

MEKELLE UNIVERSITY
COLLEGE OF SOCIAL SCIENCE AND LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
(TEACHING ENGLISH AS A FOREIGN LANGUAGE)



**A Study on EFL Learners' Awareness and Use of Vocabulary
Learning Strategies: With Reference to Grade 10 Students at Masho
Secondary School**

BY
ASMELASH DESTA

ADVISOR: FIKRE GEBREKIDAN (PhD)

AUGUST, 2023
MEKELLE, ETHIOPIA

**A Study on EFL Learners' Awareness and Use of Vocabulary
Learning Strategies: With Reference to Grade 10 Students at Masho
Secondary School**

A Thesis Submitted to the Department of Foreign Languages and Literature,
Mekelle University, in Partial Fulfillment of the Requirement for the Degree of
Masters in Teaching English as a Foreign Language (TEFL)

BY
ASMELASH DESTA

AUGUST, 2023
MEKELLE, ETHIOPIA

Acknowledgements

I would like to thank and express my heartfelt appreciation to those who have helped me and contributed more for the successful completion of this dissertation. Without their contributions, this outcome would not have been possible.

First, I would like to extend my warm thanks to my supervisor, Fikre Gebrekidan (PhD) for his abundantly helpful and invaluable assistance, support and guidance during the entire journey of this study. I owe him for being more than my supervisor, and for being good friend unconditionally.

Moreover, my sincere gratitude goes to staff of Bazen Secondary School and Masho Secondary School, for supporting me and providing me a congenial environment while collecting the data. My gratitude also goes to all my participants/learners both in the pilot and main study for contributing their valuable time and efforts.

My special thanks also go to my wife Tikdem Mesfn for her patience and moral support including take responsibility of our home. Without her contribution, it would not have been easy to accomplish this study.

Last but not least, I extend my gratitude to my friends Gezachew Girmay and Yohannes Hailemariam for their unconditional support in reviewing my written work and motivating me to accomplish my study effectively.

Abstract

Vocabulary is the base for English language in particular, and for other languages in general. Therefore, the purpose of this study was to investigate grade 10 students' awareness and use of vocabulary learning strategies in EFL classes at Masho Secondary School. To this end, the researcher employed the mixed approach both in collecting the data and analyzing them. The data were obtained from grade 10 students who were enrolled in 2012 E.C, and English teachers of grade 10 at the school using questionnaire and interview. As it was impossible to incorporate all students in this study, 113 (25%) out of the total population of 452 students were selected using simple random sampling method. Therefore, two sections with total students of 113 were selected to fill the questionnaire, but one respondent did not return the questionnaire. As a result, the analysis is of the 112 respondents. Furthermore, six students were randomly selected for interview and two EFL teachers who were teaching English to the selected sections were selected for interview. The data obtained from the samples were analyzed using qualitative and quantitative techniques. The quantitative data were presented in frequency and percentage; whereas the qualitative data were presented thematically so as to consolidate the quantitative data. Finally, the findings of this study indicated that the students did not know many vocabulary learning strategies and did not think that these vocabulary learning strategies are important to increase their word power. The students employed only a few vocabulary learning strategies. Based on the findings, the researcher recommended that teachers need to create awareness about vocabulary learning strategies and should give opportunities for their students to practice different vocabulary learning strategies.

Table of Contents

Contents	Page
Acknowledgements	i
Abstract	ii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2. Statement of the Problem	4
1.3. Research Questions	6
1.4. Research Objectives	6
1.4.1. General research objectives	6
1.4.2. Specific objectives	6
1.5. Significance of the Study	7
1.6. Scope of the Study.....	7
1.7. Limitation of the Study	7
CHAPTER TWO	9
REVIEW OF RELATED LITERATURE	9
2.1 Concepts of Word and Vocabulary	9
2.2. What is involved in Knowing a Word?	10
2.2.1. Which Word Needs to Be Learned and taught?	10
2.3. Concept and Functions of vocabulary	11
2.4. Why Learning Vocabulary is important?	12
2.5. Approaches of Vocabulary Learning	14
2.6. Strategies of Vocabulary Learning	16
2.7. Taxonomies of Vocabulary Learning Strategies	17
2.7.1. Vocabulary Learning Strategy Classification by Schmitt (1997)	18
2.7.2. Vocabulary Learning Strategy Classification by Hedge (2000)	20

CHAPTER THREE	21
RESEARCH METHODOLOGY.....	21
3.1. Introduction	21
3.2. Research Design	21
3.3. Research Site Sample Size and Sampling Techniques	21
3.4. Data Gathering Tools	23
3.4.1 Classroom Observation.....	23
3.4.2 Written Questionnaires for Students.....	24
3.4.3 Interview for Teachers	26
3.4.4. Interview for Students	26
3.5. Validating the Instruments	27
3.6. Procedure of Data Collection	28
CHAPTER FOUR	29
DATA ANALYSIS TECHNIQUES.....	29
4.1. Analysis of Questionnaires and Classroom Observations Data	29
4.2. Analyses of Students’ Interview	34
4.3. Analyses of Teachers’ Interview	35
4.4. Students’ Awareness of Vocabulary Learning Strategies	36
4.5. The Students’ Strategy of Vocabulary Learning	37
CHAPTER FIVE	38
CONCLUSION AND RECOMMENDATIONS	38
4.1. Conclusion	38
4.2. Recommendations	38
References	40
Appendices	45

CHAPTER ONE

INTRODUCTION:

This chapter explores the essential strategies that empower learners to acquire, retain and use vocabulary more effectively. such as the background of the study, statement of the problem, research question, research objectives, significance of the study, the scope of the study and limitation of the study.

1.1 Background of the Study

The English language, as an international language and language of technology, has become an indispensable part of educational arena in many countries these days. This could be the reason why many countries have been involving and are involving to make their citizens capable of English language proficiency and performance. In doing so, vocabulary is the foundation of English language in particular and most languages in general. The reason is that it is the window of the world to look it via. Its acquisition can guarantee the availability of opportunities to employment, traveling, in any education, and even better life (Crystal, 1997). Thus, it is mandatory for the academicians to rethink and renovate their teaching strategies with the changing times.

With the views of the demanding English in the globalized world, there has been a constant change in the teaching methods and techniques all over the world in every subject. Despite the vital roles of vocabulary on English as a Foreign Language (EFL), ample emphasis has not been given both by students and teachers. Vocabulary teaching methods and techniques need desirable and radical changes (Sanaoui, 1996). Methods which could address the timely demands of societal transformation and technological advancement are by far rudimentary. Currently, English has dominated the context of foreign language learning and teaching in Ethiopia. However, the resultant outcome could not live up to the authorities' expectations (Asafew, 2021). In a nutshell, the process of teaching and learning English as a foreign language in Ethiopia is not satisfactory.

At present, practicing apposite vocabulary learning strategy is considered as an essential factor in language competence. As Decarrico (2001) has pointed out, vocabulary learning is central to language acquisition whether it is a second, or a foreign language. Even in a learner's mother tongue, there is a continual learning of new words and new meanings for old words (Thornbury, 2002). Any learner of a foreign language knows very well that words are essential,

and the lack of them leads to difficulties in communication situations (Maley, 1986).` That is why learning vocabulary is pronouncedly accepted as is „the heart in learning a foreign language“, but the acquisition of a large number of vocabulary items may be one of the most

difficult aspects of learning a foreign language for most L2 learners (Meara, 1980; 1982; Read 2000). From these, we can realize the importance of vocabulary as a very essential component of any language as well as the core of language learning and communication in the new paradigm.

On the contrary, though vocabulary has always been a crucial part of language learning and teaching and communication, it is supposed that vocabulary teaching has not been receptive to problems in the area, and most language teachers have not fully recognized the great communicative advantage in developing an extensive vocabulary (McCarthy 1990). Because vocabulary often seems to be the least systematized and the least well-catered for of all the aspects of learning a foreign language, such as listening, speaking, reading, writing, grammar, or even pronunciation. Scholars like, McCarthy (1990); Hughes (2003); Jackson and Amvela (2000) draw attention to the neglect of vocabulary as a vital component of language. The teaching and learning of vocabulary has never aroused the same degree of interest within language teaching as have such issues as grammatical competence, grammar, reading, and writing which have received considerable attention from teachers.

In the same scheme, Hedge (2000) affirms that there is a lack of attention to vocabulary for the notable reason that the neglect of vocabulary that learners themselves do not place considerable significance on vocabulary. Language teachers have been told a great deal about new discoveries in English grammar, but they have heard much less about ways to help students learn new words. Nevertheless, it is not a closed destiny at all for vocabulary learning since there is a rising awareness of the importance of vocabulary. Some scholars (Long and Richards, 1997; Nation, 1990; 2001; Richards, 1985; Schmitt, 2000; Thornbury, 2002) emphasize that vocabulary learning is not a simple matter, and in recent years, there is a renewed interest in the role of vocabulary in EFL and more attention has been given to vocabulary learning. At present, many researchers, material designers, and language teachers have realized the greater importance of vocabulary learning, for it is a part of language learning and teaching. Thus, it is worth mentioning in the present investigation that strategies should be indispensable parts of vocabulary learning and teaching. In learning vocabulary items, it is useful and necessary for language learners to be taught vocabulary learning strategies in order that they can learn how to discover the meaning of new words, how to store them in their memory, and how to use them by practicing and expanding their vocabulary.

Since the new millennium, Ethiopia had made rapid progresses in education sector despite some uncertainties in the recent political ramifications. This in turn is inevitable to affect the vocabulary items build a language just like bricks for constructing a building because language is made up of words (Thornbury, 2002). Having good stock of vocabulary is a must for learners to use language effectively. English language has vast vocabulary; it is the richest language of the world (Nation, 1990). For that reason, the study of vocabulary has occupied the central place in today's language teaching and learning activities, developing and enriching English. Many factors influence language learning and learning strategies play a significant role in this process.

With this premise, researchers in the area of learning strategies have posited that there is a close relationship between high strategy use and high achievement or success in language learning (Griffiths, 2003; Oxford, 1990). On the one hand, successful language learners, who have been referred to as effective, efficient, good learners, or high achieving learners, are the learners who reach the ultimate goal, which is language learning; according to Rubin (1975), good language learners take advantage of all practice opportunities; they have a strong desire to communicate, they are not inhibited, they practice, they monitor their own and the speech of others and they attend to meaning. Rubin also noted that such characteristics depend on a number of variables that vary with every individual.

These days, there are verified learning strategies that learners use in every day classrooms. Learners bring to language learning such strategies from their previous learning experience. For example, Pressley and Woloshyn (1995) identified strategies which are used for different tasks and across disciplines of knowledge and called them general learning strategies. Learners engage in English lessons with a wide repertoire of learning strategies that they use across different learning contexts or across different language levels. Such strategies have been proved effective, and they are fixated on the learners' repertoire. Learners use them as the core strategies of their learning; however, low achievers might be using these strategies incorrectly. It is possible that although both types of learners use the same strategies, they both use different processes. Thus, a learner might be using an adequate type and a significant number of strategies, even at a high-frequency rate; however, they might not be using the strategies efficiently.

1.2. Statement of the Problem

English language with its four macro-skills and three sub-skills is becoming the vital language technology and communication nowadays. Of these constituents, vocabulary is the core and building block and fundamental for the rest components. The importance of vocabulary for language teaching is admitted by all foreign language theorists and practitioners; however, it was believed that vocabulary could be taught only in isolated word lists for a long time. These days there are lots of ways to teach vocabulary in the EFL contexts. The most common idea among them is the important values of vocabulary in communication and in language classrooms. It is believed that the more words students know, the more fluently they can communicate effectively (Schmitt, 2000, Richards & Renandya, 2002).

Despite such facts, for many years, vocabulary has been the victim of discrimination by researchers who claimed syntax to be a more significant issue in the language development process (Carter, 1988). As a result, vocabulary learning has not received enough attention in English language classroom contexts. After many decades of being neglect, methodologists and linguists have increasingly been turning their attention to vocabulary and stressing on its importance in language teaching and reassessing some of the ways/strategies in which it is taught (Read, 2000; Decaricco, 2001; Barcroft, 2004). Moreover, vocabulary competence is currently acknowledged to be a core component of communicative competence by many vocabulary specialists, which provides much of the basis for how well learners speak, listen, read, and write (Richards & Renandya, 2002). The movement toward effective methodologies for teaching vocabulary has emerged and researchers and language teachers have also suggested many strategies and techniques for vocabulary learning, which are dependent on the efforts of each learner (Cohen & Macaro, 2007; Mizumoto & Takeuchi, 2009). Although much has been said about the discrimination of vocabulary teaching and learning in EFL class, little attention is given in the English language classrooms so far. Similarly, teachers practice fewer strategies in vocabulary teaching at Masho Secondary School. As a result, students are demonstrating lack of attention to vocabulary learning.

Even though the practice of vocabulary teaching strategy is assumed to be practiced at Masho Secondary School, to the best of the researcher,s knowledge, there is no systematically collected evidence on Masho Secondary School which shows how much the strategies of 4

vocabulary learning is being practically practiced in EFL. The researcher believes that, to make the best pedagogic decisions for the students, a systematic study on practice of vocabulary learning strategies at secondary level is important.

With regard to vocabulary learning in the EFL classrooms, there are few local studies on vocabulary learning strategy in the Ethiopian context. Little attention is given to what extent language teachers practice of different vocabulary teaching strategies in general and at Masho Secondary School. In line with this, Dessei (1988), Tesfaye (1990), Alemu (1994) and Berhane (1998) attempted to conduct their research on vocabulary teaching and learning aspects. Though these researchers attempted to look into vocabulary teaching in EFL classrooms, none of them attempted to look at the awareness of students on vocabulary learning strategies at high school level Masho Secondary School similar contexts. And to the best knowledge of the researcher, there has not been any research carried out on vocabulary learning strategies practiced at Masho Secondary School. For example, Tesfaye (1990) and Dessei (1988) conducted their research on “an evaluation of the effectiveness of current vocabulary teaching method.” Their study concluded that the training has brought significant difference in the performance of students where the experimental groups have benefited. Similarly, Berhane (1998) conducted on “an exploration of vocabulary teaching in primary schools.” His findings show that pictures, picture cards, blackboard drawings and real objects are more frequented and effective techniques of vocabulary teaching in grades one and two. And Alemu (1994) conducted on “teachers” attitude towards awareness raising approach to vocabulary teaching.” And his findings show that teachers could modify their attitudes in a fairly short period of time. Thus, the purpose of this study is to assess how often English language teachers practice different strategies in vocabulary teaching in EFL class with reference to Masho Secondary School. Besides, the focus of the study is assessing students’ awareness on strategies of vocabulary learning.

Accordingly, the current study is basically different from the above studies in the aspects of assessing strategies of vocabulary teaching; it focuses on the frequency to which teachers practice strategies of vocabulary teaching and to what extent do teachers get their students involved in every opportunity through which they can be exposed to different vocabulary learning-teaching strategies. At Masho Secondary School, vocabulary teaching has been paid less attention than it should have been, as compared to major language skills which are taught

four periods (160 minutes) per week. This could contribute to this school students' vocabulary deficiency.

1.3. Research Questions

The study attempted to answer the following research questions:

1. To what extent are grade 10 EFL learners at Masho Secondary School aware of different vocabulary learning strategies to develop their vocabulary knowledge?
2. What vocabulary learning strategies do EFL learners at Masho Secondary School use to enhance their English vocabulary?
3. What are the most and least used vocabulary learning strategies among English as a foreign language students?
4. What are the factors that obstruct the practice of vocabulary learning strategy in grade 10 EFL learners at Masho Secondary School?

1.4. Research Objectives

Having solid rationale to conduct study on the selected title, it needs to state vivid objectives to be addressed. To this end, both general and specific objectives are constructed hereunder.

1.4.1. General research objectives

The general objective of this study is to assess the level of grade 10 EFL learners at Masho Secondary School awareness on vocabulary learning and to what extent they use various vocabulary learning strategies.

1.4.2. Specific objectives

The specific objectives of the study are:

1. Assessing learners' level of awareness in vocabulary learning strategies in EFL classrooms.
2. Figure out the vocabulary learning strategies employed by Masho Secondary School grade 10 learners.

3. Identify potential and actual hindrances for employing various vocabulary learning strategies.

1.5. Significance of the Study

The finding of the present study is expected to provide some possible contributions to different partners. First, EFL learners would benefit from the findings of this study because it can illuminate the obscures they would face. As a result, it could bring improvement on the learning progress. Second, it could allow EFL teachers to share experiences of implementing possible ways of implementing effective teaching strategies so as to enhance learners' vocabulary knowledge. Third, the study could help teaching material designers; it would serve as a guideline in preparing materials that facilitate vocabulary learning and teaching strategies. Thus, it brings to the attention of syllabus designers and textbook writers the importance of incorporating strategies that encourage students' productive use of vocabulary.

1.6. Scope of the Study

The study was conducted delineated into some scopes considering attainable factors which could attribute for the genuine applicability and trustworthiness of the study. First, the study was confined spatially to Hawzen Woreda of Eastern Zone of Tigray Regional State. Particularly, Masho Secondary School is the study area in order to assure the right of entry and conduct with the target respondents. The target participants that involve in the study are grade ten students of 2012 E.C entry and their English teachers.

Regarding the objective of the study, it is delimited to strategies in vocabulary teaching and it does not exhaustively explore all the strategies of teaching but concerned with only the most commonly used of vocabulary teaching strategies.

On the other hand, thematically, learners' awareness and usages of vocabulary learning strategies are the concern of the present study. It did not consider other aspects of vocabulary.

1.7. Limitation of the Study

While conducting the present study, the researcher faced with some unforeseen challenges which could possibly compromise the quality of the study. To mention some, the study's research approach was a descriptive study; with this premise only small number of teachers teaching

English as a foreign language and student participants from single school. A larger sample from different high school would definitely yield to generalize the findings. As a result, conclusions deduced or generalized from such a narrow context and recommendation provided might not serve definitely the case of all high schools throughout the Eastern Zone of Tigray Regional State and the study does not offer any conclusive findings about vocabulary teaching strategies and also the findings may not be generalized. Moreover, the pandemic outspread of Corona virus, and the political messes manifested in the region in particular and in the entire country in general had played negatively to exploit the required data and to use internet access.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter two discuss the tone for entire literature review, concept of words and vocabulary knowing a word, word needs to be learned and thought, function of vocabulary, why learning vocabulary is important, approach of vocabulary learning and strategy of vocabulary learning .

2.1 Concepts of Word and Vocabulary

All languages have words, a vocabulary or lexicon (Foley and Thompson, 2003). However, there are the difficulties in the definition of the word because words do not have meanings in isolation, but they are related to the meanings of other words in ways that may be simple or complex. Moreover, a word, at least, relates to the fields of morphology, semantics, etymology or lexicology (Jackson and Amvela, 2000). Since the term „word“ is difficult to define, and the main purposes of the present investigation emphasize vocabulary learning strategies used by language learners to learn or acquire vocabulary items; therefore, the researcher does not look into the history of words or any aspects related to a word except defining the terms „word“ and „vocabulary“ in this section. Instead, the researcher attempts to distinguish particularly the terms *word* and *vocabulary* that best suit the context of the present investigation with the hope that it may result in a better understanding of the term vocabulary learning.

Vocabulary learning is a micro skill learning which focuses on the study of sets of lexemes items which include single words, compound words and idioms. In other words, a word is a form which can occur in isolation and have meaning, or a sound or combination of sounds forming a unit of the grammar or vocabulary of a language, and so act as „a part of vocabulary“ in a language. Therefore, vocabulary consists of more than just single words (Read 2000; Richards, 2000), and more than this, vocabulary concerns not only simple words in all their aspects, but also complex and compound words, as well as the meaningful units of language (Jackson & Amvela, 2000). Regarding vocabulary learning, there is no question that vocabulary learning is referred to as learning a collection or the total stock of words in a language that are used in particular contexts. To be precise, vocabulary learning means learning a package of sub-sets of words as well as learning how to use strategies to cope with unknown or unfamiliar words.

2.2. What is involved in Knowing a Word?

This section concentrates on many crucial aspects of knowing a word. Knowing a word means knowing at least its forms, its meaning, and its basic usage in context receptively and productively. Knowing a word requires conscious and explicit learning mechanisms whereas using a word involves mostly implicit learning and memory (Ellis, 1994). Besides receptive and productive knowledge, knowing a word involves several crucial elements or aspects of knowing, such as pronunciation, spelling, meaning, register, morphology, syntax, and collocation, and so on (Ellis).

However, language learners do not need to know all these aspects. What aspects of knowing a word they should be proficient in depends upon what language skill is required; what is the main goal of their vocabulary learning; what communication situations a language learner is dealing with, and what level of a language learners education is: beginner, intermediate, or advanced. For example, young learners do not need to deal with register, morphology, syntax, or collocation since these are too complicated for them whereas advanced learners have to do so if expecting excellence in vocabulary learning.

2.2.1. Which Word Needs to Be Learned and taught?

It is essential to know which words students need to learn in dealing with a particular context so that language teachers may take into consideration in planning their lessons. As there are too many words in every language, a foreign language learner must know in order to understand authentic situations or authentic texts is still questioned and it is difficult to answer. This might be a factor of what language skill is required; what the level of language learners' education is; or what communication situations a language learner deals with.

Nation (1990) affirms that the words language learners need to learn also depend largely upon the vocabulary learning goal. Since the high-frequency words occur frequently in all kinds of texts, then high-frequency words (the most frequent 2,000 words) must be taught. This is because they are essential for any real language use (Nation, 1995). This is consistent with the view of Schmitt (2000) who proposes that a vocabulary of about 2,000 words would be a realistic goal. If a language learner is dealing with most kinds of academic texts, then academic vocabulary must be focused. Similarly, if a language learner is dealing with a specialized text,

technical vocabulary, then, must be taught. Since the low-frequency words do not occur very frequently, strategies for dealing with these words must be taught and trained to learners.

To sum up, learning high-frequency words will help language learners“ deal with all kinds of text. Learning academic vocabulary is a high priority goal for learners who wish to do academic study in English. Likewise, technical vocabulary will help language learners identify words that will be useful for a particular discipline, or writing technical reports. Strategies that best suit for dealing with low frequency words must be trained to language learners. The next part particularly concentrates on vocabulary learning strategies.

2.3. Concept and Functions of vocabulary

Regarding meanings and functions of each vocabulary, let us now discuss meanings and functions of each vocabulary type concerned with the four language skills in details.

1) Meaning/Oral vocabulary refers to words language learners use in order to understand what they hear in speech, and words they use when they speak. This involves both receptive and productive vocabulary. For listening, if they lack meaning/oral vocabulary knowledge, they would have difficulties in what they are hearing in authentic situations or from authentic texts. That is, they probably miss the points of what they are listening to. For speaking, Nation (1990) suggests that in order to speak English, it is necessary to have a large vocabulary. In developing learners“ spoken English vocabulary, it is best to give learners practice in being able to say a lot, using a small number of words. Pikulski and Templeton (2004) affirm that language learners who have large speaking vocabulary generally tend to have large listening, reading, and writing vocabulary, and vice versa.

2) Literate/Written vocabulary refers to words language learners use in order to understand what they read, and words they use in writing. This, again, includes both receptive and productive vocabulary. Receptive vocabulary involves being able to recognise it when it is seen. When one reads, he or she needs a number of vocabulary items to understand texts he or she is reading. Likewise, when one writes, he or she needs a number of vocabulary items to produce his or her ideas in the writing texts.

3) Receptive vocabulary concerns words language learners use in order to understand what they hear in speech, and words used to understand what they read. It is generally acknowledged that language learners need receptive vocabulary for their listening and reading.

The better one's vocabulary knowledge, the easier one would find it to understand the conversation or a large amount of reading. However, when compared vocabulary learning from listening with vocabulary learning from reading, Read (2000) points out that vocabulary learning from listening has received much less attention than learning vocabulary items through reading.

4) Productive vocabulary involves words language learners use to express their thoughts and ideas in speaking and writing. Since both speaking and writing are productive skills, Nandy (1994) highlights the relationship between vocabulary and expression of speech and writing. An extensive vocabulary, besides empowering us to give expression to a wide range of thoughts, also enables us to vary our forms of expression, and so make our speech or our writing more pleasing to hear or more interesting to read. No one can ever become an effective speaker or a ready writer if he does not have at his command a wide vocabulary to which he is continually adding. In terms of vocabulary and the written text, Schmitt (2000) indicates that vocabulary knowledge is indispensable since the text involves the use of difficult words to convey more complicated ideas than the spoken one. All in all, vocabulary items can be generally categorised into four main groups as „receptive or passive“, „productive (or active)“, „meaning/oral“ and „literal/written“ vocabulary based on their meanings and functions. It is apparent that vocabulary is vital for the improvement of the four language skills. To improve language skills, language learners need to involve receptive and productive, meaning/oral, and literal/written vocabulary. The following section particularly involves how many words a language learner needs for the four language skills.

2.4. Why Learning Vocabulary is important?

Of all the language skills, it is widely acknowledged that vocabulary is a very important part in English language learning, and no one can communicate in any meaningful way without vocabulary. Bowen et al. (1985) and McCarthy (1990) indicate that the single, biggest component of any language course is vocabulary. This is consistent with Nation (1990) who affirms that learners also see vocabulary as being a very, if not the most, important element in language learning. Learners feel that many of their difficulties, in both receptive and productive language use, result from the lack of vocabulary knowledge. However, many scholars in the fields of vocabulary learning and teaching (Allen, 1983; Carter and McCarthy, 1988; Hedge,

2000; Long and Richards, 1997; Maley, 1986; Richards, 1985; Zimmerman, 1997) indicate that vocabulary has long been neglected in the language classroom.

There is no question that in a good language learning classroom, both vocabulary and grammar are essential, but when compared vocabulary with grammar, vocabulary is much more important and should receive more attention than grammar. Allen (1983) indicates that in the best classes, neither grammar nor vocabulary is neglected, but vocabulary is more essential and should be taught before grammar. Likewise, Flower (2000: page no.) states, “Words are the most important things students must learn. Grammar is important, but vocabulary is much more important”. This is consistent with Lewis (1993) who also views the importance of vocabulary as the centre of language teaching and learning since language consists of „grammatically lexis, not lexicalized grammar“ and „grammar, as structure, is subordinate to lexis“. That is to say, these scholars believe that the words are preceded by the grammar. This confirms what we know from our own experience that one can understand others even if they pronounce words badly, and make grammatical mistakes, but without the mediation of words, any meaningful way of communication is rather impossible. To be precise, vocabulary seems to be the key to language learning, and thus, is accepted to be more important than grammar.

Regarding vocabulary in communication, it is apparent that vocabulary is basic in learning to communicate effectively while listening, speaking, reading, and writing. This is asserted by many scholars. For example, Lewis (1993) views the importance of vocabulary as being a basic for daily communication. He indicates that if language learners do not recognise the meanings of the key words used by those who address them, they will be unable to participate in the conversation, even if they know the morphology and syntax. Krashen and Terrell (2000) indicate that if language learners wish to express some idea or ask for information, they must be able to produce lexical items to convey their meaning. Besides, Richards“ preface in Schmitt“s (2000) *Vocabulary in Language Teaching* indicates that vocabulary is central to communicative competence and to the acquisition of a second language.

In communication situations, Davies and Pearse (2000) also point out that vocabulary is often more important than grammar. It is frustrating for language learners when they discover that they cannot communicate effectively because they do not know many of words they need. This is also affirmed by McCarthy (1990) who points out the importance of vocabulary that, “No

matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful ways". Since learners not only communicate in words but also they do most of their thinking in words because words are the tools they use to think, to express ideas and feelings, as well as to explore and analyse the world around them; therefore, wrong vocabulary frequently interferes with communication, and communication breaks down when learners do not use the right words (Allen, 1983; Smith, 1998). To summarize, we can see the importance of vocabulary in that language learners with vocabulary knowledge can achieve a great deal of success in their classroom, their social life, and in their continuing acquisition of the target language. A large, rich vocabulary gives language learners the right words to use at the right time, and also enables them to express their real thoughts, ideas, and feelings. From the scholars' statements mentioned, we can see that vocabulary plays a dominant role in learning and understanding a language as well as in communication situations.

2.5. Approaches of Vocabulary Learning

Since vocabulary is the heart of mastering a foreign language, it is necessary to discuss vocabulary learning approaches. Before starting this section, however, it should be made clear that there is no „right“ or „best“ approach for vocabulary learning (Schmitt 2000). The best practice in any situation will depend on the type of student, the words that are targeted, the school system and curriculum, and many other factors. According to Nation (1990); Rubin and Thompson (1994); Richek et al. (1996), there are two general ways in which learners learn vocabulary: the direct vocabulary learning approach, and the indirect vocabulary learning approach. This section concentrates on learning approaches which language learners can make use of to decode for themselves the meanings of words, using both direct and indirect learning approaches. Direct or „explicit“ vocabulary learning is concerned with conscious learning processes when language learners learn vocabulary explicitly, either in context or in isolation, through direct instruction in both the meanings of individual words and word-learning strategies (Laufer and Hulstijn 2001). In direct learning, learners are systematically taught specific words and language structures (Richek et al. 1996).

This approach of vocabulary learning is necessary for learning the core vocabulary - basic and important vocabulary that is used and serves in most situations. This is particularly true 14

for the learning of basic lexical and semantic knowledge, particularly for beginner-level or less successful language learners (Nation, 1990). The learning of single words explicitly should be emphasized at an early stage of second language learning. After the language ability is developed, indirect vocabulary learning through contexts is essential to be emphasized to language learners (Coady & Huckin, 1997).

Indirect or „implicit“ vocabulary learning, on the other hand, involves learning the meaning of new words implicitly when language learners hear or see the words used in many different contexts, for example, through daily opportunities, through conversations with others and through reading extensively on their own (Read 2000; Laufer and Hulstijn 2001). Indirect vocabulary learning is concerned with unconscious processes of learning through reading or listening without language learners necessarily being aware of the goals of learning. In this type of learning, new words are learned incidentally while reading or learning from listening to stories, films, television or the radio (Anderson and Nagy, 1991; Nation, 1982; 2001; Sternberg, 1987). Moreover, learners absorb meaning vocabulary, grammatical structures, and concepts simply from being exposed to rich language (Richek et al., 1996). Learning vocabulary indirectly via guessing from context is widely accepted as the most important of all sources of learning vocabulary (Nation, 2001). This approach should be emphasized for further lexical and semantic development of the words learned through explicit learning and for learning additional vocabulary.

Since there are too many words to learn, it is impossible to teach language learners all words. Many researchers (Gu, 2002; 2003; Hulstijn, 1992; Nation, 1990; Schmitt, 2000; Sökmen, 1997; Sternberg, 1987) have maintained that guessing the meaning of words presented in context is an effective strategy for vocabulary learning, and most vocabulary can be learned from context by means of strategies of inferences.

When language learners become advanced or independent learners, they acquire the meanings of new words by using more „inferential“ or „implicit“ vocabulary learning strategies. Regarding the role of teachers at this stage, they may help learners with vocabulary directly or „explicitly“ by means of word lists, paired translation equivalents, and in related semantic sets.

They may also help learners by more indirect or „implicit“ means, such as exposure to words in the context of reading authentic texts. That is to say, learners may learn vocabulary incidentally

through explicit or/and implicit learning. To sum up, although there is evidence that indirect vocabulary learning is found to be beneficial, in recent studies of L2 learners, a combination of both direct and indirect vocabulary learning approach is evidenced to be superior to either direct or indirect vocabulary learning alone. Both types of vocabulary learning approaches improve learners' language abilities, and thus should be emphasized in FL learning, so that language learners know how to maximize the effectiveness of learning, using, coping with and storing newly-learned vocabulary on their own.

2.6. Strategies of Vocabulary Learning

This section mainly aims to study various types of vocabulary learning strategies. As vocabulary learning is a key aspect of language learning; therefore before discussing vocabulary learning strategies in detail, it is worth mentioning briefly language learning strategies (LLSs) for their background that may shed some light on and link to vocabulary learning strategies (VLSs).

Strategies are the mental and communicative procedures learners use in order to learn and use language (Nunan 1999). Learning strategies are "particular approaches or techniques that learners employ to try to learn a second language" (Ellis 1997), or "the thoughts and actions that individuals use to accomplish a learning goal" (Chamot 2004). Besides, Rubin (1987) has defined language learning strategies as "strategies which contribute to the development of the language system which the learner constructs and affect learning directly". Likewise, language learning strategies are defined as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information" (O'Malley and Chamot 1990). Furthermore, Oxford (1990) has specifically defined learning strategies as "tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence". The main purposes of language learning strategies taken by learners are "to make learning easier, faster, more enjoyable, more self-directed, and more transferable to new situations" (Oxford 1990).

Learning vocabulary items is not simply a matter of committing them to memory, but how to use them in appropriate situations as well as how to expand the knowledge of one's vocabulary is also crucial. Since learners may encounter new words in a variety of ways in the

classroom through the teacher's language, through the language of other learners, or through learning materials, vocabulary has long been found as language learners' big problem that obstruct their language learning. Meara (1982) and Nation (1990) affirm that many of language learners' difficulties in both receptive and productive use of vocabulary arise from their inadequate acquisition of lexical knowledge.

In order to cope with new vocabulary when it occurs, learn unfamiliar words, and be successful and independent language learners, Miller and Gildea (1987); and Nation (1990) suggest that language learners require a tremendous effort in learning of new words. They also need to find the appropriate and effective ways for themselves how to learn, acquire, comprehend, retain, recall, use and expand their vocabulary. Language learners not only need to expand their knowledge of words, but they also need to understand words well enough to be able to use them appropriately during their social life. It is useful to teach language learners in strategy use so that they can be autonomous or self-directed vocabulary learners. Harmer (1991) and Schmitt (1997) affirm that introducing language learners to a wide range of strategies is very useful since they can choose the individual strategies that suit their individual learning styles. However, language learners may not adopt strategies automatically, and they learn words in a variety of ways, and thus some explicit teaching of different VLSs may be helpful for their success or being independent language learners (Cameron 2001).

Recent studies in second language vocabulary learning (e.g. Brown and Perry, 1991; Sanaoui, 1995; Schmitt, 1997) indicate that certain learning strategies are more effective in learning and acquiring new vocabulary items. However, strategies for learning vocabulary items have been proposed by many researchers.

2.7. Taxonomies of Vocabulary Learning Strategies

Vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies (Nation 2001). Therefore, the definition of vocabulary learning strategy stems from that for language learning strategies (Catalan, 2003). Cameron (2001) defines vocabulary learning strategies as the actions that learners take to help themselves understand and remember vocabulary items. Catala (2003) adopts the definition of vocabulary learning strategies from Rubin (1987); Wenden (1987); Oxford (1990); and Schmitt (1997) as

the working definition in her study as “knowledge about the mechanisms (processes, strategies) used in order to learn vocabulary as well as steps or actions taken by students (a) to find out the meaning of unknown words, (b) to retain them in long-term memory, (c) to recall them at will, and (d) to use them in oral or written mode”. Similarly, Intaraprasert (2004) has defined vocabulary learning strategies as “any set of techniques or learning behaviors, which language learners reported using in order to discover the meaning of a new word, to retain the knowledge of newly-learned words, and to expand their knowledge of vocabulary.”

In order to learn and acquire vocabulary and enlarge vocabulary size, that is, knowing a large number of words with their meanings, or how to pronounce and use them correctly, language learners need to deal with a wide range of vocabulary learning strategies and every language learner has their own way for learning vocabulary. Vocabulary learning strategies will also be very different depending on whether language learners’ primary goal is to understand the language, either in reading or listening, or to produce it, either in speaking or writing. Schmitt (2000) states, “active learning management is important. Good language learners do many things such as use a variety of strategies, structure their vocabulary learning, review and practice target words and so on”. Besides, Gu and Johnson (1996) indicate that successful strategy users need a strategy for controlling their strategy use. This involves choosing the most appropriate strategy from a range of known options and deciding how to pursue the strategy and when to switch to another strategy.

In classifying learning strategies, scholars have different ways of classifying language learning strategies (Intaraprasert, 2004). These classification systems give a crucial contribution to the knowledge of vocabulary strategies.

2.7.1. Vocabulary Learning Strategy Classification by Schmitt (1997)

Schmitt (1977) has developed taxonomy of vocabulary learning strategies based on an extensive language learning strategies’ taxonomy organised by Oxford’s (1990), including Memory, Cognitive, Meta-cognitive, and Social categories. The following is the strategy inventory offered by Schmitt (1997):

Category 1: Discovery of a new word’s meaning

- Analyse part of speech;

- Analyse affixes and roots;
- Check for L1 cognate;
- Guess meaning from textual context;
- Use a dictionary (bilingual or monolingual)
- Ask teacher for a synonym, paraphrase, or L1 translation of new word;
- Ask classmate for meaning

Category 2: Consolidating a word once it has been encountered (Social Strategies)

- Study and practice meaning in a group

• Memory Strategies

- Connect word to a previous personal experience;
- Connect the word in its synonyms and antonyms;
- Group words together to study them;
- Study the spelling of a word;

• Cognitive Strategies

- Verbal repetition;
- Written repetition;
- Word lists;
- Keep a vocabulary notebook

• Meta-cognitive strategies

- Use English-language media (songs, movies, newscasts, etc.);
- Skip or pass new word;
- Continue to study word over time

Schmitt (1997) made use of a vocabulary learning strategy questionnaire in his study in order to survey strategy language learners' reported employing, and how useful they rated each strategy. The list of strategies is divided into two major classes: 1) strategies that are useful for the initial discover of a word's meaning, and 2) those useful for consolidating a word once it has been encountered. Based on strategies for discovering meaning, bilingual dictionaries, asking teacher for paraphrase/synonym, and analyzing pictures or gestures were the strong preferences.

In terms of strategies for consolidating meaning, say new word aloud, written repetition, connect word with synonyms/antonyms, continue overtime, study spelling, take notes in class,

and verbal repetition were preferred. The least helpful strategy of discover meaning is to skip or pass new word. The least helpful strategies of consolidate meaning consisted of image word's meaning, use cognates in study, keyword method, and image word form.

2.7.2. Vocabulary Learning Strategy Classification by Hedge (2000)

Hedge (2000) explained that learning new words in order to understand, categorize, and store them in the mental lexicon, language learners need to use a wide range of strategies. She offered two main strategies for learning vocabulary items as follows:

Category 1: Cognitive Strategies

- Making associations;
- Learning words in groups;
- Using key words. A keyword is a word chosen from the mother tongue which sounds like the new word in the second or native language, and where it is possible to make some kind of association between the two words;

Category 2: Meta-cognitive Strategies

- Consciously collecting words from authentic contexts;
- Making word cards;
- Categorizing words into lists;
- Reactivating vocabulary in internal dialogue;
- Making a word-network of vocabulary associated with a particular item.

Vocabulary learning strategies identified by Hedge (2000) were classified under two main categories, namely, Cognitive and Meta-cognitive strategies.

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

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter discusses the research methodology which incorporated the research design employed, the research site where the study has conducted in, the participants of the study, the instruments used to collect participants' relevant data, methods of data collection and analyses used in the study.

3.2. Research Design

In conducting a research, the research design is crucial since the research design is the systematic plan regarding what data to gather, from whom, how and when to collect the data. Moreover, it dictates on how to analyse the data obtained. Cohen and Manion (2002) suggest that the research design is determined by research purposes and research questions, for it intends to address the very purpose of the study. Furthermore, Johnson (1977) affirms that the research design describes the purpose of the study, how subjects of the study are to be obtained, methods or procedures to be followed, measurements to be collected and comparisons or other analyses to be made.

Since one of the purposes of the present investigation is to investigate the awareness and usages of vocabulary learning strategies employed by EFL learners at Masho Secondary School; therefore, analytic descriptive is the design used in the present investigation. Hence, in this section, the main research methods or procedures used to gather data on awareness and vocabulary learning strategies will be discussed.

3.3. Research Site Sample Size and Sampling Techniques

Since this study was a study on the awareness and uses of vocabulary learning by EFL learners at grade 10 students, it was conducted at Masho Secondary School in one of the Secondary schools in Eastern Tigray particularly Hawzn woreda, where students and teachers were enrolled there. Masho Secondary School was selected as a site for this study because the school is the researcher's work place and he can easily have access to the required data.

The sample that the researchers actually examine is defined as a subset of a population selected from the full set or the entirety of population in accordance with the research design (Howitt and Cramer 2000; Runyon and Haber 1991), which is representative of the whole population (Dörnyei 2003). As of Kinner and Gray (2000) and Robson (2002), a sample is a selection of observations (often assumed to be random) from a reference set, or population of possible observations that might be made. All research works, including qualitative research, involve sampling. This is because no study, whether quantitative, qualitative or both, can include it. Therefore, the process of selecting sample known as a subset of members of a population is very important since the sample is the actual group of the population or people drawn from the total target group who would be the subject of the research.

With regard to sampling, Bell (1999) affirms that the sampling techniques will be employed in order to produce a sample which is, as far as possible, representative of the population as a whole. In other words, a sample must be a good representative of the target population. This is consistent with Dörnyei (2003) who indicates that a good sample is very similar to the target population in its most important general characteristics such as age, gender, ethnicity, educational background, academic capability, social class, socioeconomic status, and the like.

In selecting the sample for an investigation, many points are questioned by novice researchers, for instance, who the sample shall consist of, or how many people are needed to survey, or how large the sample should be, or whether or not the subjects are representative, etc. According to Cohen and Manion (1994) the correct sample size depends on the purpose of the study and the nature of the population under scrutiny.

Based on the classification of the purposes of research works proposed by Robson (1993) and Runyon and Haber (1991), the present study is broadly classified as a descriptive research. The researcher had to consider that the sample should be representative enough. This means that the research subjects should be the representative of target learners and English teachers. However, Dörnyei (2003) points out that, in most L2 survey research; it is unrealistic or simply not feasible to aim for perfect representativeness in the psychometric sense. The reason is because many extraneous factors could affect it.

The participants of the study were grade 10 students who were enrolled to Masho Secondary School in 2012 E.C. first semester and grade 10 English teachers. The total sections in the school were eight sections with 57, 56, 55, 57, 57, 57, 56, and 57 students respectively, and six EFL teachers. As it was impossible to incorporate all students in this study, two sections or 25% (113) sample of students were selected using simple purposive sampling to fill the questionnaire; the two sections were selected one for each English teachers. Subsequently, six students were selected using simple random sampling to participate in the interview. Afterward, the two English teachers who taught English were selected for interview. The selection mechanism is purposive in selecting the sections and English teachers; where as in selecting students for interview case.

3.4. Data Gathering Tools

To elicit the necessary data from the participants, questionnaires, interview and classroom observation were used. In order to answer the research questions for the present investigation, classroom observation was carried out. Side-by-side, written questionnaires on vocabulary learning strategies for students were conducted; and finally, the semi-structured interviews for English Teachers and students were used to figure out the awareness and learning strategy of vocabulary are used for data collection. All the data were collected by the researcher himself. What follows is the detail of each method for data collection.

3.4.1 Classroom Observation

To commence at gathering data, classroom observation was carried out because observational methods are procedures and techniques that are based on systematic observation of events, e.g. using audio and video recorders, check lists, etc. Observational methods are often used in studying language use and classroom events (Richards et al. 1992). Observation is one of the effective data collections if the researcher is also conducting a research about culture, feelings or subjects' ways of life. For example, if the researcher wants to study ways of life of the hill-tribes, one of the key elements of collecting data is to observe participants' behaviors by participating in their activities.

Collecting data from classroom observation is a good technique because the researcher can directly study and collect the data that concern many factors of those situations. Robson

(2002) mentions that “a major advantage of observation as a technique is its directness” since a researcher does not ask language learners about their views, feelings or attitudes, but he or she can watch what they do and listen to what they say. This can help the researcher get the facts during those situations. Oxford and Burry-Stock (1995) point out that classroom observations are easy to use and can be conducted both formally and informally. On the contrary, Cohen and Apeh (1981) concluded that observation is not a very fruitful or workable method. They mention that this method fails to provide much information about learning strategies that learners employ.

The researcher observed two English Language teachers in the teaching-learning process and students’ practice in the two EFL classrooms. The observation was carried out using observation checklist. Using the checklist, the two sections were observed two times each. Thus, a total of four classroom observations were conducted. The observation items were constructed to be marked by [/] on the number of observed learning strategies on each session.

The major purpose of the classroom observation was to triangulate the information collected through interview and questionnaire and to investigate the extent of reliability and dependability of the students’ expected responses. The observation was meant to examine the vocabulary learning, the strategies students' reaction towards the vocabulary teaching techniques and the role of classroom teachers. After the observation sessions had made, analysis and discussion were carried out immediately and along with the other data gathered via questionnaire and interviews.

3.4.2 Written Questionnaires for Students

Questionnaires were used as one of the main instruments of data collection in this study for they allow generating enough details when used in association with other instruments (e.g. observation and interviews). Questionnaire is a set of questions on a topic or group of topics designed to be answered by a respondent (Richards et al. 1992). Similarly, questionnaires are defined by Brown (2001) as any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. It is one of the most useful instruments used to collect the data in the qualitative research. Nunan (1989) indicates that written questionnaires, like oral interviews,

can be utilised to investigate practically any aspect of the teaching or learning process in order to obtain information from teachers about their teaching practices, or learners' learning style preferences.

Besides, Cohen and Scott (1996) affirm that written questionnaires are used to elicit learner responses to a set of questions, and they require the researcher to make choices regarding question format and research procedures. Therefore, in order to get reliable information from respondents in the field of vocabulary learning strategies or other fields, designing questionnaires which are valid, reliable and unambiguous is a very important issue for the researchers to take account of.

Regarding the type of questionnaire, Nunan (1989); McKernan (1996) maintain that questionnaires can be open-ended form (or unstructured questionnaire), or closed-ended form (or structured questionnaire). Generally, closed ended form is widely used since it is convenient and save respondents' time. Questionnaires have many good points. Nunan (1989; 1992) remarkably affirms that written questionnaires enable the researcher to collect data in field settings and the data obtained is more amendable to quantification than those collected through free-form field notes, participant observing journals or the transcripts of oral interviews. That is to say, a questionnaire is not difficult to construct and the answers from questionnaire are easy to analyse. It can also be sent to many subjects in different parts of the country and the researcher can collect a lot of data. However, there are weak points with questionnaires. For example, the researcher may not receive all questionnaires back and it may take time to contact the subjects and ask for the rest of questionnaires.

The written vocabulary strategy questionnaire as the main instrument in the second phase for data collection was administered alongside the classroom observation. Here, the main aim of using the written strategy questionnaire is to draw out types and the frequency of use of vocabulary learning strategies (VLSs) reported employing. The questionnaire for the present investigation is presented categorized into four major strategies, and sub-strategies.

This questionnaire was administered to 113 of grade 10 students to elicit about the students' use of vocabulary learning strategies in EFL classes. The questionnaire contained 35

items categorized into four groups which were highly adopted from Asafew(2021) in line with the objectives of the study and the review literature.

3.4.3 Interview for Teachers

To triangulate the data obtained from students' questionnaires and classroom observation, teachers' interview was also employed. It is regarded as a directed conversation between an investigator and an individual or group of individuals in order to gather information (Nunan, 1989; Richards et al. 1992). It is one of the major data collection tools in qualitative research. It is a very good way of accessing people's perceptions, meanings, and definitions of situations and constructions of reality. It is also one of the most powerful ways the researchers have of understanding others (Punch, 2005). Interviewing has a wide variety of forms and a multiplicity of uses. The most common type of interviewing is individual, face-to-face verbal interchange, but it can also take the form of face-to-face group interviewing, mailed or self-administered questionnaires, and telephone surveys (Fontana and Frey 1994). Brown (2001); Nunan (1989; 1992); Punch (2005); and Robson (2002) indicate, according to types and styles of interviews, that interviewing can be fully structured, focused or semi-structured, or unstructured. For the sake of the present study, eight semi-structured interview are employed (see at the appendix section).

3.4.4. Interview for Students

In the context of the present investigation, the semi-structured interviews were used as the triangulating method of data collection. The data obtained through the interview was used to generate the vocabulary learning awareness and learning strategy. The reason that the researcher has made use of the interviews was to obtain the qualitative data. Merriam (1998) indicates that interviews are a tool the researcher can use to explore the past, understand the present, or predict the future.

Having realized good points of interviews, and since the present investigation is broadly classified as descriptive research, interview is adopted to be used in the phase of data collection. The researcher intended using questions which helped to pinpoint the students' vocabulary awareness and learning strategies they reported employing both inside and outside a language

classroom. The interview concentrates on each interviewee's type and the frequency of use of vocabulary learning strategies.

The interview questions were carefully checked by the researcher's colleagues, who have experience in teaching and researching in the field, and then were revised following their recommendation. Finally, the interview questions were translated from English into Tigrigna so as to reduce the possibility of being misinterpreted and misunderstood by the participants whose first language is Tigrigna.

Each interviewee's appointment was arranged at different times based on his/her convenience when s/he selected to take part in the semi-structured interviews. Normally, the duration of the interview is approximately twenty-five to thirty minutes. Before starting the semi-structured interviews, the researcher asked permission to the tape-recorder the interview so that, when transcribing, she would not miss any information of the interview. Then, the researcher transcribed the data obtained through each recording interview. This interview process provided the preliminary data to help create a better understanding in vocabulary learning strategies employed by EFL learners at Masho Secondary school.

3.5. Validating the Instruments

In order to maintain if the collected data have measured what they are intended to measure, they were piloted before the main study was carried out with the different sample of participants. The questionnaire was piloted on 18 students at Bazen Secondary School. Similarly, the classroom observation was piloted and lasted for one week in the classroom.

The students who participated in the pilot were told to fill in the questionnaires by the researcher in the separated room when they were free of their class. It was found that there were some open-ended questions, and after the pilot the researcher decided to omit them from the main study because they were found irrelevant. Moreover, some sorts of modification were made.

To see the validity of the questionnaire, the researcher employed expertise comments. Thus, the questionnaire was given to the English who work at Bazen Secondary School and other who worked at Masho Secondary School for their professional judgments. And then, they suggested me on some item to modify. Accordingly, the researcher has accepted their 27

suggestions and comments and made some modifications on some language and translated it into their mother tongue. The main idea was to assess if the teachers knew and practiced all strategies mentioned in the questionnaire and to assess how often the students were aware of the existence of these vocabulary teaching strategies.

3.6. Procedure of Data Collection

In order to conduct this study, the following data collection procedures were employed: first, the classroom observation was conducted followed by distributing/conducting the questionnaire to 112 students before the interview. The questionnaire was coded according to the participating subjects. After the data were carefully gathered using the close ended questionnaire, the data were quantitatively analyzed and discussed by using numbers and percentages. Second, the six students and the two EFL teachers were briefly oriented before interviewing them. To accomplish gathering the data, three months was required. At the end, after the data were carefully gathered using the semi-structured interviews, the data were qualitatively analysed and discussed by using descriptions.

CHAPTER FOUR

DATA ANALYSIS TECHNIQUES

Introduction

This chapter discusses the steps of the stage for how the collected data would be interpreted. As well as to explained the types of data collected which was qualitative, quantitative, data analysis techniques, questioner and class room observation.

The data obtained from the sample respondents were first organized, sorted into some categories and analyzed using both quantitative and qualitative methods. The data collected by the questionnaire and classroom observation were analyzed quantitatively by using frequency and percentage, whereas, the data collected using interview and class room observations were analyzed qualitatively. To this end, mixed method was made in the interpretations, analyses and discussions.

The frequency and percentage of each learning behavior were calculated and displayed. Therefore, the analyses of the questionnaires were carried out by comparing the calculated percentage and frequencies. The qualitative method, on the other hand, was employed for the analysis of the data collected through the students' and teachers' interviews.

4.1. Analysis of Questionnaires and Classroom Observations Data

The data collected via questionnaire and class room observations are analyzed concurrently. Five most known vocabulary learning strategies segments were developed and items were formed accordingly before collecting the data. These questionnaires were adapted from Asafew's (2021) vocabulary learning strategies. Every known vocabulary learning strategy contains some specific vocabulary learning strategies. The questionnaire consisted of 36 items to the 113 sample students (participants); but one respondent did not return. Thus, the analyzed data is only for 112 student respondents. These participants ticked out the method they used. The data gathered from the questionnaire were analyzed and discussed in numbers and as follows.

Table 1: social based vocabulary learning strategy obtained from students' questionnaire

Social based Vocabulary learning Strategy	Frequency	%
asking teacher for synonym or paraphrase	23	20.53
asking teacher for a sentence including the new word	10	8.92

asking classmates for the meaning of new words	67	59.8
discover the meaning through group work activity	12	10.7
Total	112	100

The above table presents the students' response to the questionnaire regarding the usage of vocabulary learning strategies in EFL classrooms. The questionnaires were presented to students categorizing into five segments. For the first category (social strategy), majority (59.8%) of the responses prefer to asking classmates for the meaning of new words. It was followed by asking teacher for synonym or paraphrases (20.53%) responses. Discover the meaning through group work activity and asking teacher for a sentence including the new word were the responses less likely responded. This shows that the majority of the students do not give much emphasis on social strategy of vocabulary learning when they learn a foreign language. The finding confirms Wilkins' (1976) report that without grammar, very little can be conveyed, but without vocabulary, nothing can be conveyed. Similarly, this finding firms Harmer's (1991) report "if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh". Therefore, an ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used. Unfortunately, students in Masho Secondary School are less likely to use various strategies of learning vocabulary.

Moreover, the data obtained from the class room observations consolidated that students were not aware of how to learn and practice the newly learned words by speaking to someone and the like. They were not also motivated to cooperate with others for learning new words. From this observation, it is possible to say that most students were strived to copy from others not to learn yet. The finding showed that these learners did not have the confidence and put in effort in practicing the newly learned words and cooperating with others for learning new words. Rather a few relied on cooperating with others.

Table 2: Discovery based vocabulary learning strategy

Discovery based vocabulary learning strategy	Frequency	%
Analyze the type of new words; for example, whether it is	4	3.57
Analyze the affixes and roots of new words	3	2.68
Analyze any available pictures or gestures accompanying	2	1.9
Guess the meaning of new words from text or context	26	23.2
Use a bilingual dictionary	48	42.87
Use a monolingual dictionary	17	15.17
Use word lists to find the meanings	8	7.14
Use flash cards to find the meanings	4	3.57
Total	112	100

For item regarding discovery strategy, most of the respondents preferred to use bilingual dictionary, monolingual dictionary, and guessing meanings are the three top strategies in descending order; 42.87%, 23.2%, and 15.17% responses respectively are obtained. The other aspects of discovery strategy like analyze the type of new words; for example parts of speech acts; analyze the affixes and roots of new words; analyze any available pictures or gestures accompanying; use word lists to find the meanings; and use flash cards to find the meanings used in few responses.

Table 3: Memory based vocabulary learning strategy

Memory based vocabulary learning strategy	Frequency	%
pictorial representation	9	8.03
personal experience		
associate the word with its coordinates, for example, fruits	5	4.46
connect the word to its synonyms	17	15.17
use the new word in a sentence	1	0.89
study the spelling of a new word	19	16.96
study the sound of a new word		
remember the affixes and roots of new words	1	0.89
remember the part of speech of new words	9	8.03
try to use my own language to explain, and remember the meaning of new words	39	34.82
use physical actions when learning a new word	12	10,71
Total	112	100

Regarding to the memory based strategy for learning vocabulary, the frequently used strategies are remember the meaning of new words; study the spelling of a new word; connect the word to its synonyms with percentages of 34.82%, 16.96%, and 15.17% respectively are obtained.

Despitethere are various strategies of memory, students were seem denied them. This means the majority of the respondents do not use various ways of learning new words in a given situation which the words are used in a context appropriately for learning new words.

Likewise, from the observation, many of the students were observed implementing the rehearsal sub-strategy in both sections. Listing words and repetition respectively were the next utilized strategies. Obviously, the memory strategy is a significant strategy, but the students were not observing to exploit in learning new words in EFL classes. In these two sections, the majority of the students were not made to genuinely interact and they did not show interest in the whole activity, but only a few students were observed interacting in English and interested in the teaching and learning process. This situation makes the students have low performance in vocabulary using the various strategies of memory.

Table 4: Cognitive based learning strategy

Cognitive based learning strategy	Frequency	%
verbally repeat new words several times	15	13.39
write new words several times	18	16.07
use flash cards to remember words	0	00
take notes about new words	27	24.1
use the vocabulary section in the textbook	9	8.03
listen to a CD of word lists	1	0.89
keep a vocabulary notebook	42	37.5
Total	112	100

For cognitive strategy, keep a vocabulary notebook; take notes about new words; and write new words several times were the most out of the listed methods. 37.5%, 24.1%, and 17.07% are the highly repeated responses respectively. This shows that majority of the respondents do not like to use various vocabulary learning strategies.

From the class room observation too, the vital roles of cognitive strategies were not used by the students who were expected to do the activities such as discussing their feelings with someone and guessing the meanings of new words for learning new words in the classroom. This means that the students in the two sections were not encouraged discussing their feelings with someone for learning new words. Moreover, those students were not motivated to guess the meanings of new words by activating background knowledge using linguistic items. What they frequently employed were the use of dictionary to learn new vocabularies. The other sub-strategy

frequently used was guessing meaning. The least of sub-strategies used in the two sections observation were learning words in group or colloquial strategies.

Table 5: Meta-cognitive learning strategy

Meta-cognitive learning strategy	Frequency	%
Use English-language media (songs, movies, newscasts, etc	8	7.14
Continue to study word over time	64	57.14
connect word with synonyms/antonyms	32	28.57
using the suitable vocabulary learning strategies	8	7.14
Total	112	100

As the researcher observed in the two sections, most of the students were not made to become active in the learning process using meta-cognitive strategy. They were not also motivated to pay attention to the students' vocabulary learning by using the suitable vocabulary learning strategies, and they were not encouraged to employ self-monitoring and self-evaluating activities for learning new words. Using the meta-cognitive strategies, students were not initiated to find out the meaning of unknown words, to retain them in long-term memory, to recall them and to use them in oral or written mode. Students encounter problems or difficulties in using meta-cognitive strategies for learning new words. The finding confirms that ideas do not travel best in words. Students do not share their ideas and feelings directly or indirectly through words. If they are not going to be an effective communicator, they cannot distinguish word meanings and apply that understanding to their vocabulary learning. To communicate their ideas to friends and so on, either in speaking or in writing, they cannot choose their words with care. Thus, problems in vocabulary learning strategies can make the language skills non-functional.

From these observations, it is possible to say that the students are not encouraged to learn the meanings of new words by the help of repetition and encoding strategies. This implies the memory strategy is a significant strategy, but the two teachers do not encourage their students to use it when the students learn new words in the EFL classes.

4.2. Analyses of Students' Interview

To consolidate or triangulate the data collected via classroom observation and questionnaires, interview questions were prepared to students. The interviews emphasized on vocabulary learning strategies and to what extent they implement at classrooms. The interviews consisted of 10 items which were administered to the six students selected randomly from two sections. The 10 students interviewed for the main study are coded as IS1-IS6 which represents interview student1 to interview student6. Therefore, the researcher began to show the six responses of interviewees for each item in the following way: Regarding the question: Do you use sufficient vocabulary when you communicate with people effectively?

For this question, IS1, IS3, IS4, and IS6 responded yes; whereas IS2 and IS5 said they do not have any. The majority of the interviewees indicate that many have problems in effective communication. However, Krashen (1998) stated that vocabulary is basic to communication. If acquirers do not recognize the meanings of the key words used by those who address them, they will be unable to participate in the conversation. And if they wish to express some ideas or ask for information, they must be able to produce lexical items to convey their meaning.

Regarding the question "What do you think is very difficult for you in vocabulary learning?" Four of the interviewees said our background to learn the language. While two said the problem emanated from teachers methods of teaching, lack of using contextual clues. To the contrary of this, Lawson and Hogben (1996) have stated that the use of contextual clues would serve as a means toward vocabulary acquisition, but this strategy was used rarely and, even when used, was not found effective. They admitted that when the contextual clues helped students to generate the meaning, they might not pay much attention to the word and, therefore, have less chance to acquire it.

Regarding the question "Do you think learning vocabulary have special strategy to learn?" five of the interviewees (IS1, IS2, IS4, IS5 and IS6) replies that there are special strategy to learn vocabulary. However, they do not implement them properly. From these responses, one can understand that despite they know they missed to use it in the actual conversations.

4.3. Analyses of Teachers' Interview

To be more confidence, data obtained from students could not be enough. What is more secured is if teachers could incorporate. Thus, all of the interviews emphasized on vocabulary learning strategies. The interviews consisted of five items which were administered to the two EFL teachers. The two EFL teachers interviewed for the main study were coded as IT1 and IT2 (Interviewee Teacher 1 and Interviewee Teacher 2) respectively.

Someone or others effectively, the EFL teachers (IT 1 and IT 2) gave almost similar answers to the question. They said that the students have low interest to communicate between and among them due to lack of vocabulary knowledge. For example, IT1 says, „“No, I don“t. My students have low interest to use the target language in communication because they have insufficient vocabulary knowledge.”“

For the question “Do you encourage your students to use contextual clues to guess the meanings of new words in EFL classes?” They say that their performance is negative because of the students“ insufficient vocabulary knowledge. For example, IT1 says, „“No, I don“t. My students have insufficient vocabulary knowledge.”“ Although as Lawson and Hogben“s (1996) indicated the context helped students to generate the meaning, the teachers didn“t encourage students to use contextual clues to guess new words. The use of contextual clues would serve as a means toward vocabulary acquisition, but this strategy was used rarely and, even when used, was not found effective.

Regarding the question: Do you motivate your students to comprehend the reading text which contains some unknown words? The two EFL teachers gave similar answer to the question which is negative because their students do not use the vocabulary learning strategies to comprehend the reading text by consolidating the meanings of unknown words from it. For example, IT2 says, „“No, I don“t. My students do not use vocabulary learning strategies for learning new words.”“

Regarding the question: How are your students aware of the importance of their vocabulary learning strategies for learning new words? IT1 responded, “By making students use the vocabulary learning strategies such as the guessing, repetition, note-taking, memory and association strategies are important vocabulary leaning strategies to develop their vocabulary knowledge, but most of the time, I do not employ them in EFL classes because the students do not actively participate in applying the strategies. In addition, it takes much time to make

students practice the strategies.” While IT2 said that, “Students can develop their awareness and their vocabulary knowledge by using the memory, cognitive and social strategies, but I rarely use the strategies in EFL classes.” From the response it is possible to say that despite knowing vocabulary learning strategies, teachers do not make students practice the strategies. Therefore, it is possible to say that the students do not practice the strategies.

It can be said that through the use of vocabulary learning strategies, learners may be able to maximize the effectiveness of their English language learning. On this basis, it is crucial to be aware of the basics of vocabulary learning strategies and how students adopt the strategies effectively. That is to say, it is vital to gain more insights into how students perceive the use of vocabulary learning strategies to help them learn vocabulary. In relation to this Oxford (1990), states that language learning strategies play a very vital role in foreign language learning. They may be applied to simple tasks such as learning a list of new words, or more complex tasks involving language comprehension and production (Richards, 1976). If foreign language learners are equipped with strategies such as vocabulary learning strategies, they can be much more successful language learners because vocabulary learning strategies make students autonomous and enable them to take responsibility of their own learning (Oxford, 1990).

4.4. Students’ Awareness of Vocabulary Learning Strategies

Regarding the awareness of learners on vocabulary learning strategies, most of the students are not aware of the importance of handy of vocabulary learning strategies such as the memory, cognitive, social, and meta-cognitive strategies. However, some students have awareness for the importance of the vocabulary learning strategies such as the strategies of conducting dictionary and synonyms. In addition, few students are aware of the importance of vocabulary learning strategies which are the encoding and the repetition vocabulary learning strategies (memory strategies).

Most of the students are aware of the importance of very limited vocabulary learning strategies from sub-categories of memory, cognitive, social and meta-cognitive strategies. Consequently, students would have insufficient awareness for importance of vocabulary learning strategies which help students to learn the meanings of unknown words. In other words, students were not aware if different vocabulary learning strategies are important because the acquisition of vocabulary is a never-ending process and can solve lots of difficulties for language learners.

Therefore, to develop the students' awareness on vocabulary learning strategies and to solve lots of difficulties for language learners, it is crucial to be aware of the vocabulary learning strategies and how students adopt the strategies effectively. That is to say, it is vital to gain more insights into how learners perceive the use of vocabulary learning strategies to help them learn vocabulary.

4.5. The Students' Strategy of Vocabulary Learning

Regarding the practice of learners' vocabulary learning strategies, most of the students replied that they use a limited number of vocabulary learning strategies such as consulting dictionary and asking people. Moreover, some students replied that they use an electronic dictionary strategy from their mobiles to learn the meanings of unknown words. From these responses, it is possible to say that all students do not try to practice a lot using different types of vocabulary learning strategies effectively when the situation requires to.

As we have seen in Table 3, proportion of vocabulary learning strategies is not perfectly well-balanced, either, since the number of „low“ vocabulary proficiency level is the largest proportion. The smallest proportion of level of vocabulary proficiency is the „high“ level.

In order to investigate the variables that may affect vocabulary learning strategies employed by undergraduate students studying English at Masho secondary school, these students with different previous language learning experience, type of academic programme of study, and levels of vocabulary proficiency were the major cause of learners' to use few and inadequate learning strategies.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

Introduction

In this chapter typically discussed the conclusion and recommendation. Therefore the introduction should smoothly transition from researcher finding to interpret wrapped up the studied significance.

5.1. Conclusion

Based on the analysis of the data, the following conclusions were obtained from the study: Most of the students at Masho Secondary School were not found to be aware of the important vocabulary learning strategies which are used for learning the meanings of new words in the target language. Despite there are various important vocabulary learning strategies such as memory strategies are classified into two distinct categories; rehearsal and encoding categories; cognitive strategies which consist of guessing strategies, skillful use of dictionaries and note-taking strategies; social/affective/activation strategies which include those strategies through which the learners actually use new words in different contexts and meta-cognitive strategies which consist of strategies for selective attention and self-initiation.

Moreover, most of the students did not practice the various vocabulary learning strategies such as memory strategies, cognitive strategies, social strategies and meta-cognitive strategies for learning new words in the target language.

Side by side, English teachers did not scaffold their students to develop awareness and use various strategies of vocabulary learning. Instead they implemented the most traditional method, the teacher talk and students listen.

4.2. Recommendations

From the findings found and the conclusions drawn, the following recommendations were made: First, EFL learners at Masho Secondary School in particular, and EFL learners“ in Tigray need to be aware of the various vocabulary learning, and the particular strategies used to enhance their vocabulary power. To do so, students should practice the different types of vocabulary learning strategies remarkably and frequently while learning new words.

Second, EFL teachers should endeavor to create awareness for their students about the importance of the different types of vocabulary learning strategies with their functions for scaling up new vocabularies.

Finally, major stakeholders of educational sector like teaching material writers, curriculum designers and policy makers need to consider the vital roles of vocabulary learning strategies and the proper teaching-learning strategies in EFL contexts.

References

- Alemu Hailu (1994). *High school Teachers' Attitude towards an Awareness Raising Approach to vocabulary teaching*. Addis Ababa: Addis Ababa University.
- Allen, V. F. (1983). **Techniques in teaching vocabulary**. Oxford: Oxford University Press.
- Anderson, R. and Nagy, W.(1992).The Vocabulary Conundrum. *American Psychologist*, 30,821-28.
- Asafew K. (2021). EFL Students' Awareness and Use of Vocabulary Learning Strategies in EFL Classes: The Case of Grade 11 Students at Woreta Secondary and Preparatory School, South Gondar, Ethiopia. *Journal of Literature, Languages and Linguistics*. Vol.76.
- Barcroft, J. (2004). Second Language Vocabulary Acquisition: A lexical input approach. *Foreign Language Annals*, 200-208.
- Bell, B. (2004). **Think alouds**. Available: [http://www.bcsd.com/cipd/discuss/msgReader\\$19?print-friendly=true](http://www.bcsd.com/cipd/discuss/msgReader$19?print-friendly=true)
- Berhane Achame(1998). *An Exploration of Vocabulary Teaching in Primary Schools*. Addis Ababa : Addis Ababa University.
- Bowen, J. D., et al. (1985). **TESOL techniques and procedures**. Cambridge: Newbury House.
- Brown, J. D. (2001). **Using surveys in language programs**. Cambridge: CUP.
- Brown, T. S., and Perry, F. L. Jr. (1991). A comparison of three learning strategies for ESL vocabulary acquisition. **TESOL Quarterly**, 25 (4): 655-670.
- Carter, R. (1998). **Vocabulary: Applied linguistic perspectives** (2nd ed.). London: Routledge.
- Catalan, R. M. (2003). Sex differences in L2 vocabulary learning strategies. **International Journal of Applied Linguistics**, 13 (1): 54-77.
- Chamot, A. U. (2004). Issues in language learning strategy research and teaching. *Electronic Journal of Foreign Language Teaching*, 1 (1): 14-26.
- Cohen, A. D., and Apeh, E. (1981). Easifying second language learning. **Studies in Second Language Acquisition**, 3: 221-236.
- Cohen, A. D., and Scott, K. (1996). A synthesis of approaches to assessing language learning strategies.
- Cohen, A., and Macaro, E. (2007). **Learner strategies**. Oxford: Oxford University Press.
- Coady, J, Huckin, Th. (1997). L2 vocabulary acquisition: A synthesis of research. (Eds.). Cambridge: Cambridge University Press.

- Cohen, L., and Manion, L. (2002). **Research methods in education**. London: Routledge.
- Cyrstal, D. (1997). *English as a Global Language*. Cambridge: Cambridge University Press.
- Davies, P., and Pearse, E. (2000). **Success in English teaching**. Oxford: Oxford University Press.
- Decarrico, J. S. (2001). *Vocabulary learning and teaching*.
- Dessie Berhanu (1988). *An Evaluation of the Effectiveness of Modern Vocabulary Teaching Methods and the extent to which these are implemented in Freshman English Courses*, Addis Ababa: Addis Ababa University.
- Dörnyei, Z. (2003). **Questionnaires in second language research: Construction, administration, and processing**. Mahwah, New Jersey: Lawrence Erlbaum.
- Ellis, R. (1997). **Second language acquisition**. Oxford: Oxford University Press.
- Ellis, R. (1994). **The study of second language acquisition**. Oxford: Oxford University Press.
- Flower, J. (2000). **Start building your vocabulary**. Hove: Language Teaching.
- Foley, J., and Thompson, L. (2003). **Language learning: A lifelong process**. London: Arnold.
- Fontana, A., and Frey, J. H. (1994). *Interviewing: The art of science*.
- Gu, Y. (2003). *Learning strategies for vocabulary development*. *Reflections on English Language Teaching*, 9 (2), 105-118.
- Gu, P.Y., and Johnson, R. K. (1996). *Vocabulary learning strategies and language learning outcomes*. *Language Learning*, 46 (4): 643-679.
- Harmer, J. (1991). **The practice of English language teaching**. London: Longman.
- Hedge, T. (2000). **Teaching and learning in the language classroom**. Oxford: Oxford University Press.
- Howitt, D., and Cramer, D. (2000). **An introduction to statistics in psychology: A complete guide for students** (2nd ed.). London: Prentice Hall.
- Hughes, A. (2003). **Testing for language teachers**. Cambridge: Cambridge University Press.
- Hulstijn, J. H. (1992). *Retention of inferred and given word meanings: Experiments in incidental vocabulary learning*.
- Intaraprasert, C. (2005). *A preliminary investigation of vocabulary learning strategies employed by EST students*. *Suranaree Journal of Science and Technology*, 12 (2): 163-171.
- Jackson, H., and Amvela, E. Z. (2000). **Words, meaning and vocabulary: An introduction to**

- modern English lexicology**. London: Cassell.
- Johnson, M. C. (1977). **A review of research methods in education**. Chicago: Rand McNally College.
- Kinner, P. R., and Gray, C. D. (2000). **SPSS for windows made simple: Release 10**. East Sussex: Psychology Press.
- Krashen, K. (1998). TPR: Still a Very Good Idea. *System*.5:4, 82-85.
- Laufer, B., and Hulstijn, J. (2001) Incidental vocabulary acquisition in a second language: The construct of task-induced involvement. *Applied Linguistics*, 22 (1): 1-26.
- Lawson, M. J., and Hogben, D. (1996). The vocabulary-learning strategies of foreign-language students. *Language Learning*, 46 (1): 101-135.
- Lewis, M. (1993). **The lexical approach: The state of ELT and a way forward**. Hove: Language Teaching.
- Long, M. H., and Richards, J. C. (1997). **Second language vocabulary acquisition: A rationale for pedagogy** (pp. ix-x). Cambridge: Cambridge University Press.
- Maley, A. (1986). Series editors' preface. In J. Morgan, and M. Rinvolucri (Eds.), **Vocabulary**. Oxford: Oxford University Press.
- McCarthy, M. (1990). **Vocabulary**. Oxford: Oxford University Press.
- McKernan, J. (1996). **Curriculum action research** (2nd ed.). London: Kogan Page.
- Meara, P. (1980). Vocabulary acquisition: A neglected aspect of language learning. *Language Teaching and Linguistics*, 13 (4): 221-246.
- Meara, P. (1982). **Vocabulary acquisition: A neglected aspect of language learning**.
- Merriam, S. B. (1998). **Case study research in education and psychology: A qualitative approach**. San Francisco: Jossey-Bass.
- Miles, M. B., and Huberman, A. M. (1994). **Qualitative data analysis: A sourcebook of new methods** (2nd ed.). Thousand Oaks, CA: SAGE.
- Miller, K. E., and Gildea, D. (1987). **The foreign language syllabus and communicative approaches to teaching: Special issue of studies in second language acquisition**. Oxford: Oxford University Press.
- Morgan, J., and Rinvolucri, M. (1986). **Vocabulary**. Oxford: Oxford University Press.
- Nandy, M. (1994). **Vocabulary and grammar for G.C.E. 'O' level English**. Singapore: Composite Study Aids.

- Nation, P. (2005). **Teaching and learning vocabulary**. New Jersey: Lawrence Erlbaum.
- Nation, P. (1982). Beginning to learn foreign vocabulary: A review of the research. *ELC Journal*, 13 (1): 14-36.
- Nation, P. (1990). **Teaching and learning vocabulary**. Boston: Heinle & Heinle.
- Nation, P. (2001). **Learning vocabulary in another language**. Cambridge: Cambridge University Press.
- Nunan, D. (1999). **Second language teaching and learning**. New York: Heinle & Heinle.
- Nunan, D. (1992). **Research methods in language learning**. Cambridge: Cambridge University Press.
- Nunan, D. (1989). **Design tasks for the communicative classroom**. Cambridge: Cambridge University Press.
- O'Malley, J. M., and Chamot, A. U. (1990). **Learning strategies in second language acquisition**. Cambridge: Cambridge University Press.
- Oxford, R. (1990). **Language learning strategies: What every teacher should know?** New York: Newbury House.
- Oxford, R., and Burry-Stock, J. A. (1995). Assessing the use of language learning strategies world wide with the ESL/EFL version of the strategy inventory for language learning (SILL). *System*, 23 (1): 1-23.
- Pikulski, J. J., and Templeton, S. (2004). **Teaching and developing vocabulary: Key to long-term reading success**.
- Punch, K. (2005). **Introduction to social research: Quantitative and qualitative approaches** (2nd ed.). London: SAGE.
- Read, J. (2000). **Assessing vocabulary**. Cambridge: Cambridge University Press.
- Richards, J. C. (2000). Series editor's preface. In N. Schmitt, *Vocabulary in language teaching* (pp. xi-xii). Cambridge: Cambridge University Press.
- Richards, J. C. (1985). **The context of language teaching**. Cambridge: Cambridge University Press.
- Richards, J. C., Platt, J., and Platt, H. (1992). **Language teaching and applied linguistics** (2nd ed.). Essex: Longman.
- Richards J. C. & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*, (pp.254-266), Cambridge: Cambridge University Press.

- Richek, M. A., et al. (1996). **Reading problems: Assessment and teaching strategies**. Boston: Allyn and Bacon.
- Robson, C. (2002). **Real world research: A resource for social scientist and practitioner-researcher**. Oxford: Blackwell.
- Robson, C. (1993). **Real world research: A resource for social scientist and practitioner-researcher**. Oxford: Blackwell.
- Rubin, D. (1987). Learner strategies: Theoretical assumptions, research, history, and typology.
- Rubin, J., and Thompson, I. (1994). **How to be a more successful language learner: Toward learner autonomy** (2nd ed.). Boston, MA: Heinle & Heinle.
- Runyon, R. P., and Haber, A. (1991) **Fundamentals of behavioral statistics** (7th ed.). New York: McGraw-Hill.
- Sanaoui, R. (1996). Processes of vocabulary instruction in 10 French as a second language classrooms, the Canadian Modern Language Review, 52 (2), 179-199.
- Sanaoui, R. (1995). Adult learners' approaches to learning vocabulary in second language. *The Modern Language Journal*, 79 (1): 15-28.
- Schmitt, N. (2000). **Vocabulary in language teaching**. Cambridge: Cambridge University Press.
- Schmitt, N. (1997). *Vocabulary Learning Strategies*. In *Vocabulary: Description, Acquisition and Pedagogy*.
- Smith, R. K. (1998). **Building vocabulary for college** (4th ed.). Boston: Houghton Mifflin.
- Sökmen, A. J. (1997). Current trends in teaching second language vocabulary.
- Sternberg, R. J. (1987). Most vocabulary is learned from context.
- Tesfaye Mahazentu (1990). An Evaluation of the Effectiveness of Current Techniques in Vocabulary Teaching to Grade four students. Addis Ababa: Addis Ababa University.
- Thornbury, S. (2002). **How to teach vocabulary**. Malaysia: Longman-Pearson Educational.
- Wenden, A. (1991). **Learner strategies for learner autonomy: Planning and implementing learner training for language learners**. New York: Prentice Hall.
- Wilkins, D.A. (1976). **Second Language Learning and Teaching**. London: Eduward Arneid Ltd.
- Zimmerman, C.B. (2007). **Vocabulary learning methods**. Cambridge Massachusetts: Harvard University Press.

Appendixes

Appendix 1: classroom observation checklist

Strategies	Statements	classroom 1		classroom 2	
		Day 1	Day 2	Day 1	Day 2
Memory Strategies	<i>The students are encouraged to learn the meanings of new words by the help of repetition.</i>				
	- Rehearsal				
	- Word list				
	<i>The students are initiated to learn the meanings of new words by the help encoding.</i>				
	-word association				
	-pictures, real objects,				
Cognitive Strategies	<i>The students are encouraged to discuss their feelings with someone for learning new words.</i>				
	<i>The students are motivated to guess the meanings of new words in a text by activating background knowledge using linguistic items.</i>				
	- Use of dictionary - Use of note – taking				
Social Strategies	<i>The students are encouraged to practice the newly learned words by speaking to a friend and so on.</i>				
	<i>The students are motivated to cooperate with others for learning new words.</i>				
Meta-cognitive Strategies	<i>The students are encouraged to pay attention to their vocabulary learning by using the suitable vocabulary learning strategies.</i>				
	<i>The students are motivated to have self – monitoring and self – evaluating process for learning new words.</i>				

Adapted from Getnet's (2008) classroom observation checklist

Appendix 2: questionnaires for students

I	<i>Social vocabulary learning strategies</i>	<i>Frequency</i>	
1	I ask the teacher for paraphrase or synonym of new Words.		
2	I ask the teacher for a sentence including the new word.		
3	I ask my classmates for the meaning of new words.		
4	I discover the meaning through group work activity.		
5	I discover the meaning through social interactions.		
II	Discovery Strategies		
1	I analyze the type of new words; for example, whether it is a noun, verb, pronoun, or adjective		
2	I analyze the affixes and roots of new words.		
3	I analyze any available pictures or gestures accompanying		
4	I guess the meaning of new words from text or context.		
5	I use a bilingual dictionary, for example, English-Tigrigna dictionary to find the meaning of new words		
6	I use a monolingual dictionary, for example, English-English dictionary to find the meaning of new words.		
7	I use word lists to find the meanings.		
8	I use flash cards to find the meanings.		
III	<i>Memory vocabulary learning Strategies</i>		
1	It is easy for me to learn new words when they have pictorial representation of their meaning (e.g., images, and drawings with		
2	I image word's meaning.		
3	I connect the word to a personal experience.		
4	I associate the word with its coordinates, for example, fruits (apple, orange,		
5	I connect the word to its synonyms.		
6	I use the new word in a sentence.		
7	I study the spelling of a new word.		
8	I study the sound of a new word.		

9	I say new words aloud when studying.		
10	I image word's form to remember it.		
11	I remember the affixes and roots of new words.		
12	I remember the part of speech of new words.		
13	I try to use my own language to explain, and remember the meaning of new words.		
	I use physical actions when learning a new word		
IV	Cognitive strategies		
1	I verbally repeat new words several times.		
2	I write new words several times.		
3	I use wordlists, and revise them over time.		
4	I use flash cards to remember words.		
5	I take notes about new words.		
6	I use the vocabulary section in my textbook.		
7	I listen to a CD of word lists.		
8	I put English labels on physical objects.		
9	I keep a vocabulary notebook.		

Appendix 3: interview questions for students

- 1) How do you think English Language is important in your daily life?
 - 2) What do you think is very difficult for you in English language learning?
 - 3) What do you like to do to help you discover the meanings of English vocabulary?
 - 4) What do you like to do to help you retain the newly-learned English vocabulary? 5)
- Do you think learning vocabulary have special strategy?
- 6) How do you develop a variety of techniques for your vocabulary learning?

Appendix 4: interview questions for English Teachers

- 1) To which aspect of language element do give much emphasis?
 - 2) How do you perceive English vocabulary is important for your students' future career? 3)
- What do you think is very difficult for your students' learning English language vocabulary? 4)
- What do you think is better helping your students' discover the meanings of English vocabulary?
- 5) How do you help your students develop varieties of vocabulary learning?
 - 6) Do you have any comments on your students' vocabulary learning in your present classroom?

Appendix 5: □□□□□ □□□□ □□ □□□ □□□□

I	□□ □□□□ □□□ □□□□ □□□□ □□ □□□□ □□□	□□□□	%
1	□□ □□□□ □□□ □□□□ □□□□ □□□□□□ □□ □□□□ □□□□ □□□□□□ □□□□		
2	□□ □□□ □□ □□□ □□□ □□□ □□□□□ □□□□□ □□□□ □□□		
3	□□□□□□□ □□□□ □□□ □□□ □□□□ □□□□□ □□□□□ □□□□		
4	□□-□□ □□□ □□□□ □□□□ □□□□ □□□-□□□□□□ □□□□		
5	□□ □□ □□□□□□ □□□□ □□□□ □□□□ □□□□ □□□ □□□□□ □□□□		
II	□□□□ □□ □□□□□		
1	□□□□ □□ □□ □□□□□ □□ □□ □□ □□□ □□ □□□ □□□ □□ □□□ □□□□ □□		
2	□□□-□□□ □□□□□□ □□□□□ □□□□ □□□ □□□ □□□□		
3	□□□□ □□□ □□□□□ □□ □□ □□□□ □□□ □□□□□□ □□□□		
4	□□□□ □□□ □□ □□ □□□ □□□ □□□□□ □□□□ □□□□		
5	□□□□□ □□□□ □□□-□□□ □□□ □□□□□□- □□□□ □□□□□		
6	□□□□ □□□□ □□□□ □□□ □□□□□□ □□□□□□□ □□□□□		
7	□□□□ □□□□ □□□□□□□ □□□□□ □□□□ □□□ □□□□ □□□□		
8	□□□□ □□□□□ □□□□□ □□□□ □□□ □□□□ □□□□ □□		
III	□□ □□□□□ □□ □□□□ □□□□□□ □□		
1	□□ □□□□ □□□□□□ □□□□ □□□ □□□□ □□□ □□□□□□		
2	□□ □□□ □□□□ □□□□□ □□□□ □□□□ □□□□ □□□□□ □□□□		
3	□□□□ □□□ □□ □□□□ □□□□ □□□□□□ □□□□□□□ □□□□		
4	□□□□ □□□□ □□□ □□ □□□□□□□ □□ □□□□□□ □□□□□□ □□□□		
5	□□□□ □□□□ □□□ □□ □□□□□ □□□□□□□ □□□□□□ □□□□□		
6	□□□□ □□□□ □□□ □□ □□ □□□ □□□□□ □□□□ □□□□		
7	□□□□ □□□□ □□□ □□□□□□□□ □□□□ □□ □□□□ □□□□□ □□□□□ □□□□		
8	□□ □□□□ □□□ □□□□ □□□ □□□ □□□ □□□□□ □□□□ □□□□		
9	□□□□ □□□ □□ □□ □□□□□ □□ □□□□□ □□□□ □□□□		
10	□□□□ □□□□ □□□ □□□□□□ □□□□ □□□□ □□□□□ □□□□		
11	□□□□ □□□□ □□□ □□□□□ □□□-□□□ □□□□□ □□□□□□ □□□□		
12	□□□□ □□□□ □□□ □□□□□ □□□ □□□□□□ □□□□□ □□□□		
13	□□□□ □□□□ □□□ □□□□□ □□ □□□□□□ □□□ □□□□□□ □□		
	□□□□ □□□□ □□□ □□□□□ □□□□□□ □□□□ □□		

IV	□□□□ □□□□ □□□□ □□		
1	□□□□ □□□ □□□□ □□□□ □□□□ □□□□ □□□□		
2	□□□□□□ □□□ □□□□ □□□□□□ □□□ □□□□ □□□ □□□□		
3	□□ □□□ □□□□ □□□□ □□□□□□ □□□ □□□□		
4	□□□□ □□□□ □□□□ □□□□□□ □□□□□□ □□□ □□□□		
5	□□ □□ □□□□ □□□ □□□□□□□ □□□ □□□□□□ □□□□□□ □□ □□□ □□□□ □□□		
6	□□ □□□□□ □□ □□□□ □□□ □□□ □□□□□□ □□□□□□ □□ □□□ □□□ □□□		
7	□□□□□□□ □□□□□ □□□□ □□□□□ □□ □□□ □□□□□ □□□ □□□□		
8	□□ □□□□□□ □□□ □□□□□ □□□□ □□□ □□□ □□ □□□□ □□□□□□□ □□		
9	□□□□ □□□ □□□□□□ □□□□ □□□□□□		