

# ***MEKELLE UNIVERSITY***



**COLLEGE OF SOCIAL SCIENCE AND, LANGUAGE  
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

**ASSESSING VOCABULARY LEARNING STRATEGIES OF EFL  
STUDENTS IN TEKLI SWUAT COMPREHENSIVE SECONDARY  
SCHOOL: GRADE TEN IN FOCUS**

**MA THESIS**

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**MEKELLE**

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**A THESIS SUBMITTED TO THE DEPARTMENT OF FOREIGN LANGUAGES AND  
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This is to certify that the thesis prepared by genet g/her entitled: Assessing The Vocabulary Learning Strategies of EFL Students of Tekli-Swuat Comprehensive Secondary School: The Case of Grade Ten Students and submitted in partial fulfillment of the requirements for the Degree of Masters of Arts in TEFL (Teaching English as a Foreign Language) complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

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## ***Abstract***

*The aim of this study was to assess the vocabulary learning strategies used by English language learners of Tekliswuat comprehensive Secondary school in Frewoyni woreda, Frewoyni town, and eastern zone of Tigray. A descriptive research design was used. A total of 64 respondents were selected using simple random sampling technique. Three data gathering tools namely questionnaire, interview and text book analysis were used to collect data to the study. Frequency and percentage were used to analyze the data gathered from the questionnaire whereas qualitative data analysis was used to analyze the data obtained from interview and text book analysis. Thus, the results from data revealed that an attempt was made to use various vocabulary learning strategies to learn new words. The Tekli Swuat comprehensive secondary school grade Ten EFL students were used the determination VLSs most frequently than the other strategies. In addition the students frequently used the cognitive and the memory strategies respectively. However, the social (consolidation), which is followed by Meta cognitive, is the least frequently used VLSs of Tekli-Swuat comprehensive secondary school students. The result of the data gathering from text book analysis showed that Vocabulary is given due emphases relative to other skills and sub- skills, but doesn't give equal emphasis among the kinds of VLSs. The current grade ten English text book consists of a few strategies which are highly focused on the determination strategy to teach vocabulary. Therefore, it is recommended that English language teachers should be committed to raise the awareness of all learners about the significance of using variety of VLS for their vocabulary knowledge achievement in language learning. Students need to be aware of the significance of learning vocabulary via different vocabulary learning strategies and give equal emphasis to the whole strategies. Textbook writers need to include a number of tasks, activities and exercises that encourage students to employ a wide range of vocabulary learning strategies. Higher Educational institutions should arrange training programs to the English language teachers which help to develop their knowledge on different vocabulary teaching strategies.*

**Key words;** *Vocabulary , Tekli-Swuat, strategies. Frequency , Data*

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# CHAPTER ONE

## 1. INTRODUCTION

### **1.1 Background of the study**

The status of vocabulary within the curriculum has varied considerably over the years. It suffered significant neglect during the 1950s&1960s when an audio lingualism had a dominant influence on methodology, but made something of a comeback during the1970s under the influence of communicative language teaching (David Nunan). In addition, the method of language teaching has been changing from grammar translation to direct method and then to communicative approach. But, it was only during the communicative approach that the prominent role of vocabulary knowledge in second or foreign language learning has been recognized by researchers in the field Getnet Gidey(2008).

After wards vocabulary becomes one of the language components that taught to learners for it has the basic role in improving the language skills. Because wallace (1998) stated that learning a foreign language is basically a matter of learning its vocabulary. A Nation (2001) also states that vocabulary knowledge is assumed to be a prerequisite to the performance of language skills. Moreover other scholars point out that vocabulary plays a dominant role in foreign language use. For example, Hatch (1983 cited in Oxford and Scacella, 1994:232) claim, “When our first goal is communication, when we have little of the new language at our command, it is the lexicon crucial. This refers to the role of vocabulary on communication.

Vocabulary is an important aspect of a language that plays a significant role in learning language (Coady and Huckins, 1997). Coady and Huckins further state that vocabulary is central to language which plays significant role in language learning. Mastering vocabulary is one of the crucial factors for learning a foreign language, and vocabulary learning strategies (VLSs) are the methods by which learners approach new vocabulary and try to integrate the new lexis into their developing inter language (Nyikos& Fan, 2007). Improving vocabulary knowledge helps learners to have good command of the English in general and to use the language skills properly in particular.

However, acquiring vocabulary can be challenging, especially in high school where students are exposed to more complex language and demanding academic expectations. Furthermore, (Kafipour, 2010). States that Vocabulary teaching and learning is a constant challenge for teachers as well as students because historically there has been minimal focus on vocabulary instruction in the EFL classroom. In addition, Alemu (1994) indicated, for many years vocabulary has been the victim of discrimination. Most of the time English language teachers neglect teaching vocabulary and give more emphasize for the grammar. When the learners encounter new word, they were advised to look up dictionary to find the meaning (Kafipour, 2010). As the researcher` experience most of the English teachers use either ignoring the content or use the same strategy repeatedly to teach vocabulary. Due to this, an increased emphasis on vocabulary development is crucial for the English language learner.

Currently, VLSs seem to have got consideration in Ethiopia. As we observe in the students` - textbook, students are offered to learn words explicitly. When we see the new text book, which is published by the ministry of education of FDRE in 2023, un like the former one, it shows more emphasis on vocabulary using vocabulary skills as a topic and word formation, contextual meaning of words, phrasal verbs etc. as a subtopic of the vocabulary skills. The researcher also observed that equal focus is given among grammar, vocabulary and the four language skills in each chapter vocabulary is stated as subtopic explicitly in each chapter repeatedly. But from the experience of the researcher, still many of the learners cannot express their thoughts or listen the lecture of their teacher easily, and cannot do English examinations well. This deficiency of the students' vocabulary may result from their VLS use. As Hatch and Brown (1995) clarified, the vocabulary learning strategy that the students use and the instructing methodologies utilized by English language teachers affect the achievement of the vocabulary learning of students.

Additionally, Nation (1990) expressed students believe that their language troubles result from deficient vocabulary. This refers to; it may be difficult to understand all the macro skills without a good knowledge of vocabulary. In addition, Students may have lack of sufficient vocabulary due to their inability to utilize suitable VLSs which, in turn, might make them lose interest in FL. Many scholars suggest that the teaching of Vocabulary items should be emphasized. Vocabulary items are best learned when presented through techniques which are appropriate enough and interesting to student (Harmer 1991; Atkins et al, 1996).

Therefore, learning vocabulary is a fundamental and crucial pathway for learning any language. Due to the above ideas, The researcher examines the vocabulary learning strategies employed by EFL students in grade ten and assess the content of the text book regarding to vocabulary.

## **1.2. Statement of the problem**

While without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Wilkins 1972:111). This refers to vocabulary plays a great role to activate the process of communication, which is the base of the teaching learning process. According to Beck and Mckeown (1985 cited in Abebe, 1997:22) vocabulary knowledge is considered as the ‘corner stone of literacy. In other words, vocabulary knowledge allows the learners to use the language in the way they want. As long as vocabulary has paramount importance, learners are expected to apply different VLSs and own good knowledge of vocabulary, because this helps learners to have good command of English. It is also the basic language component that learners must learn and practice. Furthermore, English has become more and more vital because it is the language of instruction, business, communication, science and technology throughout the world. It has also a crucial role within the acquisition of language skills in Ethiopian education system.

However, Alemu’s (1994) research findings indicate that in our country vocabulary has been ignored in the teaching of English as a foreign language. Atkins et al. (1996) also reveal that vocabulary has been neglected in our country in the previous trend of teaching English as a foreign language. This neglecting of vocabulary learning strategies may lead students to score low results due to their low English language competency or knowledge. Most English teachers complain that their students suffer a lot from being unable to comprehend reading texts and express their thoughts because they lack the required size of vocabulary to understand the target texts and contexts. Therefore, Students are not successful in reading comprehension due to their deficiency in vocabulary. New words hinder students from understanding the reading texts and the given questions as well. A research conducted by Moges (1998) on the productive ability of secondary school students demonstrates that “They have a big shortage of words when they express themselves in speaking and writing.” These pieces of evidence are very important hints to show how vocabulary learning is given low attention in schools at various levels.

The English language teachers of Tekli-Swuat comprehensive secondary school expect their learners to use several vocabularies to express or present their attitudes, feelings, ideas, and

thought, without much problem. But, they faced the same problem. Furthermore, the researcher observes many times that the students of grade ten are in problem of giving meaning of words, presenting group or individual works and answering properly for questions asked in class room. Riankamol (2008) stated that words are the building blocks of a language; no one can convey the intended meaning of objects, actions, and ideas without vocabulary. Besides, teachers of Tekli-Swuat comprehensive secondary school explained that their learners score low results due to their low English language competency or knowledge. Riankamol (2008) clarified the above statements by saying "incompetence of students in English at all levels is believed to have been caused partly by lack of adequate vocabulary.

Furthermore, the researcher observed in different experience sharing programs, trainings and meetings, that teachers are in problem related to the low English language proficiency of their students.

Based on the above idea the researcher's hypothesis is that the emergency of the above students low result in English may be resulted from in ineffective method of instruction in class room, students' first language influence, and either learners inappropriate vocabulary learning strategies or lack of awareness to use the different kinds of vocabulary learning techniques. As Porter (1988) states, many students lack knowledge or skills on how to learn vocabulary; therefore, the researcher gives concentration to assess the learners vocabulary learning strategies. The researcher attempted to refer local studies related to vocabulary learning strategies. Mulugeta's (2006) and Ismail Ali's (2007) conducted a research entitled "analysis of the effectiveness of contextual guessing activities." And they found contextual guessing plays a significant role for achieving the intended objective to tackle new words. Getnet (2008) is also another local researcher who investigated the relationship between VLSs, and students' English language achievement at college level and found out that there is a relationship between language achievement and vocabulary learning strategy use. As long as the present researchers' knowledge goes, What makes this study different from all the others is that it attempts to assess the vocabulary tasks of grade ten students' English Textbook to see whether they are designed in light of the current alternative vocabulary teaching strategies or not in relation to students VLSs preference.

Therefore, the researcher tried to demonstrate whether the different kinds of VLS are used by learners or not and text book analyses regarding VLSs, by conducting a research entitled “Assessing vocabulary learning strategies of EFL students of grade 10: Tekli-Swuat comprehensive secondary school in focus”. Tekli-Swuat comprehensive secondary school is found in Freweyni Woreda, Eastern zone of Tigray region.

### **1.3 objectives**

#### **1.3.1. General objective**

The general objective of this study is to assess the vocabulary learning strategies of EFL students of grade ten in Tekli-swuat comprehensive secondary school.

#### **1.3.2. Specific objectives**

The study is specifically intended to:

- Investigate whether grade ten students in Tekli-swuat comprehensive secondary school learn vocabularies using the different kinds of VLSs or not.
- Find out the most and least frequently used VLSs of grade ten students
- Identify the common vocabulary learning strategies of grade ten students
- Evaluate the vocabulary teaching strategies found in students` text book.

### **1.4. Research question**

The research was designed to address the following research questions:

1. What are the different kinds of VLSs used by grade ten students of Tekli-Swuat Comprehensive Secondary School?
2. What VLSs are the most and the least frequently used by grade ten students of Tekli-swuat comprehensive secondary school?
3. What are the VLSs which are commonly used by grade ten students in Tekli-swuat comprehensive secondary school)?
4. Does the text book include the varieties of Vocabulary teaching strategies?

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

- 1) It could familiarize learners with the different kinds of VLSs that can help to improve their vocabulary knowledge.
- 2) It helps teachers to know their students vocabulary learning strategies and to match with the students learning style.
- 3) It gives awareness for students to use effective vocabulary learning strategies. •
- 4) It helps curriculum developers and text book writers to design successful vocabulary learning strategies in the students' materials.
- 5) It could also indicate some ways in which the vocabulary learning techniques are improved taking in to account the needs and interest of learners.

### **1.6. Scope of the study (delimitation)**

Although it had been better if the researcher had covered the whole school, the researcher is limited only to ten sections of grade ten students .The total numbers are 424. Obviously, the sample size is limited to 64 students of Tekli-swuat comprehensive secondary school of 2017 etc. academic year, which are taken using sampling techniques. The focus of the study is also limited to assessing the vocabulary learning strategies of grade ten students.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review some aspects of the literature with regard to definitions of vocabulary, knowledge of vocabulary, the importance of vocabulary, steps of vocabulary learning, definitions of vocabulary learning strategies, the use of vocabulary learning strategies, classifications of vocabulary learning strategies, the relationship between vocabulary and other language skills and review of researches done on vocabulary learning strategies.

#### **2.1. Definitions of Vocabulary**

Different scholars define the term vocabulary in different ways with related meaning as follows. According to Richards et al (1985:307), vocabulary refers to “a set of lexemes, including single words, compound words and idioms”. So, like the other language skills, vocabulary is one field that learners in an EFL classroom need to deal with. Procter (1996, pp.628-678), also stated that the word vocabulary refers to” all the words used by a particular person or all the words which exist in a particular language or subject”. Besides “Vocabulary is all about words. When we use language we use words all the time, thousands of them. If we know a language well, we know how to write and how to say the words” (McCarthy et.al.2010). Based on the above definition; it is clear that knowing vocabulary is the base of the language to use properly. . In addition to that, Ur (1996:60) states vocabulary as follows:

*Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: because there are more than one words that can stand for a single meaning. For instance, step-father, sister-in-law and post office are made up of two or three words but express a single idea. A useful principle is to cover all such cases by talking about vocabulary items rather than words.*

Briefly, the above definition states a word is defined as a combination of sounds, and their representations that we symbolize and communicates meaning. Moreover, Vocabulary refers to the collection of words and phrases that a person knows and use when communicating. It is the range of words and expressions that a person has learned and can use in their language. (Wallace,

1982:30). Similarly, (Harris, 1952) cited in Stern (1983:133) argue that “Even though thoughts are communicated in words, language does not occur in stray words or sentences, but in connected discourse”. Thus vocabulary is an essential part of language learning and development, as it allows individuals to express themselves and understand others more effectively.

All these indicate that in order to create or develop whole-language system for use by learners in their academic and communicative venture, vocabulary tasks such as meaning, word formation, spelling rules, etc., should aim at achieving desired outcome.

Based on the above scholars` concepts of vocabulary, the researcher can concluded, knowledge of vocabulary helps to improve skill of communication and understanding academic comprehension of the students. Furthermore, the growth of vocabulary knowledge can only be possible when learners employ effective vocabulary learning strategies which are the objectives of this research.

## **2.2 Historical development of vocabulary**

*For a long period of time in foreign language teaching, vocabulary has been neglected; rather a great emphasis has been given to ‘structures’ and then to ‘functions’ (Taylor, 1990). Taylor further points out that course books have been designed in such a way that they reflect the underlying teaching principle. However, the situation has been changed and many of the course books began to include word study sections. Nevertheless, teachers at that time were not aware of the methodologies for introducing and consolidating new vocabulary items (Taylor, 1990). Scholars underscore the use of techniques in presenting new words. For example, Atkins et al. (1996) suggest the significance of teaching new words through techniques. Besides, Harmer (1991) states that vocabulary lesson needs a careful presentation; vocabulary teaching is clearly more than just presenting new words. Therefore, teaching and learning vocabulary needs the effective strategy to be successful and then tried to be applied.*

## **2.3 What does vocabulary Knowledge involve?**

Many scholars stated that knowing a word involves not only its meaning but there are different aspects we have to consider. For example, Harmer (1991) argues that native speakers or competent users of the language know how to say a word; they also know the lexis or vocabulary of a language. In addition (Harmer, 1991) stated that they also know what the word means and its connotations. Basically, (Taylor, 1990) Knowing a word means having knowledge of

different aspect of that particular word). In addition,(Schmitt, 2000:5) states, “To know a word is not only to learn its meaning but also learn its register, association, collocation, grammatical behavior, written form, spoken form and frequency. All these properties are known as word knowledge.” This shows us knowing a word includes the whole aspects of the word beyond its meaning .Besides, Taylor (1990) states, vocabulary is not only restricted to the meaning of words but also includes how vocabulary in a language is structured: how people learn, use and store words and understand the relationship between them. To conclude scholars such as, McCarthy (1990); Taylor (1990); Wallace (1982) ,(Schmitt, 2000:5) states that word knowledge involves knowing its different meanings, its associations, its metaphoric and idiomatic use, its correct spelling, pronunciation etc. The following are the major aspects of vocabulary knowledge.

### **2.3.1 Meaning**

According to Harmer (1991), the first thing to realize about vocabulary is that words frequently have more than one meaning. The word "book", for example, according to one learner’s dictionary refers to more than eight meanings. Harmer (1991: 156) further points out that when we come across a word, and try to work out its meaning we will have to look at the context in which it is used. Therefore, when we encounter a word, we have to look at the meaning of a word in a context in which it is used.

### **2.3.2 Word Formation**

Scholars such as, Harmer (1991); McCarthy (1990); Taylor (1990) state that word formation, how words are formed, is one aspect of knowing a word that learners need to know. According to McCarthy (1990), when we speak of vocabulary of a language we are speaking primarily of the words of that language. Learning words in a language means either freestanding words such as ‘laugh’, ‘make’, ‘box’ etc. which cannot be subdivided, or root words with bound morphemes (McCarthy, 1990). McCarthy further explains that bound morphemes can be attached to the beginning of words (prefix), or at the end of words (suffix), re-make and laughter respectively. In addition, Taylor (1990) points out that words change their shape and grammatical value. Consistent with Gairns and Redman (1986), there are three main forms of word formation which are characteristics of English; affixation, compounding, and conversation. They further clarify affixation as the process of adding prefixes and suffixes to the base item and it bring change in part of speech.. The other form of word formation is compounding, it is the formation of words from two or more separate words. The third kind of word formation is also known as zero

affixation. It is the process by which an item may be used in different parts of speech without changing its form: e.g. we have first had a lovely swim (noun). I cannot swim very well. Therefore; students should have adequate knowledge about formation of words.

### **2.3.3 Word Use**

The meaning of a word can be changed or limited by how it is used and this is something students need to know about (Harmer, 1991). Concerning word use, Harmer (1991:157) states the following: Word meaning is frequently stretched through the use of metaphor and idioms. This implies that the way how words are used, whether metaphorically or idiomatically may change the common and usual meaning of words.

### **2.3.4 Word Grammar**

Scholars suggest that vocabulary may bring change of form in grammar context. For instance, McCarthy (1990), Taylor (1990), and Ur (1996) view that Words change according to their grammatical meaning. This implies, words change their grammatical meaning and certain grammatical patterns. With reference to this, Harmer (1991:157) states as follows: Verbs trigger certain grammar too, for instance 'Tell' is followed by an object + to + infinitive, for example, ('He told her to wake him up at six') and so is 'ask'. But 'say' doesn't work in the same way. Modal verbs like 'can', 'must', 'shall', etc. are also followed by a base verb (infinitive without 'to). When students don't have this kind of knowledge, they come up with erroneous sentences which all teachers instantly recognize. E.g. 'He said her to write'. 'I can to speak ', etc. are wrong sentences. Based on the above sentences, Harmer argues that some verbs generate the use of certain grammatical structure. Accordingly, the uses of different verbs necessitate different grammatical structure.

### **2.3.5 Pronunciation**

Many scholars stated that the use of pronunciation as follows. For example, Ur (1996) expresses that learners ought to know the pronunciation of a given word. In the same way, Cook (2001) reveals that to fully know a foreign language word includes the learners' ability to pronounce it in a recognizable way. In teaching vocabulary of a language, correct pronunciation should be taught so as to help learners attain the complete mastery of a given words (Wallace, 1982). It is obvious to many scholars that English language is characterized by the complex rules of pronunciation; Words which are quite different in their spelling have the same pronunciation. Regarding this, Wallace (1982) further clarifies that learners are usually puzzled by words which

have very different forms but are pronounced identically. For example, genes/jeans, write/right, break/brake has different forms but is pronounced the same way. As this fact makes the rules of English language so complex, occasionally it leads the students to develop negative feelings towards learning words of English. Besides, there is also confusion in distinguishing between the pronunciation of words with short and long vowels. As (Wallace, 1982) clarifies, there is also sound confusion such as, /i/ and /i:/ which cause bit/beat, dip/deep, etc. to be pronounced in the same way In some contexts such kind of confusion can lead to breakdown in communication .

### **2.3.6 Spelling**

Having knowledge of correct spelling of a given word is one aspect of knowing a word that students should be taught (Cook, 2001). Students need to have sufficient knowledge of the correct spelling of those vocabulary items of the language that they are teaching (Wallace, 1982). In other ways, Wallace (1982) reveals that spelling mistake causes misunderstanding. It is the lack of the relationship between the sound and the spelling system which causes problems. Wallace further clarifies that the or/ar/er and able/ible groups of suffixes, for instance, are pronounced in exactly the same way. Therefore, both teachers and learners should consider on the correct spelling of words in the teaching learning process.

### **2.4. The Importance of vocabulary**

Alqahtani (2015) stated that learning vocabulary is considered as an essential part of language learning and they must be taught carefully. In addition, Bogaards (2001).States that “vocabulary knowledge constitutes an essential part of competence in a second or foreign language” (p. 321). It is obvious that limited knowledge of vocabulary leads to learners’ difficulty of learning competence.

*“Without grammar a little can be conveyed, without vocabulary nothing can be conveyed”* Wilkins (1972, p.111).Thus, Beginner language learners can communicate in English using individual words, and most of the time they can convey meaning without necessarily having correct grammar as words are the basic unit of a language form. Besides Zhihong (2000) states that vocabulary is vital to guarantee communication between and among people. Therefore, it seems to conclude that vocabulary is the key of communication. As good knowledge of vocabulary facilitates to own the ability of good productive skills, most of us feel that our lack of good vocabulary knowledge hinders to effective communication and comprehension.

Harmer (2008, p.153) further states that, “If language structures make up the skeletons of language, then it is vocabulary that provides the vital organs and the flesh.” Meaning words are the basic unit of a language to convey meaning which ensures an effective communication.

Taylor (1990) explained that in ranging from word to sentence level; we find different vocabulary, which plays an indispensable role for making language meaningful. Vocabulary is thus, useful to create a communicative environment. Besides, Wallace (1988, p .9) clearly states:

*It has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary, because there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language.*

. This implies that it is impossible either teaching or learning a foreign language without vocabulary.

## 2.5 Approaches of Vocabulary learning

Students can learn Vocabulary through different approaches. Coady and Huckins (1997) for example, identified two approaches to vocabulary teaching. These are direct and indirect approaches.

### 2.5.1 Direct Approach

According to Coady and Huckins (1997), in a direct approach, attention is given to explicit vocabulary learning. This implies vocabulary lessons are learned on its own periods explicitly. In this approach, students expect to learn vocabulary through exercises, which may include word building exercises, matching words with various types of definitions, studying vocabulary in context etc. (Coady and Huckins, 1997).

### 2.5.2 Indirect approach

Learning explicit vocabulary is often not the main goal of the teaching learning process (CoadyHuckins, 1997). Rather vocabulary is learned indirectly through activities like listening to stories, information gap -activities, group work etc.

## 2.6. Steps of Vocabulary Learning

. Learning vocabulary is not easy unless we consider the steps that appear to be fundamental for students in their vocabulary learning. This should be possible through five stages. These five stages are proposed by Brown and Payne (Cited in Hatch. E, Brown. C, 1995: 267):

### **2.6.1. Encountering New Words**

The primary step for vocabulary learning is encountering new words; which means discovering sources. The source of vocabulary may be books, magazines, newspapers, stories, or radio, TV, or even songs. Students can acquire words when they have full of interests and inspiration. Besides to Interest, students' needs may take a distinction in adapting new words as they want to obtain words which fulfill their needs. Another significant factor is the work with interactive video materials to be adapted more rapidly than others. Learners' can acquire words when their teacher frequently Use words in class. Similarly, single words can be learnt easily in their appropriate context. Along these lines of learning is called -accidental learning- where the vocabulary can be learnt unintentionally or adapting some vocabularies unexpectedly. As indicated by Schmitt (2000), incidental vocabulary learning will be learning through presentation when ones' consideration is centered on the utilization of language instead of on learning itself.

### **2.6.2. Getting the Word Form**

The next step for vocabulary learning is getting the word form. This takes place when students having a reasonable picture of the word structure or spelling, pronunciation, or both. As of Hatch and Brown (1995) this can be possible through many sub-steps:

- ✓ . Associating new words that sound similar in my native language,
- ✓ Writing the sounds of words using sound symbols from my native language,
- ✓ Associating words that are similar to words in other language I have studied,
- ✓ Associating a word with similar sounding English word I know, and
- ✓ Seeing a word that looks like another word I already know. Getting the form of a word is considered very important, especially, when learners are asked to define words.

### **2.6.3. Getting the Word Meaning**

This is the third important step of learning that shows finding the meaning of words. We can get the meaning of words from different situations, such as, asking the native speakers, relating new words in view of officially made pictures, and expressing the importance to somebody so as to empower them to give the accurate word. Word definition changes as the situation and level of the learner. Advanced learners, unlike the slow learners, usually need more specific definitions for the sake of differentiating between near synonyms. But those learners use dictionaries as the main source of a word definition. Another method for getting definition of words is having a

bilingual instructor to assist students with getting the word importance through their explanation. Contextualization is also helps learners to guess the meaning of new words easily and effectively. This is the most important way of getting the meaning of words.

#### **2.6.4. Consolidating Word Form and Meaning in Memory**

The fourth important step is to stress the consolidation of form and meaning in memory. This strategy calls for learning word through their proper context in which students can obtain the word meaning and structure in the meantime. The most valuable drills in this step are matching exercises, and practicing crossword puzzles. Through which, the learner can decode the words' meaning from the context of the clue, and consolidate the words.

#### **2.6.5. Using the Word**

The last step in learning vocabulary is applying the words. If the learners' aim from knowing a word is not receptive but productive, word use is indispensable to test the learners' knowledge of collocations, syntactic restriction and register appropriateness. Finally, the learners need all these five steps in order to enhance their vocabulary and learn full knowledge of the words they want to learn. This can be done through a variety of activities, strategies, or techniques that the learners apply in each step.

### **2.7. Vocabulary learning strategies**

*According to Oxford (1990) in order to understand learning strategies one needs to understand the term strategy which has a Greek origin. In the original Greek term is "strategia" which means general ship or a plan for managing war activities. Simply the word strategy refers to a plan or a means for achieving a planned or delivered major goal.*

*Many researchers have defined the term language learning strategy in different ways .For example, (Oxford, 1990, p. 7). Defines language learning strategies are factor that help to determine how well learners learn a foreign language. Wenden (1991: 18) further defines it as, "mental steps or operations that learners use to learn a new language and to regulate their efforts to do so." Similarly, Richards and Platt (1992: 209) define it as "... intentional behavior and thoughts used by learners during learning. Cohen (2003) also defines learning strategies as "learning processes which are consciously selected by the learner"*

*These definitions stated above shows as learning strategies are essential in learning a language as they help learners have to be trained on how to use them to be autonomous.*

*In general, learning strategies are those tasks or activities that learners use in learning. There is no any fixed strategy to learn particular item. It depends on the preference of the learners and the actual classroom. Moreover, Oxford (1990) stated, a given strategy is neither good nor bad; it is essentially neutral as far as the context of its use is thoroughly considered. Some strategies may be good for some students, but the same strategy may not be enjoyed for other students.*

*VLS are the sub categories of LLS. As Oxford (1990) reveals, LLS contributes to the improvement of listening, speaking, reading, writing, grammar, vocabulary and other aspects of language and communication. That is LLS plays a great role to the improvement of vocabulary.*

*Taka (2008) explains that VLS are “specific strategies utilized in the isolated task of learning vocabulary in the target language” (p.52) and adds that learners could use them in any other field of language learning. In addition to this, Fan (2003) argues that all vocabulary learning strategies consist of five steps to: encountering the word, getting a visual or auditory image of the word, Making a memory link between the forms and the meanings of the words and using the word.*

*To conclude, the use of VLS is one crucial factor that affects the success of foreign language vocabularies positively or negatively. Because, in the process of vocabulary learning, the use of vocabulary learning strategies can facilitate vocabulary learning effectively. Therefore it is important to investigate useful learning strategies and to introduce them to the learners so as to help students to use their own VLS independently.*

## **2.8 The use of Vocabulary learning strategies**

*The importance of vocabulary learning strategies, is that enable learners to take more control of their own learning so that students can take more responsibility for their studies (Nation, 2001). Besides; strategies are significant to learn a language, as they are mechanisms for active and self-learning. Learners who learn strategies can possess greater proficiency and self-confidence (Oxford, 1990). Learning strategies can also enable students to become more independent, autonomous, lifelong learners (Little, 1991). According to Gu (2003: 2),*

*A learning strategy is a series of actions a learner takes to facilitate the completion of a learning task. A strategy starts when the learner analyses the task, the situation, and what is available in his/her own repertoire. The learner then goes on to select, deploy, monitor and evaluate the effectiveness of this action, and decides if she/he needs to revise the plan and action.*

*Thus, learning strategy plays a great role to facilitate the whole activities of the learning process of students.*

*Unknown Catalan's (2003: 56) stated the importance of vocabulary learning strategies as follow:*

*A vocabulary learning strategy is knowledge about the mechanisms (processes) used in order to learn vocabulary as well as steps or actions taken by students (a) to find out the meaning of 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.*

*Generally, Scholars believe that vocabulary learning strategies:*

- Add to the acquisition of vocabulary through extensive reading; they lead to increased retention of the new vocabulary and increased availability of these items for active use (Gu and Johnson, 1996, p.646).*
- Enable learners to take more responsibility for their studies (Nation et.al. 2000).*
- encourage learners' autonomy, independence, and self –direction(Oxford and Nyikos,1989 p.291)*
- Simplify the learning process of new vocabulary for students (Ranalli, 2003).*
- Encourage learners of different levels to use their appropriate VLS (Nation, 2001).*

## **2.9. Classifications of Vocabulary Learning Strategies**

*Many scholars classified vocabulary learning strategies as of their own principles. However, all the strategies are interrelated to each other. Fan (2003: 223) states that, any individual strategy may fall into one category of the VLS. Some of the classifications of VLSs are listed below:*

### **2.9.1. The Vocabulary Learning Strategy Classification by DeCarrico (2001)**

*According to DeCarrico (2001), incidental vocabulary learning occurs when the mind is focused elsewhere, such as on understanding a text, or using language for communicative purpose. In addition, DeCarrico (2001) proposed four vocabulary learning strategies as follow:*

- Guessing Meaning from Context
- A Mnemonic Device or the Keyword Method
- Using Vocabulary Notebooks
- Other Learner Strategies

The above Vocabulary learning strategies suggested by DeCarrico (2001) are grouped in four basic categories. She suggested that strategies should assist both in discovering the meaning of new word and consolidating a word once it has been encountered. Thus, language learners should approach independent learning of vocabulary by using a combination of extensive reading and self - study strategies.

### **2.9.2. The Vocabulary Learning Strategy Classification by Nation (2001)**

Nation (2001) also developed three general classifications of vocabulary learning strategies as follows.

**Planning** is the first vocabulary learning, i.e. Learners should know what their vocabulary goals are and choose what vocabulary to focus on. Planning includes choosing words; choosing strategies and planning repetition.

**sources** is the second VLS that involves finding information about words so as to cope with new vocabulary. Analyzing parts of a word is a powerful strategy as it helps learners to familiarize with the stem and affixes of the word and this can provide useful opportunity to understand the relationship of words and to guess from context. This strategy includes analyzing the word; using word parts; learning from word cards; using context; using a dictionary; asking reference source in; and using equivalents in L1 and L2.

**processes** is the third vocabulary learning strategy, which involves ways of remembering vocabulary and making it available for use.

### **2.9.3. The Vocabulary Learning Strategy Classification by Oxford (1990)**

- Oxford (1990) is a researcher, who provided the following taxonomy of learning strategies, which are direct and indirect Strategies. Both main groups have also their own sub categories following.

## **The direct learning strategy**

- **Memory Strategies:** help in entering information into long-term memory and retrieving information when needed for communication e.g., grouping, using keyword etc.
- **Cognitive Strategies:** are highly useful for understanding and recalling new information e.g., analyzing, summarizing etc.
- **Compensation strategies:** are indispensable to overcome any gaps in knowledge of the target language e.g., guessing, gesturing.

## **Indirect learning strategy**

- **Meta cognitive strategies:** facilitate learners to exercise executive control planning, arranging, focusing, and evaluation of their own learning process (e.g., identifying the selecting resources).
- **Affective strategies:** enable learners to control feelings, motivation, and attitudes related to language learning (e.g., reducing anxiety, encouraging oneself).
- **Social strategies:** facilitate interaction with others, (e.g. working with peers, working in group etc).

### **2.9.4. The Vocabulary Learning Strategy Classification by Schmitt's (1997)**

Schmitt (1977, pp. 207- 208) has developed a taxonomy of vocabulary learning strategies based on an extensive language learning strategies' taxonomy organized Schmitt's (1977) VLS taxonomy has two broad categories: discovery and consolidation.

#### **2.9.4.1 Discovery Strategies**

Discovery strategies are first tasks that a vocabulary learner must own. It understands the meaning of new words lexical items. Schmitt (1997, p. 205) defined determination strategies as those used "when faced with discovering a new word's meaning without recourse to another person's expertise". This implies that learners try to infer or resort the meaning of unknown items either from reference materials or mainly from a dictionary respectively. It consist of both determination and social strategies as follows.

#### **2.9.4.1.1 Determination strategies**

It is the way of discovering the meaning of unknown words from different sources: from their structural knowledge of the language, from an L1 cognate, from context, from reference materials, or asking someone else. Therefore, Determination strategies facilitate gaining knowledge of new words from different angles. Learners may be able to analyze the new word's part of speech and its morphological features. Clarke and Nation (1980 cited in Schmitt, 1997) work that analysis of word parts can lead to incorrect meanings and thus suggest that strategies are better used as a conformation of guessing from context.. Context should be taken to mean more than just textual context, however, since contextual clues can come from a variety of sources. Pictures have been shown to be useful if learners focus on them (Levin, 1983; Paivio, 1983). If the discourse is spoken, gestures, intonation can give clues to meaning. Nevertheless, guessing from context most commonly refers to inferring a word's meaning from the surrounding words in a written text. Learners can also find a word's meaning through reference materials dictionaries. Researches by Tomaszcyk (1979) and Boxter (1980 cited in Schmitt, 1997) indicate that bilingual dictionaries seem to be used much more extensively than monolingual dictionaries by L2 language learners. Word lists and flash cards have fallen out of favor in the communicative era, as it is believed that words should only be presented in context. But a study by Nation (1992) discovers that the average learner was able to master large numbers of words using this technique and that learning did not wear off quickly. He suggests that word lists can be very useful for initial exposures to a new word and learned words need to be enriched with additional information. To conclude, analyzing part of speech, analyze affixes and roots, check for L1 equivalent, guessing meaning from context, and using dictionary are the main activity of this strategy.

#### **2.9.4.1.2 Social strategies**

Social strategy is the second way of discovering new meaning of words is employed by asking someone who knows. Teachers can more often be asked to give help in a variety of ways: giving the L1 translation if they know the learners mother tongue, giving a synonym, giving a definition

by paraphrase using the new word in a sentence. L1 translations have the advantage of being fast, easily understood by students and make possible the transfer of all the knowledge a student has of the L1 word onto the L2 equivalent. However, the disadvantages are that the teachers must know the learners' mother tongue, and that most translation pairs are not exact equivalent. Likewise, though synonyms have similar meanings, students need to know collocation, stylistic, and syntactic differences in order to use them effectively in a productive mode (Martin, 1984). Of course classmates or friends can be asked for meaning in similar ways.

#### **2.9.4.2 Consolidation strategies**

This strategy involves strategies that students use to enable them to remember the words once encountered or experienced. Consolidation strategies contain Social strategies, memory strategies, cognitive strategies and Meta cognitive strategies.

##### **2.9.4.2.1 Social strategies**

In addition to discovery of a new word, studies (for example Nation, 1977) show that group work can be used to learn or practice vocabulary. Dansereau (1988 cited in Schmitt, 1997) lists some of the benefits various researchers have contributed to cooperative group learning; it promotes active processing of information and cross modeling limitation; the social context enhances motivation of the participants; cooperative learning can prepare the participants for 'team activities' outside the class room; and because there is less instructor intervention, students have more time to actually use and manipulate language in class. Moreover flash cards and word lists are commonly used independent learning outside the class.

##### **2.9.4.2.2 Memory strategies**

Memory strategies involve relating the word to be retained with some previously learned knowledge, using some form of imagery or grouping words together. The memory strategy [mnemonics] help individuals to learn faster and recall better as they help to integrate new material into existing cognitive units. The main activities of this strategy are connecting words with their synonyms and antonyms, studying the spelling of words, using physical action or saying new words aloud when studying are. Moreover the strategies that stated below are the main features of memory strategy.

##### **Pictures / Imagery**

New words can be learned by studying them with pictures of their meaning instead of definition. Imagery has been shown to be more effective than mere repetition for reading passages and

sentences (Steingart and Glock, 1979; Donnenwerth-Nolan, 1981). . It is also suggested that pairing L2 words with pictures has been better than pairing them with their L1 equivalents.

### **. Related word**

This involves some types of sense relationship, such as coordination (words that associate each other), synonym, or antonym and gradable adjectives scale (huge/big/ medium-sized/small/tiny) etc. are the main activities of this technique.

### **Unrelated words**

The learner can also link words together that have no sense relationships. It is simply a means of memorizing, first memorizes a rhyme ( like' one is a bun, two is a up shoe), Then an image is created of the word to be remembered Recitation of the rhyme draws these images, which in turn prompt the target words. Similarly, a spatial mnemonic can be used to memorize unrelated words.

### **Grouping**

Grouping is an important way to help recall, and people seem to organize words into groups naturally without prompting. Studies (Cofer et. al., 1966; Craik and Julving, 1975) exhibit that if the words are organized in some way before memorization, recall is improved.. Words can be grouped spatial on a page in some sort of pattern, in a very natural way by using the target word in sentences. And words can be grouped together in a story.

### **Word's Orthographical or Phonological Form**

Another kind of memory strategy involves focusing on the target words orthographical or phonological form to facilitate recall. It can study the spelling or pronunciation of words and visualize the orthographical form of words. The studies (Marchbanks and Levin 1965; Timko, 1970) indicate that the initial letter of a word has shown to be the most prominent feature in word recognition, with word shape being less important. A method, which combines the phonological forms and meaning of L1 and l2 words, is perhaps the most researched mnemonic strategy of all. A number of studies have found that the Keyword Method is primarily a way of making a strong link between the form of unknown word and its meaning.

### **Other Memory Strategy**

Paraphrasing can be used as a strategy to compensate for a limited productive vocabulary. The total Physical response method that involves the use of physical action when learning has been shown to facilitate language recall (Saltz and Donnenwerth-Nolan, 1981 cited in Schmitt, 1997)

has made it the basis for a whole methodology. Semantics feature grids have often been used in vocabulary materials.

### **2.9.4.2.3 Cognitive Strategies**

Cognitive strategies involve on repetition and using mechanical means to study vocabulary. Written and verbal repetition, repeatedly writing or saying a word, over and over again, are common strategies. Word lists and flash cards can be used for the initial exposure to a word, but most students continue to use them to review it after wards. Another kind of cognitive strategy is using study aids. Taking notes in class invites learners to create their own personal structure for newly learned words, and also afford the chance for additional exposure during review. Students can also make use of any special vocabulary section in their textbooks to help them study target words. Vocabulary notebooks have been recommended by a number of scholars (Grains and Redman, 1986; McCarthy, 1990). Students who prefer a more aural approach to learning can also make a tape recording of word lists or any other vocabulary material and study by listening.

### **2.9.4.2.4 Metacognitive strategies**

Metacognitive strategies are concerned with more efficient learning which is activated by students to control and evaluate their own learning, by having an overview of the learning process in general. Students use books magazines, newspapers, and movies in most parts strategies of interacting with native speakers whenever possible. Testing oneself gives input into the effectiveness of one's choice of learning strategies .It also provides a positive reinforcement if progress is being made .If it is scheduled and organized well, it can maximize the effectiveness of one's practice. As It has been shown that most forgetting occurs soon after the end of a learning session learners should review new material soon after the initial meeting and then gradually increasing intervals.

## **2.10. The Relationship between Vocabulary and other Language Skills**

Bromley (2007) explains that “fluent readers recognize and understand many words, and they read more quickly and easily than those with smaller vocabularies” (p. 528). Thus someone who have good knowledge of vocabulary becomes a fluent reader and understand the concept of the written material easily. In addition, Ranalli (2003) stated the main reason that learners couldn't read well is because they don't acquire a useful vocabulary for reading.

Therefore, when learners encounter unfamiliar words in a given text, they can't understand the written material. Consequently they can't talk and write about the give context.

To conclude, having knowledge of vocabulary can enhance learners' performance of the four language skill (listening, speaking, reading and writing).

. Scholars also advise English language teachers to participate their students in activities that develop their vocabulary as the effect of vocabulary is most important to apply the language skills. In short, the more vocabularies we know, the more we express our idea in writing and speaking ,and understand listening and reading texts easily. Therefore, Vocabulary is highly related with the language skills.

### **2.11 Previous Researches on Vocabulary Learning Strategies**

Attempts have been made by numerous researchers to discover use VLSs of EFL students. In this section, recent studies that are most relevant to the present study are reviewed as follows:

Setegn Mayew (2007) conducted a research on Investigating Vocabulary Learning Strategies Employed by Somali-speaking Students: Preparatory Classes in Focus at Addis Ababa University. The research was studied at, 208 students participated from two high schools: Jijiga High School in Jijiga and Ediget Adults' Boarding School in Addis Ababa, The result of this research shows that; A number of memory, cognitive and determination strategies were employed by subjects more frequently ,where as Social (discovery and consolidation) strategies were used less frequently by subjects .

Askar (2013) assessed the use of vocabulary learning strategies of university students studying at Duhok University in Northern Iraq. The results revealed that the most popular strategies among the Duhok university learners compared to other strategies were the cognitive strategies. Social strategies were found as the least preferred strategies. Moreover, MengyueCai (2014) conducted a research on vocabulary learning strategy use of second language learners of Finnish upper secondary school students. He found that Cognitive and Meta cognitive vocabulary learning strategies were the most used sub-groups of consolidation strategies. Memory strategies and social strategies were not as popular as cognitive and Meta cognitive strategies.

Reading the above researches conducted by different researchers, the present research is different as it includes text book analysis and it is new for the study area. None of the above researchers conducted a research that includes text book analysis.

## **CHAPTER THREE**

### **Research Design and Methodology**

#### **METHODOLOGY**

This chapter is mainly concerned with the design of the research, target population, sample size and sampling techniques, data gathering instruments, methods of data analysis and data gathering procedures as follows.

#### **3.1 Research Design**

The main purpose of this study is to assess the vocabulary learning strategies of EFL students of TekliSwuat Comprehensive Secondary School. Descriptive type of research was employed to assess the learners' activity on vocabulary learning strategies. Descriptive type of research is concerned with fact finding with adequate interpretation of the findings through both qualitative and quantitative techniques. The researcher chooses these techniques because utilization of quantitative and quantitative techniques in mix gives a better comprehension of research issues than using one of them. Johnson, (2004) as a researcher states that mixed techniques design appears to be more helpful than either strategy alone. That`s why the researcher employed both qualitative and quantitative approaches for data collection and data analysis to answer the research problems. The qualitative method of data collection procedure involves result primarily in open-ended and non-numerical data, and the data is drawn using qualitative methods in closed-ended and numerical data provided the researcher to complete information that reflect the respondent's real situations. Generally, understanding the nature of the study, the researcher employed both qualitative and quantitative research methods to answer the research questions that stated in chapter one.

#### **3.2. Target population**

The sources of data on the study were grade ten EFL students of Tekliswuat comprehensive secondary school. According to the data of the school, there were 424 grade ten students in 2017, and they are taken as target populations of the study. The researcher decided grade ten students for the following reasons. First, the researcher thought that grade ten students could give better ideas they could provide sufficient and accurate information than grade nine students as they have better comprehension on VLS. Second, the researcher believes that grade ten students are

more stable than grade eleven and grade twelve students since grade eleven and grade twelve students are busy so as to prepare for their national exam.

### **3.3. Sample Size and Sampling Techniques**

The populations of the study were grade ten students of TekliSwuat comprehensive secondary school, which is found in Freweyni Woreda Freweyni town. In the school there were eight sections of grade ten students with the total number of 424 (53 students in each class) and out of them 64 students (8 students from each 8 classes) have been selected using simple random sampling technique, which are the sample size of this study. Therefore, simple random sampling technique has been used to select the subjects of the study.

### **3.4. Data Gathering Instruments**

Multiple data gathering instruments that are consistent with the purpose of the study are advisable (O' Malley and Chamot), 1990. Therefore, the researcher used questionnaire, interview and document analysis to collect data from the selected samples of the study as follows.

#### **a. Questionnaire**

In order to identify the participants' preferences, the researcher used a written VLS questionnaire as a main data gathering instruments of this study. The items on the questionnaire were designed around the objectives required to be attained. The questionnaire which was adapted in this study is developed by Schmitt (1997). Because, the researcher thought that these questionnaire are related to the present research objectives and helpful to gather sufficient data from the sample students. However, the researcher made some improvements when she adapted as there were some items that can't be available to the setting and sample of the research.

The questionnaire contained two parts: the respondents' background section and the 31 questions that assess different types of VLSs. Those questionnaires consisted of three alternatives to which the respondents were to indicate how often they use the verities of VLSs. Then one open ended question followed, which allowed the students to add some more answers in their own words. The questionnaire was administered to all 64 respondents. The entire questionnaires were translated to Tigigna so as to be clear for the subjects of the research.

## **B Interview**

An interview was employed to gather further information about the vocabulary learning strategies of the learners.

The structured interview was used to gather data from the interviewee because the questions as well as their order are already scheduled although intervention is allowed to give more explanation when necessary. On the other hand, there are two ways of data gathering methods from interview, using recording materials and note-taking (Nunan, 1992). Thus, the interview was administered on 16 volunteers who were selected out of the subjects sampled for the study using the note taking method.

The interview was conducted a class of our high schools in order to avoid disturbance of students. These help students to reflect their views, feeling and thoughts freely and easily. The interview took around three hours in total and this was done by arranging suitable time for the interviewees. The interview included 5 questions having almost similar content with that of the questionnaire so as to develop the validity of the findings. The responses of interviewee were recorded directly by taking down notes. In order to obtain all the required data for the study, the interviews were conducted in Tigrigna. To make sure that the researcher translated the Tigrigna interview notes as accurately and truthfully as possible, then she invited her colleagues who teach Tigrigna and English subjects who have good experiences in translation works to check the appropriateness of the interview questions and their responses,

## **The text book analysis**

In order to attain some specific objectives, document analysis was made on the grade ten students text book. It was analyzed so as to check whether the relative emphasis was given to vocabulary lesson in relation to other language skills or not .In addition, it also made to check the frequency of the vocabulary content and their teaching techniques in presenting new words. In grade ten text book, there are 10 units and how each unit is organized related to vocabulary and vocabulary learning strategies explicitly, and how emphasis was given to all the language skills and sub- skills including vocabulary implicitly were included. All the lesson of each skills and sub-skills were analyzed in order to identify the relative emphasis given to vocabulary.

Generally, the grade ten text book was analyzed and assessed regarding to the vocabulary teaching strategies and their frequency.

### **3.5. Methods of Data Analysis**

In order to gather reliable and valid data both quantitative and qualitative methods of data analysis were employed. The data obtained from questionnaires were interpreted and analyzed quantitatively. On the other hand, the data obtained from the open ended questions, interview and document analysis were interpreted qualitatively as follows.

The data that gathered from the 64 respondents through questionnaire were interpreted and analyzed using percentage. With regard to the students' interview, each question was stated and analyzed separately going through all the students 'responses. Then, the researcher has translated into English, paraphrased and concluded the analysis with her own statement (words). Finally, the data were analyzed and interpreted quantitatively and qualitatively using numbers/percentages and words.

### **3.6. Procedures of Data Collection**

To collect the data for the study, the procedures stated below were employed.

1. 31 questionnaires were prepared and printed so as to ask for the 64 selected students as a sample size.
2. The questionnaires were given to students by arranging time schedule and gathered after they have been answered.
3. Five interview questions were asked for the 16 selected students and telling students to answer freely and Mindy without any interruption as much as possible.
4. Then the content of text book was also assessed regarding to vocabulary learning strategies.
5. Finally the data were collected from the data gathering instruments, and interpreted and analyzed quantitatively and qualitatively.

## CHAPTER FOUR:

### DATA PERSENTATION AND DISCUSSION

This chapter discusses what was found during the data collection and data analysis process. The responses to the distributed questionnaire and conducted interview are also analyzed and interpreted in this section.

#### 4.1. Strategies used to Discovering Meaning of New Words

##### 4.1.1 Determination strategies

**Table1: Determination strategies and frequency of students' learning**

no	Items	Frequency					
		never	%	Some times	%	always	%
1.	Analyze part speech	–	0.0	11	17.18	53	82.82
2	Analyze affixes and root word	1	1.56	12	18.75	51	79.68
3	Guessing from context	–	0.0	3	4.6	61	95.3
4	Using monolingual dictionary	17	26.56	29	45.3	18	28.1
5	Using bilingual dictionary	2	3.1	19	29.68	43	67.2

As shown in the above table 4.1 of the respondents 53 (82.82%) replied that they always analyze part of speech to learn vocabulary. and 11 (17.18%) of the respondents replied 'some times'. Besides, majority of the respondents 51 (79.68%) responded that they always use the method of Analyzing affixes and root of a word to learn vocabulary. The other 12 students (18.75%) also replied that they sometimes use Analyzing affixes and root of a word, but one of them (1.15%) never used the method.

Most of the respondents 61 (95.3%) replied that they always learn vocabularies by guessing from the given contexts, but 3 (4.6%) of the respondents used that strategy sometimes. In case of Using monolingual dictionary 18 students (28.1%) responded that they always use it to learn their vocabulary. 29 (45.3%) replied some times and the rest of the respondents 17(26.56%) replied as they never use the monolingual dictionary to learn the new vocabularies. On the other hand, 43(67.2%) of the students replied that they always use bilingual dictionary to study vocabulary, and 19(29.68%) responded sometimes and the other 2(3.1%) respondents replied they never use this method.

As the data gathered from students' interview indicated, almost 80% of the respondents stated that including guessing from context, using bilingual dictionary, Analyze part of speech, Analyzing affixes, and using monolingual are the most frequently used methods they applied to learn the meaning of new words.

Based on the above data the researcher can concluded that majority of the respondents used determination VLSs( including guessing from context, using bilingual dictionary, Analyze part of speech, and Analyzing affixes) to learn the meaning of new words.

The text book analysis also shows that students are expected to learn vocabulary through determination strategies such as contextual meaning, word roots and affixes, analyzing part of speech and using bilingual dictionary. This refers almost all items of the determination strategies include in the text book. Therefore, regarding to vocabulary the content of the text book focuses on the determination strategies.

#### 4.1.2 Social strategies

Table 2 Social strategies and frequency of students' learning

no	items	Frequency					
		Never	%	Some times	%	always	%
6.	Ask classmates for meaning	10	15.62	31	48.43	23	35.9
7	Ask teacher to give definition, synonym and to paraphrase	18	28.12	24	37.5	22	34.37
8	Ask teachers to translate words to L1	18	28.12	25	39.1	21	32.8

As can be seen in the above table.4.2 of the respondents 31(48.43%) of them answered that they sometimes used the strategy of Asking classmates for meaning and 23(35.9%) of them replied that they always learn vocabularies by asking to their classmate. however, 10 (15.62%) of the students never use the above strategy.

Regarding to the strategy of learning VLSs by asking teacher to give definition, synonym and paraphrase, 24(37.5%) of the students replied some times and 22(34.37%) of them replied always respectively but the rest 18(28.12%) of the students answered as they never used the VLS. Besides, 25 (39.1%) of the respondents responded that the sometimes learn vocabularies by Asking their teachers to translate words to L1.And 21(32.8%)students always learn vocabularies by asking teachers to translate words to L1. On the other hand, 18(28.12%) of them didn't use the above strategy to learn new words.

Generally, though there are a few respondents who replied never, majority of the respondents replied as they always and sometimes uses the Social Strategies of VLSs to learn vocabularies in their class room.

Therefore, we can observe that most of the respondents responded as they sometimes use Social Strategies and some of them also used always, but there were also learner they used never this approach. The result of the students' interview also agrees with the above table as some students responded as they were frequently asking someone for the meaning of words. Besides the text book analysis also shows that rarely it forced students to do in group or in pair to solve meaning of words.

## 4.2 Strategies used to consolidate meaning of words

### 4.2.1 Memory Strategies)

Table 3 Memory strategies and the frequency of students'

No	items	Frequency					
		Never	%	Some times	%	alwa ys	%
9.	image words meaning	24	37.5	29	45.3	11	17.18
10	visualize orthographical form of words	19	29.68	19	29.68	26	40.6
11	say new words aloud to study	21	32.8	32	50	11	17.18
12	Group words with synonym and antonym	1	1.56	23	35.93	43	67.18
13	use semantic maps	42	65.62	15	23.43	7	10.93
14	Use rhyme	53	82.81	9	14.06	2	3.1
15	Organize words in to groups	41	64.06	18	28.12	5	7.81
16	use in speech and writing	20	31.25	16	25	28	45.75
17	Study the spelling of a new word	2	3.12	21	32.81	41	64.06
18	use physical action when they learn	9	14.06	24	37.5	31	48.43
19	Use physical action to study words	12	18.75	25	39.06	27	42.18

As it is stated in the above table.4.3 most of the respondents 24(37.5%) responded that they never use image words meaning. 29(45.3%) of them answered sometimes and 11(17.18%) students replied always. In case of visualize orthographical form of words, 26(40.6%) of the respondents replied always and 19(29.68%) of them responded sometimes but 19(29.68%) replied never.

Regarding to the strategy of using say new words aloud to study, majority of the students 32(50%) responded that they sometimes image words meaning the given strategy to learn their vocabulary. in addition to that, almost majority of the student 43(67.18%) answered that the always learn vocabulary by Grouping words with synonym and antonym, and 23(35.93%) of the use it sometimes but few students (1.56%) never apply the given strategy to learn vocabularies.

As it is clearly shown in the above table most 42(65.62%) and 53(82.81) of the students never apply use semantic maps and Using rhyme strategies respectively. Besides, 15(23.43%) and

9(14.06%) of the respondents replied as they use the strategies sometimes. Of the students 7(10.93%) and 2(3.1%) always apply these strategies. Relating to the strategy of Organizing words in to groups, 41(64.06%) of the learners replied never, 18(28.12%) of them sometimes and 5(7.81%) replied as they use it always.

Based on the data on the above table 28(45.75%), 16(25%), and 20(31.25%) of the students replied always, some times and never respectively in using use semantic maps vocabulary learning strategy. Besides, most respondents 41(64.06%) replied always, 21(32.81%) of them sometimes and 2(3.12%) of them never regarding “Studying the spelling of a new word strategy”. when we see the frequency of the other strategies, 31(48.43%) and 27(42.18%) of the students responded that they always use physical action when they learn and physical action to study words strategy. Besides, 24(37.5%) and 25(39.06%) of them sometimes used these strategies but, 9(14.06%) and 12(18.75) of the students never use these strategies to learn vocabularies.

Based on the data obtained from the students’ interview, most students used memory strategies like grouping words to their synonyms and antonyms; say new words aloud to study, and Studying the spelling of a new word frequently.

Generally the students always use Studying the spelling of a new word 64.06%, using physical action when they learn 48.43%,use in speech and writing 45.75%, Using physical action to study words 42.18% , visualizing orthographical form of words 40.6% respectively and they never use Using rhyme 82.81%, studying new words with their pictures of their meaning 65.62%, Organizing words in to groups 64.06 image words meaning 37.5%.

The text book analysis also indicated that grouping words using synonyms and antonyms was the frequently used vocabulary learning strategies. Therefore the students text book included one technique of the memory strategies.

#### 4.2.2 Social consolidation strategies

Table 4 social strategies and the frequency of students learning

no	items	Frequency					
		Never	%	Some times	%	always	%
20.	Discover meaning using group work	44	68.75	15	23.43	5	7.81
21	Interacting with fluent speaker	31	48.43	20	31.25	13	20.31

As it is illustrated in the above table.4.5, 44(68.75%) of the respondents never use the Discovering of meaning using group work, but 15(23.43%) and 5(7.81%) of them replied sometimes and always. In reference of Interacting with fluent speaker, 31(48.43%) of the students responded as they never use that strategy, but 20 (31.25%) of the replied sometimes. The rest 13 (20.31%) of the students replied always.

The data from the students' interview also indicated that most students were not familiar with the consolidating vocabulary learning strategies. In addition, the above data from students' questionnaire shown that using group work and interacting with fluent speakers are the least frequently used strategies to learn vocabulary. Therefore, the researcher can concluded that the consolidating vocabulary learning strategies were the least frequently used VLSs in the selected grade level.

On the other hand the result of the text book analysis shown that it does not include the above strategies (Discover meaning using group work and Interacting with fluent speaker.)

### 4.2.3 Cognitive strategies

Table 5 cognitive strategy and the frequency of students` learning

no	items	Frequency					
		Never	%	Some times	%	always	%
22.	Use word lists	10	15.62	31	48.43	23	35.93
23	Use flash cards	56	87.5	8	12.5	_	0.00
24	Written and verbal repetition	6	9.37	18	28.12	40	62.5
25	Take notes in class	_	0.00	20	31.25	44	68.75
26	Use specific vocabulary section in their text book	10	15.62	26	40.62	28	43.75

The above table.4.5 shown that of the respondents 10(15.62%) and 15(23.43%) of them replied sometimes and always in using word lists strategy; but 5(7.81%) students replied never. Using flash cards strategy is never used by 56 (87.5%) respondents, but it is sometimes used by 8 (12.5%)of the respondents. As it is seen in the table above, most 40(62.5%) of the students always use Written and verbal repetition strategy to learn vocabularies and 18(28.12%) of them use it sometimes, but 6(9.37%) of the respondents never use this strategy.

Taking notes in class is always used by majority 44(68.75%) of the learners and 26(31.25%) of them used it sometimes. Regarding on the strategy of using of specific vocabulary section in their text book, 28(43.75%) of the students replied always, 26(40.62%) of them responded sometimes but 10(15.62%) of them replied as they never use that strategy.

Generally, majority of grade ten students of Tekliswuat comprehensive secondary school used most cognitive vocabulary learning strategies frequently. Besides, as it was observed from the students' interview, the interviewees responded that taking notes in class, writing and verbal repetition of vocabularies, using word list sections in their text book are their most frequently used VLS. Thus with the exception of using flash cards( 0.00%) ,Tekliswuat grade ten students were used the other approaches like Taking notes in class(68.75%), Written and verbal repetition(62.5%), Using specific vocabulary section in their text book (43.75%)and Using word lists (35.93%) were highly always used respectively

the text book analysis also shows that students are expected to learn vocabulary by taking notes repeatedly, but can't be explained how they should study to learn new words . However, the text book could not include using flash cards which is the same as the response of the interview.

Generally, the researcher, from all the respondents of interview, questioner and from the document analysis concluded that students of Tekliswuat use most activities of the cognitive strategy repeatedly.

#### 4.2.4 Meta Cognitive strategies

Table 6 Meta cognitive strategy and the frequency of students` learning

no	items	frequency					
		Never	%	Some times	%	Always	%
28.	Testing oneself with word tests	35	54.68	21	32.81	8	12.5
29	Use English language media	45	70.31	12	18.75	7	10.93
30	learn from mistakes	28	43.75	21	32.81	15	23.43
31	Have a schedule for study	17	26.56	29	45.31	18	28.12
32	Review new materials soon	28	43.75	12	18.75	24	37.5

As it is illustrated in the above table.4.6, of the respondents 35(54.68%) of them never use the strategy of using Testing oneself with word tests but 21(32.81%) and 8(12.5%) replied that they use sometimes and always respectively. The strategy “Using English language media” wasn’t being employed by most 45(70.31%) of the respondents. But 12 (18.75%) and 7(10.93) of the students used the strategy sometimes and always respectively. Relating to the learn from mistakes VLS 28(43.75%) of the students responded that they never apply it to learn vocabularies. However, some 21 (32.81%) of them used it sometimes and 15(23.43) of them replied always.

Providing a schedule for the study is also another vocabulary learning strategy. To the already mentioned strategy 29(45.31%) of the respondents answered as they used it sometimes and 18(28.12%) of them replied always, on the other hand, 17(26.56%) of the students responded never. Moreover, the students response in relation to learning vocabularies by reviewing new materials soon was 28(43.75%) never, 24(37.5%) always and the rest 12(18.75%) of them sometimes.

Generally, Grade ten students of Tekliswuat secondary school used these Meta cognitive strategy (Testing oneself with word tests, use English language media, learn from mistakes, and Review new materials soon) least frequently than the other strategies as shown from the above data analyzed. Furthermore, majority (84.4) of the interviewees replied that they rarely use to learn vocabulary by Testing oneself with word tests, use English language media, Provide a positive reinforcement if they success, and Review new materials soon.

Based on the above data, the researcher can concluded that Grade ten students of Tekliswuat secondary school used these Meta cognitive strategy (Testing oneself with word tests, use English language media, Provide a positive reinforcement if they success, and Review new materials soon) rarely and less frequently.

Regarding to the text book analysis the text book didn't focus on metacognitive strategies. Due to the above three data gathering tools, Meta cognitive is the least frequently used vocabulary learning strategies of grade ten students.

### 4.3 The most frequently used vocabulary learning strategies they responded always

Table 7 The most frequently used vocabulary learning strategies they responded always

no	Items	NO of students	%	learning strategies
1.	Analyze part speech	53	82.82	Determination
2	Analyze affixes and root	51	79.68	Determination
3	Guessing from context	61	95.3	Determination
4	Using bilingual dictionary	43	67.2	Determination
5	Grouping words with synonym and antonym	43	67.18	memory
6	Study the spelling of a new word	41	64.06	memory
7	Written and verbal repetition	40	62.5	Cognitive
8	Take notes in class	44	68.75	Cognitive

As it is illustrated clearly in the above table, majority of the respondents (82.82 %, 79.68 %, 95.3 %, and 67.2%) used to learn vocabulary the determination strategy, and next to those strategies 67.18%, 64.06 %, 62.5% , and 68.75 %, of the students responded that they used frequently memory and cognitive strategies respectively.

#### 4.4 The least frequently used vocabulary learning strategies they responded never

Table 8 the least frequently used vocabulary learning strategies they responded never

no	Items	Number of students	%	learning strategies
1.	Use flash cards	56	87	cognitive
2	Use rhyme	53	82.81	memory
3	Use English language media	45	70.31	Meta cognitive
4	Discover meaning using group work	44	68.75	Social consolidate
5	study new words with their pictures of their meaning	42	65.62	memory
6	Interacting with fluent speaker	41	64.06	Social consolidate
7	Organize words in to groups	41	64.06	memory
8	Testing oneself with word tests	35	54.68	Meta cognitive

As shown in table 4.14, Use flash cards (cognitive strategy), Use rhyme (memory), Use English language media (Meta cognitive), Discover meaning using group work (Social consolidate), study new words with their pictures of their meaning (memory), Interacting with fluent speaker (Social consolidate), Organize words in to groups (memory), and Testing oneself with word tests (Meta cognitive) are the least frequently used vocabulary strategies. Because the data gathered shown that majority (54 %- 87%) of the respondents replied that they never used the above VLSs to learn their vocabulary.

## CHAPTER FIVE

### 5. CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Conclusions

The researcher has come out with the following findings and conclusions based on the data obtained from the statistical analysis generated by frequency and percentage of descriptive data in unit four.

This study was conducted with the purpose of assessing the vocabulary learning strategies of TekliSwuat comprehensive secondary school grade ten EFL students. It attempted to find out the most and least frequently used VLSs and determines the amount of frequency and percentage of students for the different VLS preference.

The respondents' data clearly revealed that:

- ✓ TekliSwuat comprehensive secondary school grade Ten EFL students used the determination VLSs most frequently than the other strategies. In addition the students frequently used the cognitive and the memory) strategies respectively.
- ✓ However, the social (consolidation), which is followed by Meta cognitive, is the least frequently used VLSs of TekliSwuat comprehensive secondary school students.
- ✓ The result of the text book analysis showed that Vocabulary is given due emphases relative to other skills and sub- skills, but doesn't give equal emphasis among the kinds of VLSs.
- ✓ The current grade ten English text book consists of a few strategies which are highly focused on the determination strategy in the English text book of grade ten to teach vocabularies.

#### 5.2. Recommendations

Based on the findings and conclusions above, the following recommendations are made:

- English language teachers should be committed to raise the awareness of all learners about the significance of using variety of VLS for their vocabulary knowledge achievement in language learning.

- English language teachers need to be trained on how to use vocabulary learning strategy effectively before teaching students need to be familiar.
- Students need to be aware of the significance of learning vocabulary via different vocabulary learning strategies and give equal emphasis to the whole strategies.
- Textbook writers need to include a number of tasks, activities and exercises that encourage students to employ a wide range of vocabulary learning strategies.
- Textbook writers should take into account of the area to include different teaching and learning strategies for vocabulary with different tasks and activities.
- Higher Educational institutions should arrange training programs to the English language teachers which help to develop their knowledge on different vocabulary teaching strategies

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# Appendix 1

Mekelle University

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## Section I: General Information

**Dear Respondents:**

The purpose of the questionnaire is to generate relevant statistics to the study entitled” Assessing the Vocabulary Learning Strategies of EFL Students of Tekli Swuat Comprehensive Secondary School: The Case of Grade Ten Students” The research is going to be conducted for the partial fulfillment of MA degree in English as a foreign language. Please be note that your personal information will bekept confidential and will only be used for the purpose of this study. Your complete help and willingness’ to respond to the given questions is very essential for the achievement of the study. And you are requested to reply all questions and supply reliable information at the issues.

**Thanks in advance for your cooperation.**

## Background Information Section

Please answer the background information section first before you complete theVocabulary Learning Strategies Section.

Name of your school: \_\_\_\_\_

Age: \_\_\_\_\_

Grade level: \_\_\_\_\_

Gender: \_\_\_\_\_

## Section II: Students' Questionnaire on the Vocabulary Learning Strategies

The following is a list of vocabulary learning strategies that language learners use to help them to enhance vocabulary learning and use. In this part I would like to ask you to decide whether you use the strategies to learn a vocabulary or not. If the statement is true for you, please use tick " (✓)" mark under "always", if you use in some case (✓)" mark under sometimes and if not, make tick under "Never" in the given space provided to indicate your response. ***I would like to know what you actually use, NOT what you should use or want to use.***

no	item	never	Some times	always
1	I analyze part of speech of a new word to discover its meaning			
2	I analyze affixes and roots to its meaning			
3	I guess the meaning of a new word from the context when I read.			
4	I use English-English dictionary.			
5	I use English-Amharic dictionary.			
6	I ask classmate (friends) to explain the meaning of new words			
7	I ask teachers to give definition			
8	I ask teachers to translate to L1			
9	I create mental image of the word's meaning			
10	Visualize orthographical form of words			
11	Say new words aloud to study			
12	I group words to their synonyms (happy-glad) and antonyms (happy-sad)			
13	I use semantic maps to remember new English words (e.g. Fruits-bananas, mangoes etc).			
14	I connect unrelated word with rhyme so I can remember them (e.g. one is bun, two is a shoe etc).			
15	Organize words into groups			
16	I use new words in sentences and in conversations so I can remember them			
17	I study the spellings of a word			
18	I use physical action when i study to remember new words			
19	I use physical action when learning to remember new words			
20	I study and practice meaning in a group			
21	I interact with fluent speakers			
22	I use word lists to study and remember words			
23	I use flashcards to study and remember words			
24	I say and write a new English word several times			

25	I take vocabulary notes in class			
26	I use the vocabulary sections (glossary) in my module			
27	I test my self with word test			
28	I listen to English radio or television programs, or read books, magazines or fictions and the likes to develop my English vocabulary knowledge			
29	I learn from my failure (mistakes)			
30	I plan my schedule so I will have enough time to study			
31	I review new materials soon to remember			

Please, list if you have others strategies that are not listed in the above table \_\_\_\_\_

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## Appendix-2

### ሓፈሻዊ መምሪታ

ዝከበርኩም ተምሃሮ! ዕላማ እዚ ፅሑፍ ዊመሕትትን ንትምህርታዊ መፅናዕቲ እዩ።

ስለዚ ሕድሕድ ኣብ ታሕቲ ተዘርዚሮም ዘለዉ ፅሑፍ ዊመሕትት ብደንቢ ምስ ኣንበብኩም ብትክክል ኣብ እትጥቀም ሉሜ 1 ፀናን ዓቓብ ብኣብኩም “ኩሉ ግዜ” ኣብ ዝተገለጸዎ ደዳኻ (✓)”

ምልክት ብውሱን ኣብ እትጥቀም ሉሜ “ሓደ ሓደ ግዜ” “ኣብ ዝተገለጸዎ ደዳኻ (✓)” ከምኡውን ኣብ ዘይትጥቀም ሉሜ “ፍፁም ኣይጥቀም ሉን” ኣብ ዝተገለጸዎ ደዳኻ (✓)” ምልክት ኣብ ኣምሑር ።

ንምትሕብባርኩም ኣቀዲመኡስ ስግን

ረጋ	ሜላ ፀናን ዓቓብ ኣደሻቲ ቃላት	መልስ ታት		
		ኩሉ ግዜ	ሓደ ሓደ ግዜ	ፍፁም ኣይጥቀም ሉን
1	ናይ ቃል ክፍሊ ብምፍላይ ሓደ ሓደ ሓደ ቃላት ይፈልጥ/ይመሃር/			
2	ሱር ቃልን ጥብቆታትን ብምፍላይ ትርጉም ቃላት ይፈልጥ/ይመሃር/			
3	ዓዲ ደንበባዊ ትርጉም ተጠቂመ ትርጉም ሓደ ሓደ ቃላት እማሃር			
4	ትርጉም ሓደ ሓደ ቃላት ኣብ እንግሊዝኛ መዝገብ ቃላት ብምእላሽ እማሃር			
5	እንግሊዝኛ ትግርኛ መዝገብ ቃላት ተጠቂመ ትርጉም ቃላት እማሃር			
6	መማህር ተይ / ደቂ ክፍላይ / ትርጉም ቃላት ንክነግሩ ኒ እጥይቅ			
7	መምህረ ይናይ ቃላት ትርጉም ንክነግሩ ኒ እጥይቅ			
8	መምህረ ይ/ መሓይይናይ ቲሓዲ ሓደ ሓደ ቃል ትርጉም ብትግርኛ ክትርጉሙ ለይ እሓቶም			
9	ሓደ ሓደ ቃላት ዝውክል ዎት ትርጉም ኣብ ኣእምሮይ ብምስኣልና ቃላት ትርጉም ይመሃር			
10	ሓደ ሓደ ቃላት ምስ ኣዳማ ምፅኣም ብምፅሓፍ ኣፅነፃም			
11	ሓዲ ሓዲ ቃል ዓውኢ ብምንባብ ይፅንዕ			

12	ናይቃላትትርጉምንምስትዋስናይቲቃልተመሰሰሊ/ተፃራሪ/ ትርጉምይጥቀም			
13	አብሓደዓብዪትርጉምዘለዎቃልከተቱዝክእሉቃላትብምስትዋስትርጉምቃላትም ፅናዕ			
14	ተመሰሰሊድምዲዘለዎምቃላትብምዝማድቃላትምስትዋስ			
15	ተመሰሰሊነትዘለዎምሓደሽቲቃላትአብሓደብምጉጃልአፅንዖም			
16	ትርጉምቃላትንምፅናዕብፅሑፍንብምዝራብንእለማመድ			
17	አፃሓሕፋፊደላትእቲሓዲሽቃልብምፅናዕእዝክሮ			
18	አካላዊምንቅስቃስብምግባርሓደሽቲቃላትእምሃር			
19	አካላዊምንቅስቃስብምግባርሓደሽቲቃላትአፅንዖ			
20	ብጉጅለብምከንትርጉምሓደሽቲቃላትየፅንዖ			
21	ምስብቁዕተዛራቢእንግሊዘኛዝኮነሰብርክብምግባር			
22	ናይቃላትዝርዝርብምጥቃምሓደሽቲቃላትይመሃር			
23	ቃላትዝተፅሑፍሉካርዲብምጥቃምትርጉምቃላትይመሃር			
24	ሓዲሽቃልብተደጋጋሚአብፅሑፍብምጥቃምእዝክሮ/ እማሃር			
25	አብክፍሊመዘክርብምሓደሽቲቃላትእዝክሮ/አፅንዖ			
26	ሓደሽቲቃላትንበይኖምፈልዮብምሓዝየፅንዖ			
27	ዓቅመይንምምዘንናይቃላትፈተናባዕለይንባዕለይእፍትን			
28	ብቋንቋእንግሊዘኛዝመሓለፈመደባትቲሺራድዮበመዳመጥወይመዲኔትምንበ ብፍልጠትቃላተይየዕቢ			
29	ከብጌጋይእመሃር			
30	ግዜልምምደይብፕሮግራምእዩ			
31	ሓደሽቲቃላትብተከታታሊየፅንዖ			

ቃላትንምምሃርወይንምዝካርእትጥቀመሎም/ምሎምሜላታትእንተለዉአብታሕቲአብዘሎክፍቲቦታዘርዝር /ሪ\_\_\_\_\_

\_\_\_\_\_

## Appendex-3

### **Section III: Students' Interview Questions**

1. What do you do first when you meet new words?
2. Do you have any vocabulary learning strategy (s) to help you learn new vocabulary? If yes list some.
3. Which vocabulary learning strategies do you use most frequently to learn vocabulary?
4. Which vocabulary learning strategies do you use least frequently to learn vocabulary?
5. What strategies do you find effective for learning new vocabulary?

*Thank you very much for your cooperation.*

ሕቶታት ቃለ መሕትት ንተምሃሮ

1. ንመጀመርታ እዋን ሓዲሽ ቃል እንትገጥመካ/ኪ እንታይትገብር?
2. ናይባዕልኻ/ኪ ዝኾነ ቃላት እትመሃረሉ/ርሉ ሜላይ ህልወካ/ኪ ዶ? /እው/ ንኣብነት
3. ኣዘውቲርካ /ኪ እትጥቀመ/ምሉ ሜላ ምምሃር ቃላት እንመንጅዮም?
4. እትፈልጦም/ጥዮም ግን ድማ ኣዘውቲርካ /ኪ ዘይትጥቀመሉ/ምሉ ሜላ ምምሃር ቃላት እንመንጅዮም?
5. ንዓኻ/ንዓኪ ብሉፃት/ሓገዝቲ/ ዝባሃሉ ሜላ ምምሃር ቃላት እንመንጅዮም?

ኣዝዩ ኣመስግን!