

MEKELLE UNIVERSITY



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Department of English Language and Literature

**THE TITLE: "Assessing Students' Vocabulary Learning Strategies Use in
EFL Class: The Case of Gijet Secondary School"**

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

I, Abeba Zeray, here by present for consideration by the Department of English Language and Literature within the College of Social Sciences and Languages at Mekelle University, my dissertation in partial fulfillment of the requirement for the degree of Master of Arts in Teaching English as a Foreign Language, titled: “Assessing Students' Vocabulary Learning Strategies Use in EFL Class: Gijet Secondary School Grade 9 Students in Focus.”

I sincerely declare that this thesis is the product of my own efforts. No other person has published a similar study that I might have copied, and this thesis will not be published at any stage without my consent and that of the Department of English Language and Literature.

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This is to certify that the thesis prepared by Abeba Zeray, entitled Assessing students' vocabulary learning strategies use in EFL class: The Case of Gijet Secondary School Grade 9 students in Focus, and submitted in partial fulfillment of the requirements for the degree of masters of arts in Teaching English as a Foreign Languages (TEFL) complies with the regulations of the University and meets the accepted standards with respect to originality and quality work carried out by her under my supervision.

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Acronyms

EFL- English as foreign language

FL- Foreign language

LLS- Language learning strategies

GSS- Gijet secondary school

SLA- Second language acquisition

TEFL-Teaching English as Foreign Language

VLS- Vocabulary learning strategies

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Abstract

*The main purpose of this study was to investigate the use of vocabulary learning strategies (VLS) among Grade 9 students at Gijet Secondary School. A total of 126 students were randomly selected from a population of 392 during the 2017 E.C. academic year. The study aimed to: (1) examine differences in students' perceptions of the importance of vocabulary learning in the EFL classroom, (2) identify variations in students' use of vocabulary learning strategies, and (3) determine the most and least frequently used strategies. To collect data, a **questionnaire**, AND **interview** were employed. The questionnaire data were analyzed quantitatively using frequency, percentage, mean values and standard deviation. The findings revealed that: (1) students held varying perceptions about the importance of vocabulary learning and the use of VLSs, (2) the most frequently used strategies were **social strategies (discovery strategies)** and **determination strategies**, while (3) the least frequently used were **social strategies (consolidation strategies)** and **meta cognitive strategies**. Additionally, findings from the interviews supported these results. Based on these findings, relevant suggestions and recommendations have been forwarded.*

Key words: *Vocabulary Learning Strategies (VLS), Discovery Strategy, Consolidation Strategy, Social Strategies, Determination Strategies, Meta cognitive Strategies, Classroom Observation.*

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Vocabulary forms the biggest part of the meaning of any language, and is the biggest problem for most learners. Without any uncertainty, it's considered as a key to all the language skills, since it covers all lexical items learners need to know in order to meet their numerous educational and general needs (McCarthy, 1992). Coady and Huckins (1997) state that vocabulary is central to language which plays a significant role in language learning. Its size was found to be a reliable indicator of mental age, and vocabulary development was considered “one of the best single measures of intelligence” (Langer, 1967).

Not many people would object to the statement that a rich vocabulary puts students in an advantageous position in school. They better understand what a textbook or a teacher is saying, and they learn more. Of course, people with similar vocabulary sizes may differ in their understanding and knowledge, but the size of a person’s vocabulary is still often found to be a good predictor of general competence (Kaplan & Saccuzzo, 2013).

Vocabulary dominates in the language field and vocabulary acquisition is the main obstacle to language acquisition (Ma, 2009). Lack of vocabulary often prevents students from becoming proficient L2 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).

In a second or foreign language learning context, learning enough words deserves high attention. Zhi-Liang (2009), citing Laufer (1986), states that it is not possible to understand even the mother tongue if someone doesn’t know enough words of that language. According to Mutalib (2014), a person with a limited vocabulary will never be able to speak, write, read or understand a language effectively. Unfortunately, the importance of teaching and learning vocabulary in an EFL context has recently received attention from EFL/ESL researchers and educators (Gu, 2003; Schmitt, 1995; Zhi-liang, 2009).

Knowledge of vocabulary can only be obtained via teaching approaches that address different learning forms (Browne, 2014). Without having plans for obtaining distinct vocabulary items, students usually achieve less than their potential academically. Nation (2001) believed that a significant number of vocabularies could be obtained via the assistance of vocabulary learning approaches, and these plans have proven beneficial for learners at various stages. Using vocabulary learning approaches enables learners to control their own learning.

Without knowing enough vocabulary, learning a foreign language is unachievable, and without strategies it is difficult to effectively learn new words. When a learner's vocabulary strategies are poor and their vocabulary size is small, they are unlikely to succeed to their expectations and are deprived of the many benefits of knowing the global language, English (Richards & Renandya, 2002). According to Chamot and Kupper (1989), successful language learners tend to select strategies that work well together in an orchestrated way adapted to the language task. O'Malley and Chamot (1990) also argue that successful learners can easily explain the strategies they use and how they apply them.

However, this may not be true in the Ethiopian context where students often lack adequate exposure to English and to diverse vocabulary learning strategies. According to Cohen (1990) and O'Malley and Chamot (1990), successful language learners employ a variety of strategies to improve their achievement in the target language. Consequently, the researcher was inspired to investigate the vocabulary learning strategies used by Grade 9 students at Gijet Secondary School.

1.2 Statement of the Problem

Ethiopian students' English language learning is influenced by many debilitating factors. One of the most challenging problems for secondary school students in Ethiopia is the lack of vocabulary usage and retention habits. According to Haileslasie and Demis (2016), this vocabulary shortage may stem from the school system in which students are taught. Consequently, it negatively impacts students' academic success. Due to limited vocabulary knowledge, many secondary school students experience anxiety when expressing their thoughts in the target language.

The shift from teacher-centered to learner-centered instruction has encouraged second language acquisition (SLA) researchers to consider factors that influence effective vocabulary learning. O'Malley and Chamot (1990) argue that meaningful learning occurs when students are actively engaged in the learning process. The use of language learning strategies (LLSs), and more specifically, vocabulary learning strategies (VLSs), can significantly affect language acquisition. Nation (2001) emphasizes that a major advantage of learning strategies, including VLSs, is that they empower students to take control of their own learning and develop greater autonomy.

In recent times, English teachers have expressed concerns that many students lack adequate vocabulary to succeed in English. This inadequacy may stem from students' limited use of VLSs. According to Fan (2003), insufficient lexical knowledge hinders language proficiency development. When learners cannot effectively apply suitable strategies, they lose motivation and interest in learning a foreign language.

Awareness of vocabulary learning has a direct impact on students' choice of VLSs and their broader language learning strategies. Dornyei (2005) states that learners' beliefs significantly shape their approaches to mastering a foreign language. Similarly, Ellis (2008) points out that self-efficacy affects learners' willingness to utilize learning opportunities. Gu and Johnson (1996) explored vocabulary learning beliefs among Chinese students and found that students' opinions about how best to learn vocabulary were critical. Allen (1983) also notes that words are not only tools for communication but are also essential for thinking, expressing ideas and feelings, and analyzing the world highlighting the fundamental role of vocabulary in language learning.

Numerous researchers have investigated the use of VLSs to facilitate language acquisition. Nation (2001) and Schmitt (1997) conducted studies on how students employ strategies to enhance vocabulary learning and language proficiency. Schmitt (1997) introduced a useful taxonomy of VLSs, including social strategies (e.g., group work), memorization strategies (e.g., using imagery and categorization), and cognitive strategies (e.g., repetition, note-taking, and flashcards).

In the Ethiopian context, few local studies have focused on VLSs. Abebe (1997) examined the strategies used by first-year Addis Ababa University students and found that although

participants were aware of various VLSs, only a few were actively used. Jeylan (1999) studied 11th-grade students at Menelik II Secondary School and concluded that the students had limited awareness of effective strategies. Setegn (2007) explored VLSs among Somali secondary students and found no significant gender difference in overall VLS use, except for cognitive strategies.

These studies suggest a shortage of research on the relationship between VLSs and students' English language achievement, especially in secondary school contexts. Getnet (2008) also recommended further research to explore the differences in VLS use among high and low achievers. Consequently, this study was initiated to examine the use of vocabulary learning strategies among Grade 9 students at Gijet Secondary School, with a focus on whether students apply VLSs suitable to their proficiency level and how these strategies affect their ability to improve English language skills.

Although vocabulary is taught both as integrated and separate content in Tigray's secondary schools, the topic has not received adequate attention. There is limited understanding of how frequently students apply VLSs, and whether these strategies align with students' proficiency levels remains unclear. Earlier studies by Jeylan (1999), Getnet (2008), and Abebe (1997) showed varying relationships between language achievement and the use of VLSs, indicating the need for further investigation in this area.

Therefore, this research assessed the types and frequency of vocabulary learning strategies used by Grade 9 students of Gijet Secondary School and examined the extent to which students' strategy use corresponds to their language proficiency, awareness, and motivation to improve their English language competence.

1.3 Research Questions

To this end, this research attempted to answer the following questions:

1. What are the most and least frequently used vocabulary learning strategies by the learners?
2. Is there any difference in the use of vocabulary learning strategies among students?
3. Is there any difference in students' perceptions about the importance of vocabulary learning?

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study was to assess the vocabulary learning strategies employed by English as a Foreign Language (EFL) learners, with particular reference to Grade 9 students at Gijet Secondary School.

1.4.2 Specific Objectives

The study aimed to achieve the following specific objectives:

1. To determine the most and least frequently used vocabulary learning strategies among the learners.
2. To identify differences in the usage of vocabulary learning strategies among students.
3. To examine students' perceptions regarding the importance of vocabulary learning.

1.5 Significance of the Study

The findings of this study are expected to offer multiple benefits for learners, educators, and researchers.

Primarily, the study may raise students' awareness of the various vocabulary learning strategies (VLSs) available to them and encourage the adoption of effective strategies that can enhance their vocabulary acquisition and overall language proficiency.

Secondly, the results may provide English language teachers with valuable insights into their students' strategy use. This can assist educators in selecting, adapting, and promoting effective vocabulary learning strategies in the classroom to support learners more effectively.

Finally, this research may serve as a reference for future academic inquiry into vocabulary learning strategies. It could provide a foundation for further studies conducted in other educational contexts or with different learner populations.

1.6 Delimitation of the Study

This study was delimited to Grade 9 students at Gijet Secondary School, located in Gijet Town, Southeast Zone, Tigray Regional State. Although including multiple schools and grade levels would have yielded a more comprehensive understanding of vocabulary learning strategies, the scope of the study was limited to a single school due to time and resource constraints.

Furthermore, the study focused exclusively on vocabulary learning strategies and did not address strategies related to other language skills such as reading, writing, listening, or speaking. Therefore, the findings are not generalize to broader language learning strategy use beyond vocabulary acquisition.

1.7 Limitation of the Study

This study is subject to some limitations that should be acknowledged. First, the data collection instruments were confined to questionnaires and semi-structured interviews. While these tools provided valuable insights, the absence of additional methods such as, vocabulary tests, or document analysis may have limited the depth and triangulation of the findings.

Second, the study did not distinguish between high-achieving and low-achieving students in semi-structured interviews and classroom observation. As a result, potential variations in vocabulary learning strategy use based on academic performance were not explored. Including such comparative groups might have offered more nuanced conclusions.

Finally, the generalization of the findings is limited due to the study's narrow scope. It focused exclusively on Grade 9 students at a single secondary school. Therefore, caution must be exercised when attempting to apply these results to broader populations or educational settings.

1.8 Operational Definitions

To avoid ambiguity, the following key terms are defined as they are used in this study: Vocabulary Learning Strategies (VLS): These are deliberate techniques and methods that students use to discover, memorize, retain, and recall English words. Examples include using dictionaries, guessing word meanings from context, and using mnemonic devices.

EFL (English as a Foreign Language): Refers to the teaching and learning of English in a country where English is not the native or primary language, such as Ethiopia. Meta cognitive Strategies: These are higher-order strategies that involve planning, monitoring, and evaluating one's own learning processes. Cognitive Strategies: Techniques that involve direct manipulation or transformation of the learning material, such as repetition, word grouping, and making associations. Social Strategies: Strategies that involve interacting with others to learn, such as asking teachers or peers for the meanings of words. Grade 9 Students: Refers to students enrolled in the ninth grade at Gijet Secondary School, typically aged between 14 and 18.

CHAPTER TWO

2. LITERATURE REVIEW

This chapter presents a review of the literature related to vocabulary learning strategies (VLS), their significance in English language learning, and their application in the context of EFL (English as a Foreign Language) learners. The review focuses on theoretical perspectives, previous studies, and the role of VLS in improving vocabulary acquisition among secondary school students.

2.1. The Definition of Vocabulary

Vocabulary is the key to understanding and communication. As stated by Rupley (1998) and Logan & Nichols (1999), vocabulary serves as the glue that binds together stories, ideas, and content, making comprehension possible. Mutalib (2014) also emphasizes that vocabulary forms the foundation for language proficiency, enabling individuals to speak, read, write, and listen effectively. Without an adequate vocabulary, communication becomes ineffective.

Vocabulary is not limited to the words a person can express or understand; it extends to the total knowledge of words required for communication, both productively (in speaking or writing) and receptively (in reading or listening). A person with a limited vocabulary struggles to engage fully in language tasks and to meet educational and social needs.

2.2. The Importance of Vocabulary in Language Learning

Vocabulary is a fundamental component of language learning and plays a crucial role in developing students' communication skills. According to Allen (1983), vocabulary is essential because students think, express ideas, and analyze the world through words. Without adequate vocabulary, students struggle to communicate effectively in English, which impacts their overall language proficiency and academic success.

2.3. Vocabulary Learning and Vocabulary Knowledge

Learning vocabulary is a continuous process that evolves over time. According to Laufer (1998), vocabulary acquisition means gaining knowledge about words and expanding one's vocabulary base. Schmitt (1995) expands on this by noting that knowing a word involves understanding

more than its meaning; it includes knowledge of its structure, usage, and other related information.

Tılfarlıoğlu and Bozgeyik (2012) describe vocabulary learning as the ability to recognize and recall both the spoken and written forms of words, along with their meanings and morphological aspects. This process also includes understanding word frequency, style, register, dialect, collocation, semantics, polysemy, and translation.

The pace at which a learner acquires vocabulary is influenced by factors such as age, sex, motivation, personality, cognitive style, and prior knowledge (Gu, 2003). Vocabulary is divided into two main types:

Productive/Active Vocabulary: Words used in speaking or writing.

Receptive/Passive Vocabulary: Words understood in reading or listening, where the learner simply needs to grasp the meaning.

2.4. Vocabulary Learning Strategies (VLS)

Vocabulary Learning Strategies (VLS) are specific techniques or methods used by students to enhance their vocabulary acquisition. Nation (2001) categorizes VLS as part of general language learning strategies that empower students to take responsibility for their own learning. Schmitt (1997) classifies VLS into several categories, including:

1. Memory Strategies: Techniques such as imagery, word grouping, and mnemonic devices.
2. Social Strategies: Collaborative methods like group work and peer discussions.
3. Cognitive Strategies: Repetition, note-taking, and using flashcards.

These strategies help learners to store, retain, and use new vocabulary effectively.

2.5. The Role of Perception and Beliefs in Vocabulary Learning

Students' perceptions and beliefs about vocabulary learning significantly influence their use of VLS. Dornyei (2005) suggests that learners' beliefs affect how they approach language learning tasks. Ellis (2008) highlights the importance of self-efficacy, noting that students with higher self-efficacy are more likely to use VLS effectively and take advantage of learning opportunities.

2.6. Classification of Vocabulary Learning Strategies

Various scholars have classified vocabulary learning strategies based on their context and research findings. Schmitt (1997) and others have developed detailed classifications, which include strategies like: Memory Strategies: Techniques such as using associations, imagery, and mnemonic devices to remember words, Cognitive Strategies: Repetition, note-taking, and breaking down words into parts, Metacognitive Strategies: Self-monitoring and evaluating learning progress and Social Strategies: Collaborative learning techniques such as peer interaction and discussion.

Other researchers, such as Cohen (1987) and Gu and Johnson (1996), have contributed additional strategies, focusing on the role of learners' cognitive processes, motivation, and external support in determining which strategies are most effective. These classifications help provide a structured understanding of how learners can approach vocabulary acquisition and use different methods depending on their learning preferences and needs.

This section provides a detailed overview of various classifications of vocabulary learning strategies (VLSs) by multiple scholars. The categorization of these strategies is essential for understanding how language learners approach the process of learning vocabulary and what methods they find most effective.

2.6.1. Classification of VLSs by Schmitt (1997)

Schmitt (1997) classified VLSs into two broad categories: strategies for discovering the meaning of new words and strategies for consolidating the meaning of those words. Discovery strategies are used to understand a word's meaning when it is first encountered, such as using a dictionary or asking the teacher for synonyms. Consolidation strategies are used to reinforce and retain the meaning of the word, including strategies like verbal repetition, written repetition, and connecting the word to synonyms/antonyms.

Discovery Strategies (DET) include using dictionaries, analyzing context, and asking for synonyms or paraphrases.

Consolidation Strategies include verbal and written repetition, group study, and using semantic maps.

2.6.2. Classification of VLSs by Other Scholars

Different scholars have proposed their own classifications based on their research into vocabulary learning. These classifications emphasize various approaches like mnemonic devices, context-based strategies, and direct or indirect approaches.

1. Cohen (1987; 1990) grouped strategies under remembering words, semantic strategies, and vocabulary learning/practicing strategies, including rote-repetition, using a dictionary, and word structure analysis.
2. Rubin and Thompson (1994) distinguished between direct (focused memorization), mnemonic, and indirect (context-based) approaches to vocabulary learning.
3. Lawson and Hogben (1996) used a combination of repetition, word feature analysis, and elaboration (both simple and complex) to categorize strategies.
4. Hedge (2000) emphasized cognitive and metacognitive strategies, with the former including associations and the latter focusing on planning and self-monitoring.
5. Decarrico (2001) outlined incidental learning strategies like guessing meaning from context and using vocabulary notebooks, while also emphasizing memory strategies.
6. Nation (2001; 2005) proposed a taxonomy based on planning, sources (finding information about words), and processes (establishing knowledge).
7. Pemberton (2003) categorized strategies into learning vocabulary and reducing forgetting, focusing on memorization techniques and repetitive learning.
8. Gu and Johnson (1996) included metacognitive and cognitive strategies in their classification, with a specific focus on guessing, dictionary use, and note-taking.

Table 1: Vocabulary learning strategies listed by Gu& Johnson (1996)

Vocabulary learning beliefs	<ol style="list-style-type: none">1. Vocabulary should be memorized2. Vocabulary should be picked up naturally3. Vocabulary should be studied and used
Metacognitive Strategies	<ol style="list-style-type: none">1. Selective attention2. Self-initiation
Cognitive strategies	<ol style="list-style-type: none">1. Guessing strategies2. Dictionary strategies3. Note-taking strategies4. Memory strategies: rehearsal5. Memory strategies: encoding6. Activation strategies

2.6.3. Classification by Ma (2009)

An alternative process-oriented approach to classifying vocabulary-learning strategies was proposed by Ma (2009). She summarized word acquisition stages as follows in Table:

Table 2: Vocabulary learning strategies listed by Ma (2009)

Stages of vocabulary acquisition	Category of strategies
1. How do you discover new vocabulary?	Cognitive strategies Social strategies Metacognitive strategies
2. What do you do on encountering new vocabulary?	Metacognitive strategies Cognitive strategies Social strategies
3. When learning a new vocabulary item, what aspects do you study?	Cognitive strategies
4. How do you organize the information about the new vocabulary?	Metacognitive strategies Cognitive strategies
5. How do you memorize vocabulary?	Cognitive strategies Memory strategies
6. How do you review vocabulary?	Metacognitive strategies Social strategies
7. How do you retrieve vocabulary?	Cognitive strategies
8. How do you make use of new vocabulary?	Metacognitive strategies Social strategies

2.7. Factors Affecting the Choice of Vocabulary Learning Strategies

Various factors influence the choice of vocabulary learning strategies. Research suggests that gender, proficiency level, and other contextual factors such as motivation and learning style can significantly affect how strategies are used.

Gender: Studies have shown that females generally use more language learning strategies, especially social strategies, compared to males.

Proficiency Level: Advanced learners tend to use more effective strategies, such as meta cognitive strategies (planning, organizing), as opposed to lower-level learners who may rely more on cognitive or basic memory strategies.

2.7.1. Gender

Studies such as Politzer (1983) and Kim (1995) indicate that females use a wider range of strategies, particularly social strategies, compared to males. Females are generally more active in seeking clarification and using communicative strategies, which might be attributed to attitudinal and motivational differences between genders.

2.7.2 Proficiency Level

Research shows that as students advance in their language learning, they tend to adopt more sophisticated strategies. Higher-level learners often employ meta cognitive strategies to plan and evaluate their learning, while lower-level students may use more simple, rote-memory strategies. However, this does not mean that higher proficiency always correlates with better strategies in every case.

2.8. Challenges in Vocabulary Acquisition

Ethiopian secondary school students face several challenges in acquiring and retaining English vocabulary. As noted by Haileslasie and Demis (2016), the traditional school system contributes to students' lack of vocabulary storage and usage habits. These challenges result in limited vocabulary knowledge, leading to anxiety in expressing thoughts and low achievement in English language learning.

2.9. Previous Research on Vocabulary Learning Strategies

Several studies have examined the use of VLS in different contexts:

Abebe (1997) found that first-year university students were aware of various VLS but used only a limited number of them, Jeylan (1999) reported that 11th grade students lacked awareness of productive strategies, which hindered their vocabulary development and Setegn (2007) concluded that male and female students showed no significant differences in VLS use, except for cognitive strategies. These studies indicate that awareness and effective use of VLS are critical for improving students' vocabulary and overall language achievement.

2.10. The Ethiopian Context, Need for Further Research and the Current Study's Focus

The current study aims to assess the vocabulary learning strategies used by grade 9 students at Gijet Secondary School. It was focus on the students' perceptions of the importance of vocabulary learning and investigates the differences in strategy use among them. The study was also identify the most and least used strategies in vocabulary learning, contributing to a better understanding of how vocabulary learning can be enhanced in this context.

In the Ethiopian secondary school context, vocabulary is taught both as an integrated skill and as a standalone component. However, comprehensive research on the frequency and effectiveness of VLS use is limited. Getnet (2008) recommended further research to understand the differences between high and low achievers in VLS use.

Summary

This chapter highlighted the importance of vocabulary in language learning, the challenges Ethiopian students face, and the role of VLS in enhancing vocabulary acquisition. The literature underscores the need for raising awareness about effective VLS and understanding students' perceptions to improve their English language learning outcomes.

This chapter has outlined the definitions of vocabulary and its significance in language acquisition, particularly in the context of EFL learners. The continuous nature of vocabulary learning and the different strategies employed by learners are key elements in enhancing language proficiency. The literature review also emphasizes that learners need specific, guided strategies to improve vocabulary learning, as these strategies can contribute significantly to their overall language ability.

Chapter Three: Research Methodology

This chapter outlines the design, methods, and procedures used in conducting the study. It details the research design, data sources, sampling technique, sample size, data collection instruments, and the analysis approach.

3.1. Research Design

The researcher used a descriptive method for this study. The descriptive method helps to provide a deeper understanding of the research problem and supports the analysis of data obtained from questionnaires, interviews and class room observation. A survey design was employed to select a sample of students and administer a questionnaire, along with conducting interviews. This approach is common in educational research for describing attitudes, beliefs, opinions, and other attributes. The responses from the sample group are used to make inferences about the larger population.

3.2. Sources of Data

The data for this study were collected from 9th grade students at Gijet Secondary School. The researcher selected this school due to familiarity with the school community, which was expected to facilitate the study's smooth execution. The researcher believed that the findings could also benefit the school by offering insights on how to improve students' vocabulary learning strategies (VLSs) for discovering and consolidating new words.

3.3. Sampling Technique and Sample Size

The researcher selected 126 students from a total of 392 9th grade students, which represents one-third of the student body. The sampling was done through random sampling, ensuring that students from all classes were equally represented. Despite differences in learning levels (high, medium, and low), students were randomly selected from each class.

3.4. Data Collection Instruments

To ensure a comprehensive understanding of Grade 9 students' vocabulary learning strategies (VLSs) at Gijet Secondary School, three primary data collection instruments were employed: questionnaires and interviews. Using multiple instruments allowed for triangulation, ensuring the validity and reliability of the research findings.

3.4.1. Questionnaires

Questionnaire: To ensure clarity, the questionnaire was first prepared in English, reviewed by experts in language and psychology, and then translated into Tigrigna, the respondents' first language. After data collection, the translations were reversed back into English for analysis.

Purpose: To gather quantitative data on the frequency and types of VLSs used by students.

Structure: The questionnaire was divided into sections reflecting various vocabulary learning strategies, such as determination strategies, social strategies, memory strategies, cognitive strategies, and meta-cognitive strategies. Scale: A 5-point Likert scale (1 = Never, 5 = Always) was used to measure the students' use of each strategy and open-ended questions. Sample Size: Distributed to 126 students (full sample), ensuring broad data coverage. Rationale: To provide a structured and efficient method for collecting data from a large group of participants.

3.4.2. Interview:

The interview was designed to deepen the understanding of students' VLS preferences. Like the questionnaire, the interview was conducted in Tigrigna, ensuring that the students understood the questions clearly. The interview responses were later translated into English for analysis.

Purpose: To obtain qualitative insights into students' reasoning and experiences with VLSs. Type: Semi-structured interviews, allowing flexibility for follow-up questions, Participants: A subset of 15 students was interviewed, selected to represent high, medium, and low achievers, Focus: The interviews explored students' perceptions of the effectiveness of different VLSs, challenges faced, and their preferences and Rationale: To complement quantitative data with in-depth, personalized insights.

3.4. Data Collection Procedures

The data collection process involved three key steps: These are Questionnaire and Interview.

1. Questionnaire Distribution:

Firstly, the randomly selected respondents were briefly oriented regarding how to fill in the questionnaire. Then, the questionnaire booklets were coded according to the respondents' section to remove repetition, next the questionnaire booklets were distributed, then the respondents read each item carefully and filled the questionnaire booklet. The respondents were taken one and half

hour to finish filling in the questionnaire booklet and one working day was used for each section. Finally, the booklet was collected by the researcher.

2. Interview Collection:

Secondly, the interviewees were oriented how to fill the interview questions; after that the researcher interviewed the interviewees and gathers more data on their VLSs preference to discover meanings of new English words, and to consolidate the words they have learned. Each respondent was interviewed to get more information.

3.5. Data Organization and Data Analysis

The data were analyzed using descriptive statistics, including frequency, percentage, mean, and standard deviation, with the help of SPSS (version 20). This approach helped to identify any similarities and differences in the VLS preferences among students. The data were categorized into two main VLS categories from Schmitt's (1997) framework:

Discovery Strategies: Includes determination and social strategies.

Consolidation Strategies: Includes social, memorization, cognitive, and meta cognitive strategies.

The interview responses were recorded, transcribed, and translated into English. Data from open-ended questions and interviews were also analyzed. The findings were summarized, and conclusions were drawn based on the research questions. Finally, recommendations were made to address the issues identified during the study.

The data gathered through observation were analyzed alongside the questionnaire and interview data. Observational data were coded based on the strategies observed during the lessons and categorized into discovery and consolidation strategies. The researcher then compared and integrated these findings with the results from the questionnaires and interviews to develop a comprehensive understanding of the vocabulary learning strategies used by students.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

This chapter presents the analysis and discussion of data collected through questionnaires, interviews and classroom observation . First, the data obtained from the questionnaires are analyzed and discussed. Then, the information gathered through interviews and classroom observation are transcribed, analyzed, and discussed respectively.

4.1 Data Analysis

The data analysis focused on responses from 126 Grade 9 students (14 from each section) at Gijet Secondary School during the 2017 E.C. academic year. The questionnaire consisted of 42 closed-ended items designed using a five-point Likert scale:

Always = 5, Usually = 4, Sometimes = 3, Rarely = 2, and Never = 1.

Table 3: Reliability Statistics of the Respondents' Data

Cronbach's Alpha	No. of Items
0.998	43

Table 3 presents the results of Cronbach's Alpha, which was used to assess the reliability of the data collected through the questionnaire. Cronbach's Alpha measures the internal consistency of the items and ranges from 0 to 1, with values above 0.9 indicating excellent reliability. In this study, the coefficient was 0.998, demonstrating a very high level of internal consistency among the questionnaire items.

To analyze the data, group statistics were employed to compare the mean scores related to students' perceptions of the importance of vocabulary learning and their preferences for different vocabulary learning strategy (VLS) sub-categories. Following Oxford's (1990) classification, strategy use was categorized into three levels for clarity: low strategy use corresponds to mean scores between 1.0 and 2.49, medium strategy use falls between 2.5 and 3.49, and high strategy

use ranges from 3.5 to 5.0. The five-point Likert scale responses were grouped accordingly to facilitate interpretation.

4.1.1 Determination (Discovery) Strategies

Table 4: Determination Strategies Used by Respondents

Item	Always	Usually	Sometimes	Rarely	Never	Mean	SD	Total
2	36 (28.6%)	34 (26.9%)	41 (32.5%)	8 (6.3%)	7 (5.6%)	3.67	1.124	126
3	29 (23%)	35 (27.8%)	35 (27.8%)	16 (12.7%)	11 (8.7%)	3.44	1.223	126
4	19 (15%)	31 (11.9%)	44 (34.9%)	18 (14.3%)	14 (11.1%)	3.18	1.189	126
5	35 (27.8%)	34 (26.9%)	31 (24.6%)	19 (15%)	7 (5.6%)	3.56	1.203	126
6	19 (15%)	28 (22.2%)	44 (34.9%)	16 (12.7%)	19 (15%)	3.49	1.249	126
7	42 (33.3%)	35 (27.8%)	26 (20.6%)	15 (11.9%)	8 (6.3%)	3.70	1.228	126

NB: *N* = number of respondents; *SD* = standard deviation

Students frequently reported using several key determination strategies when learning new vocabulary. Notably, analyzing parts of speech, guessing meanings from context, and using bilingual dictionaries were among the most commonly employed strategies. Specifically, 70 respondents, representing 55.5% of the sample, indicated that they always or usually analyze the parts of speech of new words. Similarly, 69 students (54.7%) reported that they often guess the meanings of unfamiliar words from the context in which they appear. Using bilingual dictionaries—such as English–Tigrigna or English–Amharic dictionaries—was also widely practiced, with 77 students (61.1%) stating that they frequently use this strategy.

The mean scores for these three strategies further confirm their high usage levels: analyzing parts of speech scored a mean of 3.67, guessing from context had a mean of 3.56, and the use of bilingual dictionaries recorded a mean of 3.70. According to Oxford’s (1990) classification, all

these mean scores fall within the high strategy use category, indicating that students commonly and effectively employ these determination strategies.

On the other hand, a smaller proportion of students reported limited use of these strategies. About 11.9% rarely or never analyze parts of speech, 17.4% rarely or never guess meanings from context, and 18.2% rarely or never use bilingual dictionaries.

Other determination strategies such as analyzing affixes and roots, using pictures or gestures, and consulting monolingual dictionaries were found to have moderate levels of usage. Half of the respondents (50.7%) reported that they always or usually analyze affixes and roots, while 39.6% used pictures or gestures to understand vocabulary, and 37.3% consulted monolingual dictionaries frequently. The mean scores for these strategies were 3.44, 3.18, and 3.49 respectively, which places them in the medium strategy use category, suggesting moderate application by students.

Additionally, a considerable number of students reported using these strategies only sometimes: 27.7% sometimes analyzed affixes and roots, and approximately 35% sometimes used pictures, gestures, or monolingual dictionaries. On the lower end of usage, 8.7% rarely or never analyzed affixes, 25.3% rarely or never used pictures or gestures, and 27.6% rarely or never used monolingual dictionaries.

In summary, the data indicate that students frequently employ certain determination strategies such as analyzing parts of speech, guessing from context, and using bilingual dictionaries. However, other strategies like analyzing affixes and roots, using visual aids, and consulting monolingual dictionaries are only moderately used. This disparity might be due to differences in students' exposure to these strategies or their confidence in applying them effectively.

4.1.2 Social (Discovery) Strategies

Table 5: Social Strategies Used by Respondents to Discover Meanings of New Words

Item No.	Always (N/%)	Usually (N/%)	Sometimes (N/%)	Rarely (N/%)	Never (N/%)	Mean	SD	Total N
8	46 / 36.5%	26 / 20.6%	33 / 26.2%	15 / 11.9%	6 / 4.8%	3.72	1.211	126
9	39 / 30.9%	29 / 23.0%	29 / 23.0%	18 / 14.3%	11 / 8.7%	3.53	1.300	126
10	28 / 22.2%	29 / 23.0%	37 / 29.3%	25 / 19.8%	7 / 5.6%	3.57	1.191	126
11	29 / 23.0%	39 / 30.9%	28 / 22.2%	17 / 13.5%	13 / 10.3%	3.43	1.288	126
12	30 / 23.8%	29 / 23.0%	33 / 26.2%	14 / 11.1%	20 / 15.8%	3.28	1.366	126
13	29 / 23.0%	36 / 28.6%	31 / 24.6%	18 / 14.3%	12 / 9.5%	3.41	1.254	126

NB: *N* = Number of respondents, *SD* = Standard Deviation

Items 8, 9, and 10 were designed to assess how frequently students use teacher-centered social strategies to learn new vocabulary. Specifically, these items asked whether students request their English language teachers to translate word meanings into their first language, ask for synonyms or similar meanings, and ask for example sentences containing new words.

As shown in Table 5, 72 students, or 57.1%, reported that they always or usually ask their teachers to translate meanings into their first language. Similarly, 68 students (53.9%) indicated that they frequently ask for synonyms or similar meanings, and 57 students (45.2%) reported asking for example sentences that include new vocabulary. In addition, a notable proportion of students responded that they use these strategies sometimes: 26.2% for teacher translation, 23.0% for synonyms, and 29.3% for example sentences. Fewer students, however, reported rarely or never using these strategies, with 16.7%, 23.0%, and 25.4% respectively for the same items.

The mean scores for these teacher-assisted strategies were 3.72, 3.53, and 3.57 respectively, all of which fall within the high strategy use category according to Oxford's (1990) scale. This indicates that the majority of students frequently rely on teacher support to discover the meanings of new words, highlighting the crucial role of the teacher in vocabulary learning.

Items 11, 12, and 13 explored the frequency with which students use peer and family-oriented social strategies. These included asking classmates for meanings, consulting family members such as siblings or uncles for translations into Tigrigna, and engaging in group work to discover word meanings.

According to the data, 68 students (53.9%) always or usually ask classmates for meanings, 59 students (46.8%) often consult relatives for translations, and 65 students (51.6%) regularly participate in group work to explore vocabulary. Many students also reported using these strategies sometimes, with 22.2%, 26.2%, and 24.6% respectively. However, a notable minority rarely or never employ these strategies: 23.8% for both asking classmates and group work, and 26.9% for asking family members.

The mean scores for these peer and family strategies ranged between 3.28 and 3.43, which places them in the medium strategy use category. This suggests that while these social strategies are commonly employed, they are used less frequently than teacher-centered approaches.

In conclusion, the findings reveal that teacher-assisted discovery strategies are the most frequently used social vocabulary learning strategies among the students. Meanwhile, strategies involving classmates and family members are used moderately. Overall, more than half of the students actively engage with others to discover the meanings of new words, underscoring the importance of social interaction in vocabulary learning.

4.1.3 Social (Consolidation) Strategies

This section presents the analysis of students' use of social strategies to consolidate the meanings of newly learned English words. Table 6 below summarizes the frequency, percentage, and mean scores of the participants' responses.

Table 6: Social Strategies Used to Consolidate Word Meanings

Item	Always	Usually	Sometimes	Rarely	Never	Mean	SD	N
14: Ask teachers to check word lists for accuracy	20 (15.8%)	34 (26.9%)	35 (27.8%)	21 (16.7%)	16 (12.7%)	3.17	1.251	126
15: Study and practice in groups with peers	33 (26.5%)	34 (26.9%)	29 (23.0%)	23 (18.3%)	7 (5.6%)	3.50	1.218	126
16: Interact with fluent English speakers	26 (20.6%)	20 (15.8%)	38 (30.1%)	18 (14.3%)	24 (19.0%)	3.05	1.379	126

Note: N = number of respondents, SD = standard deviation.

Item 14 assessed how often students ask their teachers to check the accuracy of their word lists. The data show that 54 students, or 42.8%, reported that they always or usually use this strategy. Meanwhile, 35 students (27.8%) indicated that they sometimes ask their teachers for this support, and 37 students (29.4%) reported rarely or never using this strategy. The mean score of 3.17 places this strategy in the medium use category. This suggests that although a significant portion of students frequently seek teacher feedback on their vocabulary lists, a substantial number use this strategy inconsistently or not at all.

Item 15 explored the frequency of group study and practice with partners. More than half of the students (53.4%) reported that they always or usually study and practice vocabulary in groups. Twenty-nine students (23.0%) sometimes engaged in this activity, while 30 students (23.8%) rarely or never did so. With a mean score of 3.50, group study falls within the high strategy use category, indicating that it is a relatively popular and effective method for vocabulary reinforcement among the students.

Item 16 measured students' interaction with relatively fluent English speakers. The results show that 46 students (36.5%) always or usually interact with fluent speakers, 38 students (30.1%) do so sometimes, and 42 students (33.3%) rarely or never engage in such interactions. The mean score of 3.05 categorizes this strategy as medium use. This moderate level of engagement may be influenced by limited access to fluent speakers or a lack of confidence in speaking English.

In summary, among the social consolidation strategies, studying and practicing vocabulary in groups was the most frequently used strategy, with the highest mean score of 3.50. Asking teachers to check word lists for accuracy and interacting with fluent English speakers were moderately used strategies. Overall, these findings indicate that collaborative learning and teacher-supported methods are fairly common among the participants, whereas strategies involving interaction with fluent speakers—which may be more socially demanding—are less frequently practiced.

4.1.4 Memorization (Consolidation) Strategies

This section discusses how frequently the respondents used memorization strategies to consolidate the meanings of newly learned vocabulary. Table 7 summarizes the frequency of responses and statistical data (mean and standard deviation) for each item related to memorization strategies.

Table 7: Memorization Strategies Used to Consolidate Word Meanings

Item	Always	Usually	Sometimes	Rarely	Never	Mean	SD	N
17	29 (23.0%)	35 (27.8%)	36 (28.6%)	12 (9.5%)	14 (11.1%)	3.42	1.254	126
18	33 (26.2%)	37 (29.3%)	34 (26.9%)	14 (11.1%)	8 (6.3%)	3.58	1.175	126
19	32 (25.4%)	31 (24.6%)	32 (25.4%)	18 (14.3%)	13 (9.3%)	3.40	1.291	126
20	24 (19.0%)	34 (26.9%)	30 (23.8%)	27 (21.4%)	11 (8.7%)	3.26	1.241	126
21	46 (36.5%)	31 (24.6%)	24 (19.0%)	14 (11.1%)	11 (8.7%)	3.69	1.305	126
22	33 (26.2%)	38 (30.2%)	28 (22.2%)	17 (13.5%)	9 (7.9%)	3.53	1.237	126
23	28 (22.2%)	35 (27.8%)	45 (35.7%)	14 (11.1%)	4 (3.2%)	3.55	1.055	126
24	34 (26.9%)	34 (26.9%)	19 (15.0%)	24 (19.0%)	15 (11.9%)	3.38	1.373	126
25	29 (23.0%)	37 (29.3%)	28 (22.2%)	23 (18.3%)	9 (7.1%)	3.43	1.229	126
26	29 (23.0%)	35 (27.8%)	29 (23.0%)	24 (19.0%)	9 (7.1%)	3.40	1.234	126
27	26 (20.6%)	27 (21.4%)	32 (25.4%)	11 (8.7%)	30 (23.8%)	3.06	1.446	126

Note: N = number of respondents; SD = standard deviation.

Items 17 and 26 focused on strategies involving the use of gradable adjective scales and memorizing difficult word forms or spellings. A total of 64 respondents, representing 50.8% of the sample, reported that they always or usually used these strategies. Both items had mean scores of 3.42 and 3.40, respectively, indicating moderate use of these memorization techniques.

Items 18, 21, and 22 assessed strategies related to linking new vocabulary to personal experiences, using semantic maps, and remembering words by location or visual memory. These strategies

were among the most frequently used by the students. Specifically, item 18 had a mean score of 3.58, item 21 recorded the highest mean score in this group at 3.69, and item 22 had a mean score of 3.53. Over 55% of students reported always or usually employing these strategies. These findings suggest that contextual association and visual cues serve as effective memory aids for most learners.

Items 19 and 23 measured how often students linked new words with synonyms or antonyms and memorized vocabulary by studying spellings. More than half of the respondents reported frequent use of these methods, with mean scores of 3.40 and 3.55, respectively, indicating medium to high usage.

Items 24 and 25 examined strategies such as listing words by topic and applying them in conversation. About 52% to 54% of students reported frequently using these techniques. The mean scores of 3.38 and 3.43 fall into the medium strategy use category, reflecting moderate engagement with these methods.

Items 20 and 27 addressed associating cognates (word families) and saying words aloud for retention. These strategies were less frequently used compared to others, with mean scores of 3.26 and 3.06, respectively. Although still employed by approximately 42% to 46% of students, these strategies were used less consistently.

In summary, the most frequently used memorization strategies among respondents were semantic mapping (mean = 3.69), connecting new words to personal experiences (mean = 3.58), and studying spellings (mean = 3.55). The least frequently used strategy was saying words aloud, with a mean score of 3.06. Overall, the memorization strategies employed ranged from medium to high use, with a clear preference for semantic mapping, personal connection, and spelling-focused approaches.

4.1.5 Cognitive (Consolidation) Strategies

Cognitive strategies help learners to process vocabulary more actively through repetition, writing, and note-taking. Table 8 presents the frequency and statistical data regarding the usage of these strategies by the respondents.

Table 8: Cognitive Strategies Preferred to Consolidate Meanings of Words

Item	Always	Usually	Sometimes	Rarely	Never	Mean	SD	N
28	21 (16.6%)	37 (29.3%)	34 (26.9%)	20 (15.8%)	14 (11.1%)	3.25	1.231	126
29	24 (19.0%)	30 (23.8%)	43 (34.1%)	20 (15.8%)	9 (7.1%)	3.32	1.164	126
30	28 (22.2%)	30 (23.8%)	37 (29.3%)	23 (18.3%)	8 (6.3%)	3.28	1.224	126
31	33 (26.2%)	36 (28.6%)	29 (23.0%)	21 (16.7%)	7 (5.6%)	3.53	1.205	126
32	23 (18.2%)	43 (34.1%)	27 (21.4%)	23 (18.3%)	9 (7.9%)	3.37	1.204	126
33	26 (20.6%)	34 (26.9%)	28 (22.2%)	22 (17.4%)	16 (12.7%)	3.25	1.314	126
34	29 (23.0%)	32 (25.6%)	33 (26.2%)	14 (11.1%)	18 (14.3%)	3.32	1.331	126

Note: N = number of respondents; SD = standard deviation.

Items 28 to 30 assessed students' use of paraphrasing, studying from word lists, and repeating English words aloud as vocabulary learning strategies. Approximately 46% of respondents reported frequently paraphrasing or repeating words aloud, while 42.8% regularly used word lists to study vocabulary. The mean scores for these items were 3.25, 3.32, and 3.28 respectively, indicating medium use of these cognitive strategies.

Items 31 and 32 focused on writing new words repeatedly and taking notes outside of class. More than half of the students reported frequent use of these strategies, with 54.7% practicing repeated writing and 52.3% regularly taking notes. The mean score for writing new words repeatedly was 3.53, placing it in the high usage category, while note-taking outside class had a mean score of 3.37, indicating medium usage.

Items 33 and 34 examined the use of textbook glossaries and note-taking during class activities. Nearly half of the students reported frequently using these strategies, with 47.6% consulting

glossaries and 48.4% engaging in note-taking during lessons. Both items had medium mean scores of 3.25 and 3.32, respectively.

In summary, cognitive vocabulary learning strategies are moderately used by the students overall. Writing new words several times was the most preferred strategy, reaching high usage levels, while most other strategies fall within the medium usage range. This suggests that while students consistently apply these strategies, they may not do so intensively.

4.1.6 Metacognitive (Consolidation) Strategies

Meta cognitive strategies involve planning, monitoring, and evaluating one's vocabulary learning. Table 9 presents the frequency and statistical results for these strategies.

Table 9: Meta cognitive Strategies Used to Consolidate Meanings of Words

Item	Always	Usually	Sometimes	Rarely	Never	Mean	SD	N
35	24 (19.0%)	30 (23.8%)	35 (27.8%)	17 (13.5%)	20 (15.8%)	3.17	1.325	126
36	22 (17.4%)	36 (28.6%)	43 (34.1%)	18 (14.3%)	7 (5.6%)	3.38	1.192	126
37	22 (17.4%)	34 (26.9%)	33 (26.2%)	26 (20.6%)	11 (8.7%)	3.24	1.216	126
38	28 (22.2%)	34 (26.9%)	37 (29.3%)	16 (12.7%)	11 (8.7%)	3.41	1.215	126
39	23 (18.2%)	21 (16.7%)	32 (25.4%)	18 (14.3%)	32 (25.4%)	2.88	1.434	126
40	37 (29.3%)	39 (30.9%)	26 (20.6%)	18 (14.3%)	6 (4.8%)	3.66	1.181	126
41	22 (17.4%)	30 (23.8%)	37 (29.3%)	26 (20.6%)	11 (8.7%)	3.21	1.209	126
42	26 (20.6%)	23 (18.3%)	28 (22.2%)	19 (15.0%)	30 (23.8%)	2.97	1.458	126
43	37 (29.3%)	42 (33.3%)	23 (18.3%)	16 (12.7%)	8 (6.3%)	3.67	1.207	126

Items 35 and 41 evaluated how often students read English materials and plan their vocabulary study. Approximately 42 to 43 percent of respondents reported frequently using these strategies. The mean scores for these items were 3.17 and 3.21, respectively, placing them in the medium strategy use category.

Items 36 and 37 assessed the frequency of self-testing and long-term vocabulary review. Between 44 and 46 percent of students reported frequent use of these strategies. The mean scores, 3.38 and 3.24 respectively, also indicate medium strategy use.

Item 38 investigated the use of describing things in English as a vocabulary learning strategy. Nearly half of the students (49.2%) reported using this method frequently, with a mean score of 3.41, again falling within the medium range.

Items 39 and 42 explored communication in English and watching or listening to English media. These strategies were used less frequently, with mean scores of 2.88 and 2.97, respectively, suggesting lower-medium strategy use. Nonetheless, about 35 to 39 percent of respondents still reported frequent use.

Items 40 and 43 measured learning from mistakes and setting vocabulary goals. These strategies had the highest reported usage rates, with 60.3% and 62.7% of students, respectively, using them frequently. The mean scores of 3.66 and 3.67 place these strategies in the high strategy use category.

In summary, meta cognitive strategies were moderately used overall by the students, with learning from mistakes and goal setting standing out as the most preferred approaches. Strategies involving the use of media and active communication were comparatively less popular. Most items fell within the medium strategy use range, except for learning from mistakes and goal setting, which were highly practiced.

4.1.7 Overall Strategy Category Use

Table 10: Overall Strategy Frequencies by Category

Item	Strategy Category	Mean	SD	Rank
1	Social (discovery) strategies	3.49	0.151	1
2	Determination (discovery) strategies	3.44	0.252	2
3	Memorization (consolidation) strategies	3.42	0.168	3
4	Cognitive (consolidation) strategies	3.33	0.097	4
5	Meta-cognitive (consolidation) strategies	3.28	0.273	5
6	Social (consolidation) strategies	3.24	0.233	6
—	Overall strategies	3.36	0.196	—

The overall mean score for all vocabulary learning strategies was 3.36, indicating that the respondents moderately use these strategies. This suggests that while students employ vocabulary learning strategies at times, their use is neither consistent nor intensive.

Among the six strategy categories, social (discovery) strategies were the most frequently used, with a mean score of 3.49. This was closely followed by determination (discovery) strategies, which had a mean of 3.44, and memorization (consolidation) strategies with a mean of 3.42.

Conversely, the least frequently used strategies were social (consolidation) strategies, with a mean score of 3.24, and meta cognitive strategies, with a mean of 3.28. These findings imply that students showed a preference for strategies involving interaction with others to discover word meanings or independently determining meanings. In contrast, they were less engaged in socially consolidating vocabulary or in employing meta cognitive approaches to reinforce their learning.

4.1.8 Most Frequently Used Vocabulary Learning Strategies

Table 11: Top Ten Most Frequently Used Vocabulary Learning Strategies

Item	Strategy	Mean	SD	Rank
8	Ask the teacher to translate words	3.72	1.211	1
7	Use bilingual dictionary	3.70	1.228	2
21	Use semantic maps to remember words	3.69	1.305	3
43	Have clear goals for increasing vocabulary	3.69	1.207	3
2	Analyze part of speech of new words	3.67	1.124	5
40	Learn and consolidate from failure	3.66	1.181	6
18	Connect words to personal experience	3.58	1.175	7
9	Ask the teacher for example sentences	3.57	1.191	8
5	Guess word meanings from context	3.56	1.203	9
23	Study the spellings of new words	3.55	1.055	10

The top ten vocabulary learning strategies indicate that students prefer teacher-supported and context-based learning methods. The most frequently used strategy was asking the teacher to translate words, with a mean score of 3.72 (Item 8), closely followed by using a bilingual dictionary, which scored 3.70 (Item 7). These strategies fall under the social (discovery) and determination categories.

Notably, six of the top ten strategies belong to the determination and memorization categories. These include analyzing parts of speech, guessing meanings from context, and studying word spellings. Additionally, two meta cognitive strategies—setting vocabulary goals (Item 43) and learning from failure (Item 40)—were also among the most commonly employed.

These findings suggest that learners tend to favor direct methods for acquiring and organizing vocabulary, particularly those that provide immediate understanding and reinforcement.

4.1.9 Least Frequently Used Vocabulary Learning Strategies

Table 12: Ten Least Frequently Used Vocabulary Learning Strategies

Item	Strategy	Mean	SD	Rank
39	Communicate in English with people	2.88	1.434	1
42	Watch English TV/radio channels	2.97	1.458	2
16	Interact with fluent English speakers	3.05	1.379	3
27	Say new words aloud during study	3.06	1.446	4
6	Look up meanings in a monolingual dictionary	3.09	1.249	5
14	Ask teacher to check accuracy of word lists	3.17	1.251	6
35	Read English books, magazines, or fiction	3.17	1.325	6
4	Guess meanings from pictures or gestures	3.18	1.189	8
41	Plan vocabulary learning in advance	3.21	1.209	9
37	Study words repeatedly over time	3.24	1.216	10

The least frequently used vocabulary learning strategies were predominantly associated with metacognitive and communicative approaches. The lowest-ranked strategy was communicating in English with others (Item 39), which had a mean score of 2.88, followed closely by watching English-language media (Item 42) with a mean of 2.97. These results indicate limited use of immersive and real-world language exposure techniques among the students.

Among the ten least-used strategies, five belonged to the meta cognitive category, including activities such as reading, planning, and repeated studying. The remaining strategies came from determination, social, and memorization categories, such as asking teachers to check for accuracy and saying words aloud.

These findings suggest that students are less inclined to engage in self-directed, long-term learning or interaction-based methods, which may be due to a lack of resources, insufficient confidence, or limited opportunities for practice.

4.2 Data Analysis from Open-ended Questionnaire

The open-ended questions, presented in Appendix I, aimed to explore whether students employed any additional vocabulary learning strategies beyond those listed in the closed-ended questionnaire. In response to Question 44, most participants indicated that they did not use any additional strategies to learn the meanings of new words. They confirmed that the strategies they currently employ for determining word meanings were already covered in the closed-ended items.

Similarly, Question 45, which asked about unique strategies for studying and practicing vocabulary, yielded comparable results. Nearly all respondents reported that they did not have any further methods to consolidate learned vocabulary. A small number of students mentioned strategies already included in the questionnaire, such as using dictionaries. A few also noted minor additional techniques like marking new words encountered during reading or writing by underlining, circling, or highlighting them.

These responses suggest that students rely heavily on a limited, familiar set of vocabulary learning strategies and show little evidence of original or self-developed approaches. This finding aligns with the quantitative data from the closed-ended section, indicating that most students lack awareness of or exposure to a broader range of effective vocabulary learning strategies.

4.3 Data Analysis from Interview Responses

To supplement the questionnaire data, interviews were conducted to gain deeper insights into participants' vocabulary learning strategies. Questions 1 and 2 focused on identifying the strategies learners use to study and remember new vocabulary. The majority of interviewees reported employing a variety of strategies, including using bilingual and monolingual dictionaries, asking teachers, classmates, or others for meanings, using synonyms and translations, guessing meanings from context or grammatical structure, repetition through reading and writing words multiple times, taking vocabulary notes, and consulting reference materials.

These responses indicate that many students actively use multiple strategies to support both the discovery and consolidation of new vocabulary. The diversity of techniques mentioned confirms and reinforces the quantitative findings from the closed-ended questionnaire, particularly the frequent use of determination, social, and memorization strategies.

Question 3 investigated whether students intentionally plan their vocabulary learning. Nearly all interviewees confirmed that they have deliberate plans to study and improve their vocabulary. Reported strategies included setting specific study schedules with time breakdowns, utilizing library resources and reference books, participating in group discussions, asking teachers for explanations of words, using dictionaries and media such as TV and radio, communicating with others to understand new words, and translating new vocabulary into their first language (L1). Only one participant indicated that they never planned their vocabulary study. Overall, this suggests that most students approach vocabulary learning with some degree of internationalize and organization, though the complexity and sophistication of these plans likely vary.

Question 4 assessed the extent to which students collaborate with peers to enhance their vocabulary. The majority of participants reported frequently working with partners or friends as a means to improve vocabulary knowledge. A smaller number said they sometimes engaged in peer collaboration, while a few reported never studying vocabulary with peers. This pattern highlights the significant role social interaction plays in many learners' vocabulary development, although the degree of collaborative learning differs among individuals.

4.4 Discussion of the Major Findings

The present study investigated the frequency and preferences of vocabulary learning strategies (VLSs) employed by Grade 9 students in an EFL context. Findings from both quantitative (questionnaires) and qualitative (interviews) data are discussed here in relation to each research question and prior literature.

1. Determination Strategies under the Discovery Category

The first research question examined how extensively learners use determination strategies—those independent methods for discovering the meanings of new words. Both questionnaire and interview results revealed that most students frequently employ such strategies. These include analyzing parts of speech, guessing meanings from context, using affixes and roots, and consulting bilingual dictionaries, all showing relatively high mean scores. Other strategies like guessing through pictures and gestures and using monolingual dictionaries were moderately used. These results align with prior studies (Safian et al., 2014; Jafari & Kafipur, 2013; Abadi & Baradaran, 2013), which highlight determination strategies as effective for fostering learner autonomy. Nation (2001) emphasized vocabulary learning through context as cumulative and meaningful, while Zhi-liang (2009) and Oxford & Scarcella (1994) underscored the benefits of contextualized vocabulary learning activities.

2. Social Strategies (Discovery and Consolidation)

The second and third research questions addressed social strategies for both discovering and consolidating vocabulary meanings. Social (discovery) strategies, such as asking teachers for translations, seeking synonyms, and engaging in group work, were the most frequently used strategies overall. Interview data confirmed that peer collaboration and teacher assistance are common practices, reinforcing the importance of social interaction in vocabulary learning. However, social (consolidation) strategies like interacting with fluent speakers, group discussions for meanings, and seeking teacher feedback on vocabulary lists were less frequently used, reflecting a gap between learners' engagement in social discovery and long-term collaborative consolidation. These findings concur with Kaplan and Saccuzzo (2013), Nation (2013), and Zhi-

liang (2009), who emphasize the role of interactive learning environments. Schmitt (1997) and Ahmed (1989, cited in Schmitt) also noted that effective learners actively employ social strategies.

3. Memorization Strategies (Consolidation)

The fourth research question focused on memorization strategies used for consolidating learned vocabulary. Results showed that memorization strategies are among the most frequently employed. Students reported using semantic mapping, linking words to personal experiences, studying spellings, categorizing words, and learning from failure with moderate to high frequency. These findings support earlier research by Safian et al. (2014), Jafari and Kafipur (2013), and Allen (1983), highlighting the cognitive and communicative importance of vocabulary development. Memory strategies are essential for retention, as emphasized by Schmitt (1997), Craik & Tulving (1975), and Cohen & Aphek (1981, cited in Abebe, 1997).

4. Cognitive Strategies (Consolidation)

Cognitive strategies such as taking vocabulary notes, paraphrasing, and reading English materials were also used frequently and viewed positively by students. This supports the work of Schmitt (1995), Nation (2001), and Tılfarlıoğlu & Bozgeyik (2012), who stressed the role of cognitive strategies in transforming short-term vocabulary exposure into long-term memory.

5. Metacognitive Strategies (Consolidation)

Meta cognitive strategies were moderately used, with notable variation. Setting vocabulary goals, learning from mistakes, and planning study time were common strategies. However, other meta cognitive strategies like watching English media, reading English literature, and communicating in English were among the least used, despite strong literature support (Gu & Johnson, 1996; Nation, 2013; Kaplan & Saccuzzo, 2013). This may reflect contextual limitations such as limited access to media or native speakers. The findings contrast with Abebe (1997), who reported high metacognitive strategy use among university students, likely due to their greater exposure and academic maturity.

6. Most and Least Frequently Used Strategies

Analysis of the top ten most frequently used strategies revealed a dominance of determination and memorization strategies, such as asking teachers for translations, using bilingual dictionaries, semantic mapping, and setting vocabulary goals. While these are sometimes considered “shallow” strategies (Craik & Lockhart, 1972), they still contribute to mental processing and long-term retention. Conversely, the ten least frequently used strategies were mostly metacognitive and social (consolidation), including communicating in English, watching media, and extensive reading. These tend to be more autonomous or advanced learner strategies, indicating that students at this level may need further encouragement and support to develop deeper vocabulary learning techniques.

Summary

In conclusion, the study’s findings show that discovery strategies—especially social and determination strategies—are most frequently employed by Grade 9 EFL learners. Consolidation strategies such as memorization and cognitive techniques are moderately used, while meta cognitive and social (consolidation) strategies are the least preferred. This pattern suggests that while learners engage with effective basic strategies, there is a clear need to promote deeper, more reflective strategies, such as meta cognitive planning and extensive reading, to improve vocabulary learning outcomes.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study was conducted to explore Grade 9 students' use of vocabulary learning strategies (VLSs) in English as a Foreign Language (EFL) classes at Gijet Secondary School (GSS). The study specifically aimed to:

Examine students' perceptions regarding the importance of vocabulary learning, identify differences in students' use of vocabulary learning strategies, determine the most and least frequently used categories of vocabulary learning strategies.

To address these objectives, relevant literature was reviewed, and a descriptive survey method was employed. Data collection tools included a questionnaire and semi-structured interview. A total of 126 students were randomly selected from 392 Grade 9 students. The collected data were analyzed using SPSS Version 20, utilizing statistical tools such as frequency, percentage, mean, and standard deviation.

Key Findings:

Determination strategies (discovery strategies) such as analyzing the part of speech, using affixes and roots, guessing meaning from context, and using bilingual dictionaries were highly used by students. These strategies had high mean scores, indicating frequent and effective usage. Social (discovery) strategies, particularly asking teachers and classmates for meanings and synonyms, were also frequently used. For example, 72 (57.1%) of students reported frequently asking teachers for translations. Under Social (consolidation) strategies, asking fluent speakers and working in groups showed moderate to high usage, with mean scores around the medium strategy use level. Memory strategies such as repetition, word lists, and connecting words to personal experience were moderately used, with some strategies being employed by the majority of students. Cognitive strategies were used with medium frequency. Although some items like

writing and using words in conversation were common, the overall mean remained within medium use.

Meta cognitive strategies also fell under the medium usage category. Only a few strategies, such as having clear vocabulary goals, were widely applied.

Overall, among the six categories, Social (discovery) and Determination strategies were ranked highest in usage, while Social (consolidation) and Metacognitive strategies were ranked lowest. However, all six subcategories showed mean scores within the range of medium strategy use, indicating that students frequently used a variety of strategies with varying intensity.

5.2 Conclusions

Based on the findings, the following conclusions were drawn:

There is variation among students in the usage of vocabulary learning strategies, although many share similar practices such as using context clues, bilingual dictionaries, peer support, and repetition.

The most frequently used strategies fall under the Discovery category, especially Social (discovery) and Determination strategies, suggesting that students rely heavily on external support (teachers/classmates) and contextual cues for learning vocabulary.

Memory strategies were moderately applied, often involving repetition and visualization techniques. Meta cognitive and consolidation strategies were the least practiced, showing a need for improvement in independent and reflective vocabulary learning.

Despite variation in strategy preference, all six categories were utilized to some extent, reflecting a moderate overall strategy engagement among students.

5.3 Recommendations

In light of the conclusions, the following recommendations are proposed:

For English Language Teachers:

Encourage collaborative learning by grouping strong and weak students to share strategies.

Provide explicit instruction and training on diverse vocabulary learning strategies, particularly for slow learners.

Regularly assess and monitor students' strategy use to offer tailored support.

For Students:

Foster confidence and active participation in vocabulary learning by encouraging students to ask questions and collaborate.

Promote self-monitoring and self-evaluation practices to enhance metacognitive skills.

For School Administrators:

Facilitate effective vocabulary learning by organizing remedial classes, providing materials, and ensuring a supportive learning environment.

For Future Researchers:

Further research is recommended to examine the relationship between vocabulary learning strategies and students' academic achievement in EFL.

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APPENDIXES

Appendix I

Mekelle University

College of Social Sciences and Language

Department of English Language and Literature

Graduate program (MA in TEFL)

Questionnaire for Students

Vocabulary Learning Strategies Questionnaire for Students- English Version

General Direction

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

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

"5" means "I always use it".

"2" means "I rarely use it".

"4" means "I usually use it".

"1" means "I never use it".

"3" means "I sometimes use it".

No.	Strategies	Always	Usually	Some times	Rarely	Never
1	I analyze parts of speech of the new words (e.g. noun, verb, adjective) to discover their meanings.					
2	I analyze affixes and roots to guess meanings of new words					
3	I guess the meaning of new words by analyzing any available pictures or gestures.					
4	I guess the meanings of words from the context when I read					
5	I look up meanings of words in monolingual (English - English) dictionary.					
6	I look up meanings of words in bilingual (English - Tigriña/English-Amharic) dictionary					
7	I ask my teacher to translate meanings of words that I do not understand into first language					
8	I ask my teacher for synonyms or similar meanings of new words.					
9	I ask my English Language teacher for sentences including the new words to discover their meaning.					
9	I ask classmates (friends) for meanings of new words.					
11	I ask relatives (brothers, sisters, uncle etc.) for Tigriña translation.					
12	I discover meanings of new words through group work activity					
13	I ask teachers to check my word lists for accuracy.					
14	I study and practice meaning in a group with my partners to consolidate the meanings					
15	I try to interact with relatively fluent speakers of English around me.					
16	I use scales for gradable adjectives (huge/big /medium-sized/small/tiny).					

	Strategies.	Always	Usually	Someti mes	Rarely	Never
17	I connect words to my own experience to remember them					
18	I associate words to their synonyms (e.g. rich-wealthy) and antonyms (e.g. rich-poor) to remember them.					
19	I associate words with their cognates (word family) to remember words (E.g. child: children, childhood, etc.)					
20	I use semantic maps to remember words (e.g. vegetable: cabbage, carrot, tomato, potato, etc.).					
21	I try to remember a new word by remembering its Location where I first saw or heard it (on a page, on board)					
22	I study spellings of new words to remember them.					
23	I list/arrange words by topic or their common features for reviewing (e.g. according to grammatical functions).					
24	I use new words in sentences and in conversations so I can remember them.					
25	I remember words from their strange form, pronunciation.					
26	I say the new words aloud when studying in order to easily remember them.					
27	I paraphrase the meanings of new words to remember them.					
28	I use word lists to study and remember words.					
29	I say a new English word several times.					
30	I write a new English word several times.					
31	I take vocabulary notes outside classroom.					
32	I use the list of vocabulary (glossary) section in my textbook.					
33	I take vocabulary notes in a class room.					
34	I read books, magazines or fictions, etc. written in English to develop my vocabulary knowledge.					
35	I test myself with word tests.					
36	I continue to study the words over time.					

	Strategies	Always	Usually	Someti mes	Rarely	Never
37	I try to describe things in English.					
38	I try to communicate in English with people.					
39	I learn and consolidate meanings of words from my failure (mistakes).					
40	I plan to learn vocabulary, so I will have enough time to study new words (vocabulary).					
41	I watch English channel TV programmes, Radios.					
42	I have clear goals for increasing my English vocabulary.					

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

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

Source: Schmitt's (1997) VLSs questionnaire

Appendix II

Interview Questions for the Students - English Version

1. What vocabulary learning strategies that you use to learn the meaning of new words (Vocabularies) you have encountered in reading and listening?
2. What are the strategies that you use to study and remember new words?
3. Do you plan to study English words to improve your vocabulary knowledge?
4. Do you work with your friends to learn and study English new words to improve your vocabulary knowledge?

Appendex III

መቐለ ዩኒቨርሲቲ

ኮሌጅ ሕብረተሰብ ሳይንስን ቋንቋን

ክፍሊ ትምህርቲ ቋንቋ እንግሊዝኛን ስነፅሑፍን

መሕትት ንተምሃሮ ኣብ ሚላ ምምሃር ናይ ቻላት ግንዛብ

አጠቓላሊ አንፈት

ክቡር/ብርቲ ተምሃራይ/ሪት እዚ መሕትት ንፅንዓት ዓላማ ጥራሕ ዝተቐረፀ ስለዝኾነ ዝትህብዎ ምላሽ ምንም ዓይነት ኣሉታዊ ፅልዎ የብሉን። ብተወሳኺ ናትኻ/ኺ መልሲ ብሚስጥር ዝትሓለወ ስለዝኾነ መልሲኹም ብነፃነት

I. በይዘኣም ሕድሕድ ሙሉእ ሓሳብ ብጥንቃቄ ብምንገብ ብምቐፃል ናይ ትክክል (✓) ምልክት ብትክክል ንዓይ ይገልፀኒ `ዩ ኣብ ዝብልዎ ሓሳብ የቐምጡ። ኣብ ሕድሕድ መግለፂ ዝተጠቐምካዮም ስትራተጂታት ኣብ ክንደይ እዋን ከምዝተጠቐምካዮም `ዮም ዘመላኹቱ። ኣብዚ ቅኑዕ ወይም ጌጋ ዝብሃል መልሲ የለን ስለዚ ብዝሃብኻዮ መልሲ ኣይትምዘንን። ንሕድሕድ መግለፂ ሓሙሽተ መማረፂታት ኣለዉዎ። ንሶም `ውን “ፈፂመ”፣ “ብዙሕ ዘይተለምደ”፣ “ሓደ ሓደ ግዘ”፣ “ኣብ ዝሓ እዋን”፣ “ኩሉሻብ” ዝብሉ ዮም። እዚኣም ኣብቲ ሙሉእ ሓሳብ ብየማናይ ኣንፈት ዝቐረቡ እነትኸውን ካብ 1-5 ብዘለው ቁፅርታት ተወኪሎም ይርከቡ።

“5”ማለት “ኩሉ ሻብ ይጥቀም `ዩ “ማለት `ዩ።

“4”ማለት “ኣብዝሓ እዋን ይጥቀም `ዩ “ማለት `ዩ።

“3”ማለት “ሓደ ሓደ ግዘ ይጥቀም `ዩ “ማለት `ዩ።

“2”ማለት “ወሕድ ግዘ ይጥቀም `ዩ “ማለት `ዩ።

“1”ማለት “ፈፂመ ኣይጥቀመሉን “ማለት `ዩ።

ሪፖ	ስትራቴጂታት	ኩሎሻብ	ኣብዘሓደዎን	ኣደሓደዎዘ	ወሕድዎዘ	ፈጻሙ
1	ክፍሊ ዝርርብ ዝኾኑ ክፍልታት ቃላት (ንኣብነት ሰም፣ ግሊ፣ ቕፅል) ትርጉም ንምርካብ ይትንትኖም `የ					
2	ናይ ኣደሸቲ ቃላት ትርጉም ንምግማት ተወሰኸቲ (ሱርቃል) ይትንትን `የ					
3	ናይ ኩሎም ዝተረኸቡ ስእልታት ወይም ምልክታት ብምትንታን ትርጉም ኣደሸቲ ቃላት ይግምት `የ					
4	እነ ከንብብ ከለኹ ትርጉም ቃላት ብዘለዎም ኣገባብ መሰረት ይግምት `የ					
5	ትርጉም ቃላት እንግሊዝኛ ብእንግሊዝኛ ይርድኡኒ `የ					
6	ትርጉም ቃላት ኣብ መንጎ ክልተ ቋንቋ (እንግሊዝኛን ትግርኛን እንግሊዝኛን ኣምሓርኛን) መዘገበ ቃላት ይርድኡኒ `የ					
7	ንመምህራይ ትርጉም ግልፂ ዘይኾኑለይ ቃላት ብትግርኛ ክትርጉም ይሓትት `የ					
8	ንመምህራይ ትርጉም ግልፂ ዘይኾኑ ቃላት ብተመሳሳሊ ቃላት ከብርሃለይ ይሓትት `የ					
9	ንእንግሊዝኛ ቋንቋ መምህራይ ብዛዕባ ሙሉእ ሓሳባትን ኣደሸቲ ቃላትን ትርጉም ይሓትት `የ					
9	ንክፍሊ መማህርተይ ብዛዕባ ትርጉም ኣደሸቲ ቃላት ይሓትት `የ					
11	ንኣዝማደይ (ኣሕዋተይ፣ ኣሓተይ፣ ኣኮይ ወዘተ) ናይ ቃላት ትርጉም ብትግርኛ ይሓተም `የ					
12	ትርጉም ኣደሸቲ ቃላት ካብ ጉጅለ ምይይጥ ይርዳእ `የ					
13	ንመማህራይ ብዛዕባ ዝጥቀምዎ ዝርዝር ቃላት ትክክለኛነት ከረጋግፁለ ይሓተም					
14	ብጉጅለ ምስ መሓተይ ብዛዕባ ትርጉም ቃላት ንምምዕባል የፅንዕን ይለማመድን `የ					
15	ኣብ ቀረባይ ምስ ዘለዉ ፅቡቕ ናይ እንግሊዝኛ ቋንቋ ተዛራብቲ ንምዘራብ ይፍትን `የ					
16	ንቕፅላት (ገለፅቲቃላት) ብርኪ (ደረጃ) መፍለይ ሚዛን ይጥቀም `የ					
17	ቃላት ንምዝካር ምስ ናይ ባዕለይ ተሞክሮ የተኣሳስሮም `የ					
18	ቃላት ምስ ዘለዎም ተመሳሳሊን (ሃፍታም- ሃፍቲ) ተፃራሪን (ሃፍታም -ድኻ) ትርጉም ንምዝካር የተኣሳስሮም `የ					
19	ቃላት ንምዝካር ምስ ዝመድዎም ካልኣት ቃላት ምዝማድ የካይድ `የ (ቐልዑ፣ ቐልዑት፣ቐልዕነትወዘተ)					

	ስትራቴጂታት	ኩሉሻብ	ኣብዘሓዘዎን	ኣደኣደግዘ	ወሕድግዘ	ፈጻሙ
20	ናይ ቃላት ፍታሕ (ትርጉም) ንምዝካር ቃላት የካይድ `የ(ኣሕምልቲ፣ካወሎ፣ካርት፣ኮሚደረ፣ደንሸወዘተ)					
21	ኣደሽ ቃል ንፈለግ ኣበይ ከም ዝርእኦን ከምዘሰማዕኦን ንምዝካር ይፍትን (ኣብገፅመፅሓፍኣብሰሌዳ)					
22	ኣደሽቲ ቃላት ዘለዎም ፊደል ብምፅናዕ የስታወሶም					
23	ቃላት ብዘርከቡሉ ርእሲ ወይም ኣባራዊ ባህሪኦም መሰረት ይምዘገቡምን ይሰርዖምን (ኣብነት ብስዋሰዋዊ ረብሓ መሰረት)					
24	ኣደሽቲ ቃላት ኣብ ሙሉእ ኣሳባትን ወግዲታትን (ዝርርብ) ስለዘዋቀም የስታወሶም `የ					
25	ኣደሽቲ ቃላት ብዘለዎም ዝተፈለየ ኩነታትን ድምፅን የስታወሶም `የ					
26	ኣደሽቲ ቃላት እንተፅንዕ ንምዝካር ድምፅ ዓው ኣለ ይፀርሖም (ጠሪዕ ይፅውዖም)					
27	ትርጉም ኣደሽቲ ቃላት ንምርዳእ ብካሊእ ኣገባብ ተርጉም ይፅሕፎም					
28	ቃላት ንምፅናዕን ንምዝካርን ናይ ቃላት ዝርዝር ይዋቀም `የ					
29	ኣደሽ ናይ እንግሊዝኛ ቃል ንምስትዋስ ብዘሕሻዕ ደጋጊ መ ይፅውዖ					
30	ኣደሽ ናይ እንግሊዝኛ ቃል ንምስትዋስ ደጋጊ መ ይፅሕፎ `የ					
31	ካብ ክፍሊ ወፃኢ ኣደሽቲ ቃላት ንምፍላጥ መዝገብ ቃላት ይዋቀም `የ					
32	ኣብ መፅሓፊይ ዝርከብ ኣፃር መዝገብ ቃላት (ግሎሶሪ) ትርጉም ኣደሽቲ ቃላት ንምፍላጥ ይዋቀም `የ					
33	ናይ ኣደሽቲ ቃላት ትርጉም (መዝገብ ቃላት) መዘክር ኣብ ክፍሊ ወሸጢ ይዋቀም `የ					
34	ናይ መዝገብ ቃላት ዓቕመይ ንምዕባይ መፃሕፍቲ ልዩ ወለድ ፅሑፋትን ኣፀርቲ ታሪካትን የንብብ `የ					
35	እነ ዓርሰይ ንዓርሰይ ናይ ቃላት ትርጉም ምዘፍ የካይድ `የ					
36	ትርጉም ቃላት ኣብ ዕረፍቲ እዋን `ውንየፅንዕ `የ					
37	እነ ንገራት ብእንግሊዝኛ ንምግላፅ ፍትን `የ					
38	እነ ምስ ሕብረተሰብ ብእንግሊዝኛ ንምዝርራብ ይፍትን `የ					
39	እነ ካብ ጌጋይ (ወድቀተይ) ናይ ቃላት ትርጉም ይምሃርን የማዕብልን `የ					

40	አነ ትርጉም ቃላት ንምምሃር ትልሚ ኣለኒ ሰለዘ እኹል ናይ ሓደሽቲ ቃላት (መዝገበ ቃላት) ፅንዓት እዮን ክህልወኒ ጥ					
41	አነ ሓደሽቲ ቃላት ንምምሃር ናይ እንግሊዘኛ ቴሌቭዥን ፕሮግራምን ሬድዮን ይክታተል ጥ					
42	አነ ናይ እንግሊዘኛ ቃላት (መዝገበ ቃላት) ዓቕመይ ንምዕባይ ንፁር ዓላማ ኣለኒ					

43. ሓደ ሸቲ ቃላት ንትርጉምን ንምርዳእ ኣብ ላዕሊ ካብ ዝተዘርዘሩ ካልኣት ተወሰኽቲ ሚላታት (አገባባት) እንተሃሉይካ/ኪ ኣብ ታሕቲ ኣብ ዘሎ ቦታ ይገለፅ። _____

44. ኣብ ላዕሊ ካብ ዝተዘርዘሩ ብተወሳኺ ናይ ቃላት ዝርዝር ንምፅናዕን ንምልምማድን ተወሰኽቲ ሚላታት ተሃልዩካ/ኪ ዝርዝርም ኣብ ታሕቲ ፅሓፎም/ሬዮም። _____

Appendix IV

ንቃለ መሕትት ተምሃሮ ዝቐረቡ ሕቶታት

1. ብምንባብን ብምድማፅን ዝረኽብካዮም(ኪዮም)ሓደስ ቲቃላት (መዝገበ ቃላት) ትርጉም ንምምሃር ዝትጥቀመሎም ሚላታት እንታይዮም?

- ንመምህረይ ትርጉም ክነግሩኒ ይሓቶም
- ናይ ትግርኛ እንግሊዝኛ መዝገበ ቃላት ተጠቂመ ይትርጉሞም
- ንመማህርተይ ትርጉም እቲ ቃል ይሓትት
- እቲ ሓደስ ቃል ኣብ ማስታወሻ ደብተረይ የስፍሮ
- ትርጉሙ ብትግርኛ ንመማህርተይ ይሓትት’
- ሓደስ ቃል ደጋጊመ ብምንባብን ብምፅሓፍን ይርድኦ
- ንዝኮነ ሰብ ብምህታት ይርዳእ
- ካልኣት መጣቀስቲ መፃሕፍቲ ይጥቀም

2. ሓደስቲ ቃላት ንምፅናፅን ንምዝካርን ዝትጥቀመሎም ሚላታት እንታይዮም?

- ✓ ንቃላት ተመሳሳሊ ትርጉም ይእልሽ
- ✓ ኣብ መዝገበ ቃላት ደብተረይ ይምዝግቦም
- ✓ ብትግርኛ ይትርጉሞም
- ✓ መምህረይ ትርጉም ቃል ይሓቶ
- ✓ ናይ ባዕለይ መፍለይ ይጥቀም
- ✓ ዓውደ ግዝእታዊ ትርጉም ይእልሽ
- ✓ መዝገበ ቃላት ይጥቀም
- ✓ ንካልኣት ሰባት ይሓትት
- ✓ ካልኣት መጣቀስቲ መፃሕፍቲ ይጥቀም

3. ናይ ቃላት ፍልጠትካ/ኪ ንምምሕያሽ ናይ እንግሊዝኛ ቃላት ንምፅናዕ ትልጫ ኣለካ/ኪዶ? ብዝርዝር ይገለፅ።

- ❖ ንፁር እዋን መፅነጂ ኣለኒ
- ❖ ቤተ ንባብ ይጥቀም 'የ
- ❖ መጣቀስቲ መጻሕፍቲ ይጥቀም
- ❖ ካልኣት ኣካላት ምሕታት
- ❖ ንመምህረይ ይሓትት
- ❖ ናብ ትግርኛ ይትርግሞ'
- ❖ ምስ መሓዙተይ ይመያየጥ
- ❖ መዝገበ ቃላት ይጥቀም

4. ናይ ቃላት ፍልጠትካ ንምምሕያሽ እንግሊዝኛ ንምምሃርን ንምፅናዕን ምስ መሓዘትካ/ ኪትሰርሕ /ሒዶ?

- ✓ ምስ መሓዙተይ ይመያየጥ
- ✓ ደጋጊመ የንብብ
- ✓ መፍለይ ምልክት ንጥቀም
- ✓ መፅሓፍ ብሓባር ምንባብ
- ✓ ሓልሓሊፉ ብሓባርን ንብብ