4	My teacher always checks and correct me to practice of English vocabulary learning strategies in EFL classroom					
5	I check and used English vocabulary presented in text book in					
6	I have a purpose in mind to practice/use English vocabulary in EFL classroom					
7	Vocabulary learning has been given sufficient coverage in the textbook I am using now					
8	I try to practice or use new words in learning English vocabulary classroom					
9	During your English class, your teacher facilitates to enhance your vocabulary knowledge					
10	My teacher encourages me in English classroom to develop my vocabulary skills					
11	Students' poor background lexical experience					
12	Students' lack of confidence to use new words in pairs or groups					
13	Students' difficulty in spell or pronounce the new words					
14	I discuss with my classmates to understand English vocabulary in EFL classroom					
15	In vocabulary teaching, the teacher enables me remember English vocabulary in EFL classroom					
16	My teacher always checks and correct my understanding of English vocabulary in EFL classroom					
17	I check words ideas with my prior knowledge to remember it					
18	I will adjust conditions before I begin learn English vocabulary in EFL classroom.					
19	When I learn, English vocabulary I check what to learn closely and what to ignore in EFL classroom					
20	If I don't understand vocabulary, I ask my classmates or my teacher for clarification					

Adapted from Schmitt (1997:207-208)

APPENDIX D
Jimma University
College of Social Sciences and Humanities
Department Of English Language and Literature
Classroom Observation Checklists

No	Items
1	The teacher lets the students know the significance of vocabulary learning to their real life communication
2	The teacher introduces the students know the objectives of the lesson so that the students direct their attention to vocabulary instruction.
3	Do the teachers face any confusion or challenges while present vocabulary in EFL classroom?
4	The teacher teaches vocabulary consciously to arouse students' attention towards to vocabulary instruction.
5	At the end of the class, does the teacher give home take assignment that invites students to practice English vocabulary learning?
6	Does the teacher present the vocabulary through vocabulary teaching strategy in EFL class room?
7	Does the teacher create conducive situation for students to enhance students' vocabulary knowledge?
8	Is the class size preferable to use or practice learning English vocabulary?
9	Students feel that they are good at using vocabulary learning strategies.
10	Students to practice vocabulary in in cl and evaluate students in class room activities in pair or groups

Appendix D: Check list guide lines of teachers' observation days

No	Lists of Items	Days of Observe.	Teacher1	Teacher2	Teacher3	Teacher4
1	The teacher lets the students know the significance of vocabulary learning to their real-life communication	1				
		2				
		3				
		4				
2	The teacher introduces the students know the objectives of the lesson so that the students direct their attention to vocabulary instruction.	1				
		2				
		3				
		4				
3	Do the teachers face any confusion or challenges while present vocabulary in EFL classroom?	1				
		2				
		3				
		4				
4	The teacher teaches vocabulary consciously to arouse students' attention towards to vocabulary instruction.	1				
		2				
		3				
		4				
5	At the end of the class, does the teacher give home take assignment that invites students to practice English vocabulary learning?	1				
		2				
		3				
		4				
6	Does the teacher present the vocabulary through vocabulary teaching strategy in EFL class room?	1				
		2				
		3				
		4				
7	Does the teacher create conducive situation for students to enhance students' vocabulary knowledge?	1				
		2				
		3				
		4				
8	Is the class size preferable to use or practice learning English vocabulary?	1				
		2				
		3				
		4				
9	Students feel that they are good at using vocabulary learning strategies.	1				
		2				
		3				
		4				
10	Students to practice vocabulary in in cl and evaluate students in in class room activities in pair or groups	1				
		2				
		3				
		4				

APPENDIX E
Yuuniversiitii Jimmaa
Kolleejjii Saayinsii Hawaasaa Fi Namumatti
Damee Barnoota Afaan Ingilizii Fi OG-Barruu
Bar-Gaaffii Barattootaaf Qophaa'e

Kabajamtoota barattoota Hunda dura yeroo keessan sagantaa kanaaf oolchuuuf heyyamamoo ta'uu keessaniif guddaan isin galateeffadha. Waraqaan gaafannoo Kun Kan qophaa'e odeeffannoo qorannoo fi qu'annoo mata duree hubannoofi rakkolee barattoonni jechoota afaan ingliffaa barachuu irratti qaban (EFL students' awareness and challenges in using metacognitive strategy in English vocabulary learning in EFL classroom) jedhu irratti ragaa fi odeeffannoo walitti qabachuun fala barbaacisu tokko kennuudhaaf Kan yaadame dha.

Gumaacha keessaniif galatoomaa!

Odeeffannoo dhuunfaa armaan gadii mallattoo (X) gargaaramuun guuti.

II. Gaaffiwwan armaan gadii ilaalcha fi shaakala tooftalee jechoota barsiisuu daree barnoota Afaan Ingilizii keessatti irratti hundaa'a.

.Qajeelfama: himootni armaan gadii ilaalchaa fi muuxannoo tooftalee jechoota barachuu irratti hundaa'u waan ta'eef, hangam akka itti walii galte mallattoo (X) jedhu kana lakkoofsa himoota jala kaa'ii agarsiisi.

Hub: 5= ciminan itti walii gala 4= waliin gala 3= waliin hin galu 2. = ciminaan itti walii hin galu 1. = keessaa hin qaabu

La k	Yaadawwan	ciminaan ittin walii gala		walii n gala		Wali i hin galu		Ciminaanitti i walii hin galu		Keesa a hin qabu		Wal i gala	
1	Ani hiika jechoota afaan inglizii barachuuf kaayyoo qulqulluun												

	qaba.												
2	Jechoola afaan inglizii meetakooginitii f istirateeji fayyadamuun daree keessatti barachuutti sirritti amanaa.												
3	Barsiisonni jechoola afaan inglizii barsiisan hundu haala bu'aa qabesummaa qabuun meetakognitiif fayyadamuun barsiisuu qabu.												
4	Barsiisan koo yeroo jecha afaan inglizii barsiisuu akka ani hubadhu gochuun barsiisuu qaba.												
5	Sirritti itti yaadee qaceesuufi madaluun jecha afaan inglizii daree keessatti dhihatuu barachuun qaba.												
6	yeroo jecha afaan baradhu, saamuu keessatti meetakoginitif istirateeji fayyadamuuf												

	kaayyoo gudaan qaba												
7	Kitaaba koo keessatti hiika jechaa afaan ingliziitif iyyeeffannoo gudaan kenamuu qaba.												
8	Yeroo jecha afaan inglizii baradhu jechoota haala gaariin daree keessatti nan shaakala.												
9	Yeroo barnoota afaan inglizii baradhu barsiisan koo akka ani meetakoginitii f istirateejii fayyadamuu haala naf mijeesaa ture.												
10	Barsiisan koo akka ani meetakognitiif fayyadamuufi dandeetti jecha afaan inglizii akka qabadhu na taasiseera.												
11	Meetakognitif fayyadamuun jecha afaan inglizii barachuu fi barsiisuun baayee ulfaatadha.												
12	Yeroo jecha afaaninglizii												

	baradhu sodaa hiri'suun barachuuf nan yaala.												
13	Hanqina jecha afaan inglizii daree keessatti tahee dareen alatti dubachuuf rakkisaadha												
14	Hiriyoota koo waliin daree keessatti jecha afaan inglizii irratti maarii ni taasiisa												
15	Yeroo jecha barsiisuu barsiisan koo meetakognitiif akka ani fayyadamuun a yaadachiisuu qaba.												
16	Barsiisan koo yeroo hundaa meetakoginitii f fayyadamuun jecha barsiisuu qaba.												
17	Yeroo jecha baradhuu beekumsa koo isaa durii waliin wal biraa qabuun barachuu qaba.												
18	Jecha afaan inglizii barachuu kootiin duraa haala barbaachisa tahee												

	qopheesuun qaba.												
19	Yeroo jecha daree keessatti baradhu waantoota barbaachiisoo tahan addaa baasuun beekuu qaba.												
20	Yeroo jechi baradhu ifaa naf tahu baate barsiisaafi hirriyoota koo nan gaafadha.												