

**ADDIS ABABA UNIVERSITY  
INSTITUTE OF LANGUAGE STUDIES  
DEPARTMENT OF FOREIGN LANGUAGES  
AND LITERATURE  
(GRADUATE PROGRAMME)**

**INVESTIGATING VOCABULARY LEARNING  
STRATEGIES EMPLOYED BY SOMALI-SPEAKING  
STUDENTS: PREPARATORY CLASSES IN FOCUS**

**SETEGN MAYEW**

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**Investigating Vocabulary Learning Strategies  
Employed by Somali-speaking Students:  
Preparatory Classes in Focus**

**By**

**Setegn Mayew**

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**By  
Setegn Mayew**

**Approved by Board of Examiners:**

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**Advisor**

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**Signature**

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**Examiner**

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**Signature**

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**Examiner**

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**Signature**

## **DECLARATION**

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

NAME: SETEGN MAYEW

SIGNATURE: \_\_\_\_\_

PLACE: ADISS ABABA UNIVERSITY, DFL

DATE: AUGUST 6, 2007

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## **Abstract**

This study was designed to investigate vocabulary-learning strategies employed by Somali speaking students at preparatory classes. The purposes of the study were (1) to investigate vocabulary learning strategies that are most frequently used by Somali speaking students, (2) to identify the relationship between types of vocabulary learning strategies and vocabulary size, and (3) to explore the significant differences between vocabulary learning strategies used by male and female students.

To achieve the objectives, 208 (167 male and 41 female) students participated from two high schools: Jijiga High School in Jijiga and Ediget Adults' Boarding School in Addis Ababa. The main data-gathering instruments were a self-report questionnaire, and a vocabulary size test. Different statistical methods such as frequency analysis, bivariate correlations, using Pearson product-moment correlation coefficients, and t-test were employed to analyze the quantitative data. A think-aloud protocol was also conducted to collect additional information.

The results of the study disclosed that (a) a number of memory, cognitive and determination strategies were employed by subjects more frequently, (b) social (discovery and consolidation) strategies were less frequently used by subjects, (c) there was no statistically significant gender difference among students in using vocabulary-learning strategies. But there was statistically gender difference in using cognitive learning strategies, and (d) the vocabulary learning strategies correlated low with vocabulary size test scores.

Based on these findings, suggestions and recommendations were made.

# **CHAPTER ONE**

## **1. INTRODUCTION**

### **Background of the Study**

Ethiopia is a country of many nations with different cultures, religions and languages. Somali, for example, is spoken in Somali regional state, which is one of the largest and the least developed regions in Ethiopia. It occupies a large geographical area in the east and southern part of Ethiopia with an area of 271970.91square km and the population is approximately 4.7million (according to UN-JEFA 2006 report). This region shares a border with the Republic of Kenya, Djibouti, and Somalia and with Oromia and Afar Regional State of Ethiopia.

Modern educational system was introduced in Ethiopia in 1909, but region-oriented traditional system still dominates in some parts of the country. In Somali Regional State, for example, children are sent to Islamic Quranic schools before they go to modern schools. In modern school system of Ethiopia, English is a required subject starting from grade one through high schools and is also used as a medium of instruction in high schools, universities and colleges.

According to the new educational policy, a senior secondary school has two systems (preparatory and vocational-technical level) in which students are placed based on the student general secondary education certificate examination scores. Those who score 2.2 (for males) and 2.0 (for females) will be placed in preparatory classes where the courses focus more on preparing students for university entrance examination.

In preparatory classes, English courses, which focus on the consolidations of the work done so far in developing the students' English

language skills, are provided. The courses also aim to help students develop appropriate language learning strategies in general and vocabulary learning strategies in particular.

## **1.2 Statement of the Problem**

Scholars, for example Oxford and Scarcella (1994), state that vocabulary is not explicitly taught in many second/foreign language classes and students are expected to learn new lexical items by using different vocabulary learning strategies. These strategies are believed to equip the students with sufficient vocabulary knowledge. Vocabulary knowledge is one of the important components of language skills. According to Beck and Mckeown (1985 cited in Abebe, 1997:22) vocabulary knowledge is considered as the 'cornerstone of literacy'. And 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 that is crucial. The words...will make basic communication possible". Thus vocabulary knowledge should be a high priority goal for learners, who wish to be independent and successful learners since without vocabulary there is no communication. In other words, vocabulary knowledge allows the learners to use the language in the way they want.

However, teachers remain skeptical about the students' vocabulary knowledge. They claim that students find difficulties in both receptive and productive aspect of foreign language use. The researcher suspects that too

many learners rarely use sufficiently wide range of vocabulary learning strategies to improve their language skill in a better way. As far as the researcher's knowledge, there have been two studies that attempted to explore vocabulary-learning strategies in Ethiopia. One is a study conducted by Jeylan (1999) on vocabulary learning strategies used by grade 11 students at Menelik II Senior Secondary School in Addis Ababa. The other study done by Abebe (1997) on strategies of vocabulary learning employed by first year students at Addis Ababa University. According to them the students' vocabulary knowledge is inadequate to communicate successfully. This accounts for the students' lack of awareness of the various vocabulary learning strategies. No study has dealt a link between vocabulary learning strategies, a vocabulary size test and sex difference in Ethiopia context particularly in Somali speaking students. These are part of the reasons that motivated the researcher to conduct a study on vocabulary learning strategy used by Somali students at preparatory level. This will fill a considerable gap on the area of foreign language vocabulary learning.

Therefore, the present study focuses on identifying vocabulary-learning strategies used by Somali students in setting of Jijiga High School in Jijiga and Ediget Adults' Boarding School in Addis Ababa.

### **1.3 Purpose of the Study**

As we have seen earlier, there is a claim that students do not use a wide variety of vocabulary learning strategies that contribute to their successful learning. This claim remains in need of empirical validation because this is still largely an area of unconfirmed prediction. Thus the purposes of the present study are to:

1. investigate vocabulary learning strategies that are most frequently used by Somali speaking students,

2. identify the relationship between types of vocabulary learning strategies and vocabulary size, and
3. explore the significant differences between vocabulary learning strategies used by male and female students.

## **1.4 Research Questions**

The study specifically sets out to seek answers the following research questions:

1. What are vocabulary learning strategies that are most frequently used by Somali students?
2. What types of vocabulary learning strategies are associated with vocabulary size?
3. Is there any gender difference in using vocabulary learning strategies?

## **1.5 Significance of the Study**

In addition to identify vocabulary-learning strategies used by Somali students due to vocabulary size and gender, the study has also the following pedagogical implications:

1. It could develop in learners an awareness of alternative vocabulary learning strategies that involve active process of the target vocabulary.
2. It could help teachers to overcome the challenging of teaching English vocabulary learning as a foreign language in Ethiopian situation,
3. It could shed light on including successful vocabulary learning strategies in the students textbook that facilitate vocabulary learning, and
4. It could also serve as a springboard for further researches.

## **1.6 Limitation of the Study**

A number of subjects who took part in the study were selected only from Jijiga High School and Ediget Adults Boarding School due to time and financial constraints. This is not enough to generalize about the whole high school students in Somali region. Hence it is unlikely to be fully representative of the high school students' actual vocabulary learning strategies.

Furthermore in language learning there are naturally some factors that affect the way in which students learn the target language. It would have been better if the study had attempted to show the relation between the factors that affect the students' success and their vocabulary learning strategies. But as indicated, the study focused on the investigation of vocabulary learning strategy employed by Somali students with particular emphasis on preparatory classes.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITRATURE**

In this chapter, the background of learning strategies and the definition of learning strategies will be provided. It describes some ways in which language learning strategies have been classified. The chapter also explains the taxonomy of vocabulary learning strategies devised by researchers. Finally, researches into vocabulary learning strategies will briefly be treated. This is used for establishing a framework for describing the topic treated in subsequent chapters.

#### **2.1 Background of Learning Strategies**

Within the field of education during the last two decades, a gradual but significant shift has taken place, resulting in less stress on teachers and teaching and greater emphasis on learners and learning (Nunan, 1988). In parallel to this new shift of interest, how learners process new information and what kinds of strategies they employ to understand, learn or remember the information has been the primary concern of the research dealing with the area of second or foreign language learning.

Research into learner strategies began in the 1960's. Particularly, development in cognitive psychology influenced much of the research done on language learner strategies (William and Burdon, 1979 cited in Hismanoglus, 2000). In much of the research on learner strategies the primary concern has been "on identifying what (self-defined) good language learners report they do to learn a second or foreign or, in some cases, are

observed doing while learning a second or foreign language,” Rubin, 1987:19).

In 1966, Aaron Carton published his study *The Method of Inference in Foreign Language Study*, which was the first attempt on learner strategies. For Carton language learning is a kind of problem solving in which student can bring to bear his/her prior experience and knowledge in the processing of language. After Carton, in 1971, Rubin started doing research focusing on the strategies of successful learners. Her assumption was that once identified, such strategies could be made available to less successful learners. Rubin’s (1975) research result described the following variables: learner psychological characteristics, learner communication strategies, learner social strategies and learner conjure strategies Rubin’s (1981) report of subsequent research classified strategies in terms of processes that may contribute directly to learning (i.e. clarification/verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning and practice) and those that may contribute indirectly to learning (i.e. creating opportunity to practice and use of production tricks). Scholars such as Wesche (1975), Stern (1975), Wong-Fillmore (1976) Tarone (1977), Naiman et. al. (1978), Bialystock (1979), Wenden (1982), Chamot and O’Malley (1987) Oxford (1990), and many others studied strategies used by language learners during the process of foreign language learning.

## **2.2 Definitions of Learning Strategy and its Classification**

Before attempting to define and classify learning strategies, the researcher would like to provide a rationale for the choice of the term ‘strategy’ by scholars. Many prominent scholars such as Rubin (1975), O’Malley et.al. (1985). Oxford (1990), etc. considered the term as ‘strategy’

but other used different terminologies for the term strategy such as ‘learning behaviors’ (Wesche, 1977); Politezer and McGroarty, (1975), ‘tactics’, (Segler, 1984) ‘techniques’ (Stern, 1992), ‘potentially conscious plan’, ‘learning skills’, ‘basic skills’, function skills’ problem-solving producers, and so on. As Larsen-Freeman and Long (1991) point out that Rubin (1975) used it [strategy] in perhaps the earliest study in this area and it enjoys the widest currently nowadays. For this reason, ‘strategy’ is the term, which will be used for the purpose of the current study.

### **2.2.1 Definitions of Learning Strategies**

Since mid-seventies there have been awareness of strategies as “extremely powerful learning tool” O’Malley et. al. (1985:43); however, the definition of learning strategies remains “fuzzy” (Ellis, 1994). And Rubin (1987) calls it “the elusive nature of the term”. In a similar vein, Oxford (1990 cited in Tudor, 1996) describes the features of language learning strategies as follows:

It is important to remember that current understanding of language learning strategies is necessarily in its infancy and any existing system of strategies is only a proposal to be tested through practical classroom use and through research. At this stage in the short history of language learning strategy research, there is no complete agreement on exactly what strategies are, how many strategies exist, how they should be defined, demarcated, and categorized, and whether it is –or ever will be–possible to create a real, scientifically validated hierarchy of strategies.

Other scholars have also produced different definitions of learning strategy. It has been defined as the often-conscious steps or behaviours that learners adopt to help themselves learn (Ehrman and Oxford, 1990 cited in Bruen, 2001), and as “conscious or unconscious mental activities that relate directly or indirectly to specific stage in the over all process of second language acquisitions,” (Purpura, 1997 cited in Bruen, 2001:216) For example, Stern (1975citedin Abebe, 1997:63) defined learning strategy as,

“General more or less deliberate approaches used with specific techniques”. Rigney (1978 cited in O’Malley et. al., 1985) defined learning strategies broadly as any set of operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information. Rubin (1987) modifies Rigney’s (1978) designation of learning strategies as “any set of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information, that is what learners do to regulate their learning” (Rubin 1987:19). Similarly, Richards and Platter (1992:209 cited in Hismanoglu, 2000) state that learning strategies are “intentional behaviors and thoughts used by learners during learning so as to better help them understand, learn or remember new information”. More specifically Mayer (1988:11) defined learning strategies as “behaviors of a learner that are intended to influence how the learner processes information. Bialystok (1983:101) stresses in language acquisition they [learning strategies] pertain to “activities in which the learner may engage in for the purpose of improving target language competence”. O’Malley and Chamot (1990) define learning strategies as “...strategies which contribute to the development of the language system which the learner constructs and affects learning directly”. More specifically Oxford (1992/3 cited in Lessard-clouston, 1997) explains the meaning of language learning strategies as follows:

... language learning strategies.... specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their program in developing L2 skills. These strategies can facilitate the international, storage, retrieval, or use the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability

Furthermore, O’Malley et. al. (1985) explains that learning strategies are distinguished from teaching strategies, among other reasons, because a learner is able to exercise control over the strategy. The learner may systematically apply strategies to different language learning activities such as comprehension, oral production, or vocabulary.

In the following section, we will briefly discuss Oxford's (1990) category language learning strategies.

### **2.2.2 Taxonomy of Language Learning Strategy**

According to Chamot (2004), comprehensive classification schemes of learning strategies have been developed to describe the information derived from descriptive studies that seek to chart the subtle permutations and often-imprecise definitions of learners' self-reported strategies. Earlier researchers used their own observations to describe language learning strategies (Rubin, 1975; Stern, 1975), relied on categories derived from research in first language contexts (O'Malley & Chamot, 1990), or developed a comprehensive list of learning strategies derived from many sources (Oxford, 1990). More recently, strategy identification and classification have been data-driven through think-aloud protocol analysis (Chamot & El-Dinary, 1999; Chamot et al., 1996).

Chamot (2004) added that various classification systems have sought to group individual strategies within larger categories. Strategies were first separated into those that directly affect a specific learning task (such as memory strategies for vocabulary) and those that make a more indirect contribution (such as planning and self-management for any type of task), then further divisions were made by various researchers (Cohen, 1998; O'Malley & Chamot, 1990; Oxford, 1990; Rubin, 1981; Wenden, 1991). Recently Hsiao and Oxford (2002 cited in Chamot, 2004) conducted a comparative study of three classification systems used in the field (O'Malley & Chamot, 1990; Oxford, 1990; Rubin, 1981) and found that the Oxford (1990) system of six basic types of language learning strategies (Metacognitive, Cognitive, Memory, Compensation, Social, and Affective) was

superior in accounting for the variety of strategies reported by language learners (Chamot 2004).

Therefore, the next discussion will focus on Oxford's (1990) classifications of language learning strategies. As can be seen from Table 2.1, Oxford offers an analysis of learning strategies in which there are two main categories of strategy, direct and indirect, each with three sub-categories and a number of exponents per sub-category. She sees the aim of language learning strategies as being oriented forwards the development of communicative competence.

The main distinction Oxford makes is between direct strategies, which relate to the ways in which the learner deals with and works on the target language itself, and indirect strategies, which relate to the general management of learning. Within the category of direct strategies, Oxford recognizes memory strategies, which help learners to store and retrieve new information, cognitive strategies, which are the mental strategies learners use to understand and to produce new language, and compensation strategies, help learners when they encounter a gap in their knowledge of the target language and which enable them to deal with this deficiency. Oxford's category of indirect strategies includes metacognitive strategies, which relate to the organization of the learning process, affective strategies, by which learners regulate their emotions, motivations and attitudes, and social strategies, which direct learners' interaction with the people (teachers, fellow students, native speakers, etc) for the purposes of language learning

**Table 2.1: Oxford's (1990) Classifications of Direct and Indirect Learning Strategies**

<b>DIRECT STRATEGIES</b>	<b>INDIRECT STRATEGIES</b>
<p><i>I. Memory strategies</i></p> <ol style="list-style-type: none"> <li>1. Creating mental linkages (e.g. grouping; associating/elaborating)</li> <li>2. Applying images and sounds (e.g. using imagery; semantic mapping)</li> <li>3. Reviewing well (structured reviewing)</li> <li>4. Employing action (e.g. using physical response or sensation)</li> </ol> <p><i>II. Cognitive strategies</i></p> <ol style="list-style-type: none"> <li>1. Practicing(e.g. repeating; recognizing and using formulas and patterns)</li> <li>2. Receiving and reasoning (e.g. getting the idea quickly)</li> <li>3. Analyzing and reasoning (e.g. analyzing expressions; translating)</li> <li>4. Creating structure for input and output (e.g. taking notes; highlighting)</li> </ol> <p><i>III. Compensation strategies</i></p> <ol style="list-style-type: none"> <li>1. Guessing intelligently (using linguistic or other clues)</li> <li>2. Overcoming limitations in speaking and writing (e.g. getting help; using mime or gesture; selecting the topic)</li> </ol>	<p><i>I. Metacognitive strategies</i></p> <ol style="list-style-type: none"> <li>1. Centering one's learning (e.g. over viewing and linking with already known material; delaying speech production to focus on listening).</li> <li>2. Arranging and planning one's learning (e.g. setting goals and objectives; planning for a language task)</li> <li>3. Evaluating one's learning (self-monitoring; self-valuating)</li> </ol> <p><i>II. Affective strategies</i></p> <ol style="list-style-type: none"> <li>1. Lowering one's anxiety (e.g. using deep breathing, music or laughter)</li> <li>2. Encouraging oneself (e.g. taking risks wisely; rewarding oneself)</li> <li>3. Taking one's emotional temperature (e.g. writing learning diary; discussing one's feelings with someone else)</li> </ol> <p><i>III. Social strategies</i></p> <ol style="list-style-type: none"> <li>1. Asking questions (asking for clarification, verification or correction)</li> <li>2. Cooperating with others (cooperating with peers or with proficient users of the TL)</li> <li>3. Empathizing with others (developing cultural understanding; becoming aware of others' thoughts and feelings)</li> </ol>

Source: Taken from Tudor, (1996:203)

Based on a number of studies, Oxford (1990) devised the Strategy Inventory for Language Learning (SILL), which is an instrument for assessing the frequency of language learning strategies by students. There are two versions: one for native speakers of English (80 items) and another

for learner of English as a second or foreign language (50 items). The SILL uses a 5 Likert-scale for which the students are asked to indicate their responses 1-5 in terms of frequency of activities. Many scholars including Oxford herself have used the SILL as a means of identifying individual learning strategies as a group.

### **2.3 Definitions of Vocabulary Learning Strategy**

Vocabulary learning strategy is a part of language learning strategies. Although a number of studies have been conducted on the topic of vocabulary learning strategies, there has been some controversy concerning the definition of vocabulary learning strategies, too. They have, for example, been defined as “‘micro-strategies’, which refer to more detailed, specific learner behaviour,” Ahmed (1983 cited in Ruutment, 2005:7) In the processes learning vocabulary in foreign language, Brown and Payne (1994 cited in Fan, 2003:223) have identified five steps: (a) having sources for encountering new words, (b) getting a clear image, either visual or audio or both, of the form of the new words, (c) learning the meaning of the words and (e) using the words. Thus, accordingly Fan concluded that all vocabulary learning strategies should, in general or lesser extent, be related to these five steps.

Schmitt's (1997) definitions of vocabulary learning are adapted from Rubin's (1987) definition of learning strategy as “ the process by which information is obtained, stored, retrieved and used”. According to him, ‘use’ means vocabulary practice. For Schmitt, vocabulary-learning strategies could be any that affect this rather broadly defined process. Nation (2001), however, found hard to define what vocabulary learning strategy. Instead he provided a list of features of a strategy that are partly related of language

learning strategies in general. According to Nation, 2001:217), a strategy would need to:

1. involve choice, that is, there are several strategies to choose from,
2. be complex, that is, there are several steps to learn,
3. require knowledge as benefit from training, and
4. increase the efficiency of vocabulary learning strategies.

From the above-mentioned definitions it is certainly to assume that learners use language learning strategies in general and vocabulary learning strategies in particular either consciously or unconsciously when processing new information and performing tasks to find the quickest or easiest way to do what is required, that is, using learning strategies in foreign language classrooms inescapable. Therefore, the learner performances will be analyzed in terms of his/her intended outcome. For this reason, it is necessary to have a categorization of learning strategies to provide a meaningful level of understanding into the cognitive and information of process.

Based on Oxford's (1990) taxonomy of language learning strategies, others (Schmitt, 1997, for instance) developed their own strategy to make research. The following section will review taxonomy of vocabulary learning strategies proposed by scholars.

## **2.4 Taxonomy of Vocabulary Learning Strategies**

In the field of second language learning acquisition, there has been reemergence of interest in one area of language study, vocabulary (Meara, 1987 cited in Schmitt, 1997) and the appearance of newly recognized aspect-learning strategies. The importance of these areas (vocabulary and learning strategy) has led to considerable studies in each, yet the place

where they intersect is vocabulary-learning strategies has attracted a noticeable lack of attention (Schmitt, 1997).

Many studies such as Atkinson and Raugh, 1975; Aviyala and Sadoski, 1960 have been done on individual or small numbers vocabulary learning strategies. Very few studies for example, Ahmed (1989); Lawson and Hogben (1996) examine the group strategies as a whole. Accordingly Schmitt (1997) claims that this is because of the lack of a comprehensive list of taxonomy of vocabulary strategies.

Skehan (1979 cited in Schmitt, 1997) states that the area of learning strategies is still in an embryonic state. Although his statement refers to the general field of language learning strategies, it also holds especially true for vocabulary learning strategies because vocabulary learning strategies constitute a subclass of language learning strategies, which are applicable to a wide variety of language learning tasks, ranging from the more isolated to integrated tasks.

Moreover scholars like Schmitt and McCarthy (1997) have showed that language learning strategies are not inherently 'good' but depend on the context in which they are used, their combination with other strategies frequency use and learner proficiency level. Once of the first attempts to providing a comprehensive overview of language learning strategies can be found in Oxford (1990). As has been seen earlier Oxford identified two distinct approaches to language learning, direct (memory, cognitive, compensation) and indirect (metacognitive, social, affective) strategies.

The importance of vocabularies learning strategies in the group of language learning strategies is reflected by the fact that the vast majorities of strategies in Oxford taxonomy is either vocabulary learning strategies in the memory category or can be used for vocabulary learning task. In spite of

the fact that the use of a wide variety of strategies has been found to be characteristic of successful learners, the great majority of the learners seem to favor some forms of mechanical strategies (Lawson and Hogben, 1996; Gu and Johnson, 1996).

In the area of learning strategies, there have been a number of attempts to develop taxonomy of vocabulary learning strategies. Scholars such as Gu and Johnson (1996); Stoffer (1995 cited in Schmitt, 1997) and Williams (1985 cited in Nation 2001) have provided a wide range of strategies. Stoffer develops a vocabulary Learning Strategy Inventory containing 53 items. By using factor analysis, she found that these strategies clustered into nine categories:

1. Strategies involving authentic language use
2. Strategies involving creative activities
3. Strategies used for self – motivation
4. Strategies used to create mental linkage
5. Memory strategies
6. Visual/auditory strategies
7. Strategies involving physical action
8. Strategies used to overcome anxiety and
9. Strategies used to organize words.

(Stoffer, 1995 cited in Schmitt, 1997:205)

Gu and Johnson (1996) also develop a substantial vocabulary learning questionnaire divided into: beliefs about vocabulary learning, metacognitive regulation, guessing strategies, dictionary strategies, note taking strategies, memory strategies (rehearsal), memory strategies (encoding) and activation strategies. Williams (1985 cited in Nation, 2001) identifies five potentially trainable strategies for working out the meaning of unfamiliar words in written text. These include: inferring from context) identifying lexical familiarization, unchaining nominal compounds, synonym

search and word analysis. Williams suggests that these become the focus of deliberate, intensive teaching. However, Nation (2001) argues that these strategies offer different kinds of challenge to a second language learner who might not know any meaning for the words than for a native speaker who has to extend the reference of known words.

Nation (2001) proposes taxonomy of vocabulary learning strategies that tries to distinguish of vocabulary knowledge (what is involved in knowing a word) from sources of vocabulary knowledge, and learning process. He classifies the strategies into three general classes: planning vocabulary learning (e.g. choosing words, planning, repetition), sources to get information about the words (e.g. analyzing word parts, using palled with other languages) and learning processes this involves establishing vocabulary knowledge (noticing, retrieving and generating).

The following section will provide Schmitt (1997) taxonomy of vocabulary learning strategy, which served as a basic instrument for the current study.

## **2.5 Schmitt's (1997) Taxonomy of Vocabulary Learning Strategies.**

Schmitt's taxonomy (Table 2.2) classifies vocabulary-learning strategies into six main categories according to combination of possible values of the two dimensions (discovery and consolidation) with 58 individual strategies

## **2.5.1 Discovery Strategies**

### **2.5.1.1 Determination strategies**

If learners do not know a word, they must discover its meaning by guessing from their structural knowledge of the language, guessing from an L1 cognate, guessing from context, using reference materials, or asking someone else. Determination strategies facilitate gaining knowledge of a new word from different sources. Learners may be able to discern 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 erroneous meanings and thus suggest that strategies is better used as a conformation of guessing from context.

Cognates are words in different language, which have descended from a common parent word. Languages also borrow words from other languages, and these loanwords often retain similarities in form and meaning. Guessing an unknown word's meaning from context has been widely promoted, as it is to fit in more comfortably with the communicative approach. 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 Boxtor (1980 cited in Schmitt, 1997) indicate that bilingual dictionaries seem to be used much more extensively than monolingual dictionaries by L2 language learners. Monolingual learner's dictionaries themselves have been much improved by

a careful consideration of the kinds of information learners' need and also the use of large corpora to ensure natural usage.

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.

### **2.5.1.2 Social strategies**

A second way to discover a new meaning employs the social strategy of 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 so that some erroneous knowledge may not be transferred. 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.

**Table 2.2: Excerpted from Schmitt's taxonomy**

Dimension	Discovery	Consolidation
Determination	Analyse part of speech Analyse affixes and root Check for L1 cognate Guess from context Bilingual/monolingual dictionary Word lists/Flash cards	
Social	Ask teacher for L1 translation Ask teacher for paraphrase Ask classmates Discover through group work	Study/practice in-group Teacher checks word lists/flash cards Interact with native-speakers
Memory		Study word with a picture Image word's meaning Connect words to a personal experience Group words together Use semantic maps Use scales for gradable adjective Peg Method/Loci method/ Key word method Use new words in sentences Use cognates Paraphrase word meaning Use part of speech/ affixes and roots Underline initial letter Use physical action.
Cognitive		Verbal/ written repetition Word lists/ flash cards to study/ practice Note taking Put English tables on objects Keep a vocabulary note book
Metacognitive		Use English language media Test oneself with word tests Use spaced word practice Skip or pass new word Continue to study over time

Sources: From Schmitt (1997:207-208)

## **2.5.2 Consolidation strategies**

### **2.5.2.1 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. Another social strategy, probably infrequently used, involves students enlisting teachers to check their work for accuracy. Moreover flash cards and word lists are commonly used independent learning outside the class.

### **2.5.2.2 Memory strategies**

Most memory strategies (commonly known as mnemonics) involve relating the word to be retained with some previously learned knowledge, using some form of imagery or grouping. As Thompson (1987:43) explains as follows:

... mnemonics work by utilizing some well-known principles of psychology are retrieval plan is developed during encoding, and mental imagery, both visual and verbal, is used. They [mnemonics] help individuals learn faster and recall better because they aid the integration of new material into existing cognitive units and because they provide retrieval cues

A new word can be integrated into many kinds of existing knowledge (i.e. previous experiences or known words) or images can be custom-made for retrieval (i.e. image of the word's form or meaning attributes).

### **2.5.2.2.1 Pictures / Imagery**

New words can be learned by studying them with pictures of their meaning instead of definition. Researches (Kopstein and Roshal 1954 and Webber, 1978 cited in Schmitt, 1997) reveal that pairing L2 words with pictures has been shown to be better than pairing them with their L1 equivalents. 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 it could well be more effective for vocabulary too.

### **2.5.2.2.2 Related words**

This involves some types of sense relationship, such as coordination (apple – other kinds of fruit like pears, cherries or peaches), synonymy (irritated- annoyed), or antonym (dead- alive). Some words particularly gradable adjectives have meanings relative to other words in their set. For example in any given situation, big is larger than medium-sized, but smaller than huge. A helpful way to remember these is to set them in scale (huge/big/ medium-sized/small/tiny) (Grain and redman, 1986).

### **2.5.2.2.3 Unrelated words**

The learner can also link words together than have no sense relationships. One way of doing this is with 'pig' or 'hook' words. One first memorizes a rhyme like 'one is a bun, two is a shoe, three is a tree, four is a door, five is a hive, six is stick, seven is heaven, eight is a gate, nine is a line, and ten is a hen'. Then an image is created of the word to be remembered is chair, and then an image is made of a bun (peg word) resting

one the chair. Recitation of the rhyme draws up these images, which in turn prompt the target words.

Similarly, a spatial mnemonic can be used to memorize unrelated words. In the Loci Method, one recalls a familiar place, such as a street, and mentally places the first item to be recalled in the first location, the second item in the second location and so on. To recall the items, one mentally proceeds along the landmarks and retrieves the items which have been associated each location.

#### **2.5.2.2.4 Grouping**

Grouping is an important way to aid 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. It may work better for more proficient learners, however, as they have been shown to favour grouping strategies more than beginners did (Chamot, 1984 cited in Thompson, 1987).

Words can be grouped spatial on a page in some sort of pattern. Words can also be grouped to gather in a very natural way by using the target word in sentences. Similarly, words can be grouped together in a story.

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

Another kind of memory strategy involves focusing on the target words orthographical or phonological form to facilitate recall. One can explicitly study the spelling or pronunciation of a word. Other options are to visualize the orthographical form of a word in an attempt to remember it, or

to make a mental representation of the sound of a word, perhaps making use of rhyming 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. The learner can make these two features more salient by underlining or by outlining the word with line (configuration).

A method, which combines the phonological forms and meaning of L1 and L2 words, is perhaps the most researched mnemonic strategy of all. The Keyword Method entails a learner finding a L1 word which sounds like the target L2 word. The Keyword Method technique is primarily a way of making a strong link between the form of unknown word and its meaning. It involves two steps after the learner has met the unknown words and has found or been provided with its meaning. The first step is to think a first language word (the keyword) which sounds like the beginning or all of the unknown word. The second step is for the learner to think of a visual image where the meaning of the unknown word and the meaning of the keyword are combined. A number of studies have found that the Keyword Method is highly effective in enhancing the recall of words (Atkinson and Raugh, 1975; Pressley, Levin and Miller, 1982; Pressley et. al., 1982; Pressley, Levin and Delaney, 1982 cited in Schmitt, 1997).

#### **2.5.2.2.6 Other Memory Strategy**

Just as a structural analysis of words can be useful for determination their meaning, studying a word's affixes, root, and word class is potentially useful as a way of consolidation its meaning. Paraphrasing can be used as a strategy to compensate for a limited productive vocabulary, especially when a word is temporarily inaccessible (Baxter, 1980 cited in Schmitt, 1997). But it can also be used as a memory strategy that improves recall of a word by

means of the manipulation effort involved in reformulating the word's meaning.

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, the Total Physical Response Method, which seems to be especially amenable to the teaching of beginners. Indeed learners sometimes use physical actions spontaneously while learning (O'Malley et.al.1983, cited in Thompson, 1987).

Semantics feature grids have often been used in vocabulary materials. It seems their main strength is in illustrating the meaning or collocation differences between sets of similar words (Grains and Redman, 1986; McCarthy, 1990).

### **2.5.2.3 Cognitive Strategies**

Cognitive strategies in Schmitt's taxonomy are similar to memory strategies but are not focused so specifically on manipulative mental processing; they include 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 in many parts of the world. They are so entrenched that students often resist giving them up to try other ones (O' Malley and Chamot, 1990 cited in Schmitt, 1997).

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. One main advantage of flash cards is that they can be taken almost anywhere and studied when one has a free moment. (Brown, 1980).

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. One expedient for making L2 words salient is to tape L2 labels onto their respective physical objects. Students who prefer a more aural approach to learning can make a tape recording of word lists (or any other vocabulary material) and study by listening. Vocabulary notebooks have been recommended by a number of scholars (Grains and Redman, 1986; McCarthy, 1990).

#### **2.5.2.4 Metacognitive strategies**

Metacognitive strategies are used by students to control and evaluate their own learning, by having an overview of the learning process in general. These are generally broad strategies, concerned with more efficient learning. To efficiently acquire an L2, it is important to maximize exposure to it. If the L2 is English, the pervasiveness of English – medium books magazines, news papers, and movies in most parts strategies of interacting with native speakers whenever possible also increase input and could be considered a metacognitive strategy if it is used as a controlling principle of language learning. Testing oneself gives input into the effectiveness of one's choice of learning strategies, providing positive reinforcement if progress is being made or a signal to switch strategies if it is not.

One can maximize the effectiveness of one's practice time if it is scheduled and organized. It has been shown that most forgetting occurs soon after the end of a learning session. After the major loss, the rate of forgetting slows. Taking this into account, the principle of expanding rehearsal suggests that learners should review new material soon after the

initial meeting and then gradually increasing intervals (Pimsleur, 1967; Baddeley, 1990).

Second or foreign language learners need to know that they will never learn all the words, and so need to concentrate their limited resources on learning the most useful ones. Part of this involves knowing when to skip or pass a word, especially low frequency one which they may not meet again for a very long time. The strategy of passing unknown words is particularly important when the goal is improved reading speed rather than vocabulary growth studies researching the number of exposure from five to 16 or more (Nation, 1990). This means the conscious decision to persevere may be one of the most important strategies of all. (Schmitt, 1997: 208–217).

## **2.6 Research into Vocabulary Learning Strategies**

A number of studies have attempted to explore learners' strategies in lexical acquisition. In this section, in order to get more in sight on the study of vocabulary learning strategies, only a few studies that are relevant to the current study will be reviewed.

Ahmed (1989 cited in Nation, 2001 and in Gu, 2003) used observation of learners doing think-aloud tasks and a structural interview to gather data on 300 Sudanese learners' vocabulary learning strategies. The learners were divided into 'good' learners and 'poor' learners as determined by school officials on the basis of school records and subjective assessment. Cluster analysis was then done on the data to see how these two groups of learners performed. The clusterings clearly distinguished good and poor learners. The study also showed that one cluster, predominantly of good learners,

used monolingual dictionaries as a source of many kinds of information. Another high achieving cluster made good use of bilingual dictionaries. Generally, Ahmed concluded that good learners showed greater awareness of what they could learn about new words, used more strategies overall and relied on different strategies types.

Similarly, Lawson and Hogben (1996) used think-aloud procedures. They examined the behavior of 15 university students in Australia. The researchers observed the students as they attempted to learn the meaning of new foreign language (Italian) words in the sentences presented to them. Their study revealed that learners who recalled more words used more of vocabulary learning strategies than learners who recalled fewer words. It also indicated that elaboration strategies are more effective than repetition and word features analysis strategies. But repetition strategies were found to be the most frequently used strategies.

Three large-scale studies recently conducted by Gu and Johnson (1996), Schmitt (1997), and Fan (2003) on Asian Students. Gu and Johnson (1996) studied 850 non-English Major students at Beijing Normal University in China and tried to establish how different vocabulary learning strategies were related to language learning outcomes. The researchers correlated the results of a self-report questionnaire with a vocabulary size test and a language proficiency test. The result showed that contextual guessing, skillful use of dictionaries, note-taking, paying attention to word formation, contextual encoding and activation of newly learned words correlated positively with the two test scores. However, visual repetition of new words was the strongest negative predictor of both vocabulary size and general proficiency. The second large-scale project has been done by Schmitt (1997). Schmitt studied a sample of 600 Japanese students in order to assess that vocabulary-learning strategies the learners actually used and how helpful they believed learners' reported strategy use and how

useful they rated each strategy use and how useful they rated each strategy. The ratings for helpfulness almost always were higher than the amount of use. It possibly indicated that learners are aware of the value an organized approach to vocabulary but do not organize themselves well. The study also revealed that the learners used more dictionary and repetition strategies and considered them useful than other strategies. Semantic grouping and imagery strategies were less used and regarded as the least useful. There was also some evidence that more advanced learners tended to use more complex and meaning focus strategies than less advanced learners.

The largest scale study ever conducted by Fan (2003). Fan surveyed a sample of 1,067 students at seven institutions of higher education in Hong Kong to examine the relationship among frequency of use perceived usefulness and actual usefulness of second language vocabulary learning strategies. In Fan's study, a vocabulary test and a vocabulary learning strategies questionnaire were used for data collection. ANOVA and Multiple Regression were employed for data analysis.

The findings of Fan's research indicated that the students used the strategies for reviewing and consolidating their knowledge of known words and perceived them as useful and that they had a preference for dictionary strategies. The result also indicated that the most proficient students. Regarding the discrepancies between frequency of use and perceived usefulness in learning second language vocabulary, the findings revealed the complexity involved in strategy of for instance, students reported using more guessing strategies, but they did not perceive these strategies as useful, in contrast, though the students seldom used management and sources strategies, they thought that these strategies were useful, these strategies (management and sources) were found to be related to high vocabulary proficiency.

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

As far as the researcher's best knowledge, there are two empirical studies on vocabulary acquisition studies, attempted in Ethiopia context. The recent study that conducted by Jeylan (1999) on vocabulary learning strategies used by 80 grade 11 students at Menelik II Senior Secondary School in Addis Ababa. Jeylan used a self-report questionnaire adapted from Oxford's (1990) strategy classification. He also interviewed only 24 students to triangulate the results. Jeylan's study indicated that the majority of the sample populations seemed to rarely use most of the strategies investigation. However, compensation strategy and to some extent metacognitive strategies were claimed to be relatively well used; other types of strategies were reported to be rarely used. The other attempt was made by Abebe Gebre-Tsadik (1997). His study focused on strategies of vocabulary learning employed by 143 students at Addis Ababa University. It provides detailed analysis of strategies of English vocabulary acquisition. Abebe used Oxford's (1990) language learning strategy questionnaire, English proficiency test, interviews, observations, daily study and think-aloud. His findings revealed that (a) a wide range of English vocabulary

acquisition strategies were reported as being used by the subjects, (b) only a few of the strategies were reported to be used by a large number of the students and (c) taken purely in quantitative terms, individual strategies varied accordingly to groups of students' level of performance on a formal tests.

To recapitulate, a number of studies have shown that vocabulary learning strategies were most commonly used in learning a foreign language by collecting data from students in junior high schools, senior high schools and universities world wide. No study has dealt a link between vocabulary learning strategies, a vocabulary size test and gender in Ethiopia context. Thus the purpose of the current study is to investigate vocabulary-learning strategies used by Somali-speaking students in Jijiga High School and in Ediget Adults' Boarding school in Addis Ababa. The study also focuses on the frequency of vocabulary learning strategies, the relationship between the subject's strategies use and vocabulary size test scores and gender difference in using vocabulary learning strategies.

## CHAPTER THREE

### 3. METHDOLOGY AND PROCEDURE

In this chapter, the subjects of the study, the research design and methodology used for data collection for the current study will be described and the procedures and analyses of the data will also be stated.

This is a descriptive type of study in which quantitative and qualitative information analyzed and interpreted.

#### 2.7 Subjects

The subjects of the study- a total of 208 students, out of which 167 were male and 41 female participated in this study. Their average age was 19.7, ranging from 16 to 24. They were randomly selected in Jijiga High School in Somali region, and a purposive sampling was also employed in Ediget Adults' Boarding School in Addis Ababa. The criteria used in the selection were first language, grade level and sex. The subjects were all native speakers of Somali. They were chosen in two different grade levels: 11 and 12 classes because students at these grade levels are believed to have more vocabulary learning experiences than students in secondary and junior classes.

**Table 3.1: Group Statistics**

Sex		Grade level		Field of Studies		Schools	
M	F	11	12	Social Science	Natural Science	Jijiga	Ediget
165	41	164	44	165	43	158	50

As it is noticed from the Table 3.1, female representation in this study was quite fewer in number as compared to that of male respondents. This might be due to the fact that the number of female students in preparatory class was generally low in Somali Region too. Similarly a number of natural science students relatively were also low in the region.

## **3.2 Instruments**

In order to address the research questions, three data collection instruments were employed: a self-report questionnaire, vocabulary size test and a think-aloud protocol.

### **3.2.1 Questionnaire**

The main instrument was a self-report questionnaire, which is adapted from Schmitt's (1997) categories. Scholars such as Segler et. al. (2001) states that Schmitt's (1997) taxonomy of vocabulary learning strategies is probably the most extensive and has the advantage of being organized around an established scheme of language learning Strategies by Oxford (1990). Thus Schmitt's taxonomy served as a basic instrument for the current study.

The questionnaire was used for assessing the frequency of vocabulary learning strategies used by students. The questionnaire was translated into Somali by native speakers and edited by a Somali language teacher. The translators took into consideration that the items retained their original meanings and that the translation would easily be understandable. This would be used to maximize ease of administration and ensure greater accuracy of results. It also helped the students' not stifle their ideas. The questionnaire includes two sections: Section 1, Personal Data, asked about

each respondent's demographic information and Section 2 asked the respondent to rate the statements on a 5 point-scale in terms of frequency of activities, viz. 'never or almost never true of me', 'usually not true of me', 'somewhat true of me', 'usually true of me', and 'always true of me'. In order to facilitate data processing, the response 'never or almost never true of me' received the value of 1, with the other responses receiving 2, 3, 4 and 5 respectively in ascending order of frequency of use.

### **3.2.2 Piloting Instrument**

Pilot study was conducted in Jijiga High School during Amharic lessons. The participants (20 female and 50 male) were involved in the study. They were randomly selected from 11 and 12 grade students. The pilot was conducted to

- 1) ensure that the items of the questionnaire could be understood by the participants,
- 2) determine the administration time and
- 3) check the reliabilities of each item.

The following were observed during the administration of the pilot study:

- a) Participants were eager to know the purpose and the implication of the study
- b) The questionnaire was a little bit confusing for some participants. They considered the questionnaire as an examination.
- c) The examples given for some strategies were translated in Somali language. This also brought confusion for some students. It seemed for them to learn Somali vocabulary and this gave the researcher an insight to put the examples in English for the final data collection.

To check the reliabilities of each item, Item total correlation was calculated using Cronbach Alpha techniques to determine statistical significance of each item. Accordingly some items such as check Somali cognate, study affix and root to remember new words, physically act out new words, spatial grouping, and etc. were dropped since item total correlation to the total score was not statically significant and as a result 59 items were accepted for the final use.

### **A Vocabulary Size Test**

The purpose of the vocabulary test was to determine the vocabulary size of the students in the study in order to observe if there was significant relationship between students' total scores of vocabulary test and each group of vocabulary learning strategies. Nation's (2001) vocabulary levels test was used for this purpose because of its variety. He provided a longer version of vocabulary test, which includes high, medium and low frequency words. The test has got true/false items. It also contained a word definition-matching format. Students were required to match six words to three definitions. In addition to these, it also included productive test items. Students were expected to complete the underlined words. Scores summed the number of correct response in the test.

### **A Think-aloud protocol**

A think-aloud or introspective self-report was conducted for eliciting information on kinds of vocabulary learning strategies employed spontaneously by students to aid their lexical learning. The aim of this interview was to collect qualitative data to back up and assist interpretation of the data obtained from vocabulary learning strategies questionnaire. Students were given learning tasks and asked to speak into a tape recorder

what they were thinking as they were completing the tasks. As students completed the tasks, they verbalized their thought processes, so there was no separation in time between the report and the task. It was not possible to interview all the subjects due to time constrain. Thus only ten subjects who had already filled in the self-report questionnaire participated in this interview. Like the self-report questionnaire, the interviews were conducted in Somali since the students who were less proficient in English would provide more opportunity to contribute meaningful ideas.

## **Procedures**

The questionnaire was administered after brief explanation of the purpose of the study. The subjects were informed that their participation entirely voluntary. The researcher's assistants explained how to respond to the items by giving examples and told the subjects that they could ask any questions if they found difficult to understand. The subjects were also told that they should respond to in terms of how well the statement of each item on questionnaire described them. The questionnaire was collected from the subjects' right after they completed and was coded for analyses.

The vocabulary size test was required to measure the subjects' vocabulary proficiency. The subjects were advised that the responses would not affect course grades and were urged to answer forthrightly. The test was administered immediately after the questionnaire had filled and collected together with the questionnaire.

Furthermore, the think-aloud protocol was attempted to collect qualitative data. The data was collected with one student at a time on school permission. Before the interview, the students were informed about the nature of interview, that there were no rights or wrong answers. The

students should try to answers all the learning tasks. They were also told that their names and school would not be disclosed and that the interview was recorded. All the interviews were conducted approximately 20 minutes each. All interviews were taped and analyzed

### **3.4 Analyses**

The quantitative data obtained from the questionnaire and the vocabulary size test was analyzed by using SPSS statistical package.

Based on the research questions of the study different statistical method that enable to answer them were employed. Statistical techniques that included: frequency analysis, bivariate correlations and a t-test.

Frequency analysis was carried out in order to identify the most and the least used strategies. The average mean scores for each strategy were calculated and rank ordered.

Bivariate correlations, using the Pearson's product moment correlation coefficients, were computed to determine the relationship between categories of vocabulary learning strategies employed by all subjects and total vocabulary size test scores.

Additionally, a t-test was also conducted to observe if there was gender significant difference in using vocabulary-learning strategies

In order to analyze the qualitative data collected from think-aloud protocol, the interview was summarized from audiocassettes. The transcription summarized each interviewee's response to each question in such a way that it reflected the content and spirit of the responses.

## **CHAPTER FOUR**

### **3 RESULTS AND DISCUSSION**

This chapter is devoted to present and discuss the major findings of the study.

#### **Results**

In this section the data collected from questionnaire will be analyzed and presented in accordance with the research questions. Descriptive analysis was used to provide an overall picture of the questions under investigation.

The first research question of the study was what vocabulary learning strategies were most frequently used by Somali speaking students.

With regards to this question frequency analysis was carried out to identify the most frequently used strategies. The results of the students' most preferable strategies are tabulated below in descending order according to their frequency of usage.

**Table 4.1: The ten most used strategies by subjects (N=208)**

<b>Item</b>	<b>Strategy</b>	<b>Category</b>	<b>Sum</b>	<b>Mean</b>	<b>Rank</b>
27	Grouping words in a story	Memory	741	3.56	1
6	Bilingual dictionary	Determination	735	3.53	2
39	Image the word's form	Memory	730	3.51	3
40	Verbal repetition	Cognitive	729	3.50	4
26	Use new words in sentences	Memory	724	3.48	5
4	Guess from context	Determination	717	3.45	6
41	Written repetition	Cognitive	717	3.45	6
29	Study the pronunciation	Memory	714	3.43	8
43	Take notes	Cognitive	712	3.42	9
28	Study the spelling	Memory	708	3.40	10

As evident from Table 4.1 above item 27 (grouping words together within a story line) was being reported the most frequent strategy of all strategies since it received the highest means score (3.56). Next popular strategy was item 6 i.e. using bilingual dictionary. This strategy had a mean score of 3.53. Other most preferable strategy that follows was item 39 (visualizing the new word's form), which has got a mean score of 3.51. And item 40 (saying a new word several times) received 3.50 points. We can also notice that item 26 (using a new word in a sentence) fell in the high range (3.48).

The result of the study also showed that item 4 (guessing the meaning of a new word from context) was reported as being used more frequently. This strategy scored a mean of 3.45. Equally the students reported that item

41 i.e. writing a new word several times was used as frequently as guessing from context.

The Table 4.1 also indicated that item41 (practicing the sounds of new words) was reported as being used more frequently. It received high mean score (3.43). Item 43 (taking notes in English in the class) was reported as being used more frequently than item 28 that is a strategy of studying spelling of a new word.

The frequency analyses also indicated that the strategies which had received least scores. The result is tabulated below in descending order.

**Table 4.2: The ten least used strategies by subjects (N=208)**

<b>Item</b>	<b>Strategy</b>	<b>Category</b>	<b>Sum</b>	<b>Mean</b>	<b>Rank</b>
33	Key word method	Memory	604	2.90	50
11	Ask teachers to use new word in a sentence.	Social (discovery)	603	2.90	51
58	Use media	Metacognitive	591	2.84	52
8	Use flashcard	Determination	583	2.80	53
3	Guess from the structure of a word	Determination	576	2.77	54
15	Ask teacher to check their work accuracy	Social (consolidation)	573	2.76	55
14	Ask relatives for translation	Social (discovery)	571	2.75	56
23	Use scale for gradable adjective	Memory	569	2.74	57
22	Use semantic maps	Memory	557	2.68	58
9	Ask teacher for Somali translation	Social (discovery)	521	2.50	59

As revealed in Table 4.2 the least preferred strategy of all was item 9 i.e. asking teacher for translation. Item 22 (using semantic maps) was less frequently used by the subjects. This strategy had got a mean score of 2.68. The students reported that item 23 (using scale for gradable adjectives) was not their favorite strategy since its mean score value was 2.74. Item 14 (asking relatives brothers, sisters, uncle, etc., was also claimed to be used less frequently. This strategy received a mean score of 2.75 and item 15 (asking teachers to check their work accuracy) had 2.76 mean score. This implied that students do not usually ask their teachers to check their works accurately.

The students used a strategy of guessing the meaning of a new word from its structure less frequently as well. The students also reported that students did not frequently use flash cards, media to discover the meaning of a new word. This implied that students did not consider these strategies as useful strategies to discover the meaning of a new word. The students also reported that they did not usually ask their teachers to use a new word in a sentence. This strategy received a mean score of 2.90. Similarly students did not use a key word method more often.

As clearly seen from the above two tables memory strategies such as grouping words in a story, image the word's form, practicing the sounds and spelling of the new words, were more frequently employed by all sample population. Whereas social strategies such as asking teachers, asking relatives for translation were used least frequently by all participants

The second question of this study was designed to investigate what types of vocabulary learning strategies were associated with the vocabulary size.

Concerning this question, Pearson’s product- moment correlation coefficients were computed to observe the relationship between vocabulary learning strategies and vocabulary size test and the result is summarized as follows:

**Table 4.3: Correlation coefficient between vocabulary learning strategies and vocabulary test results.**

Strategies	N	r.	Sig. (2 tailed)
Determination	208	.174(*)	.012
Social (discovery)	208	.126	.070
Social (consolidation)	208	.136	.057
Memory	208	.206(**)	.003
Cognitive	208	.171(*)	.014
Metacognitive	208	.167(*)	.016

\*Correlation is significant at the 0.05 (2 tailed).

\*\* Correlation is significant at the 0.001 (2 tailed).

As Table 4.3 above revealed there was statistically significant positive correlation between determination strategy and vocabulary size test scores ( $r = .174, p = .012$ ). The result also indicated that there was no statistically significant correlation coefficient between social strategy (both discovery and consolidation) and the vocabulary size test scores ( $r = .126, p = .070$  and  $r = .136, p = .057$  respectively). This implied that the students’ vocabulary learning strategies do not contribute to their vocabulary size.

As shown in Table 4.3, there was statistically significant correlation between memory strategy and the vocabulary size test scores ( $r = .206, p = .003$ ). This implied that the students’ vocabulary learning strategies contribute to their vocabulary size.

Similarly as it is presented in the same table, the Pearson's product-moment correlation value indicated that there were statistically significant associations between cognitive and metacognitive strategies with vocabulary size test scores.

The third question of the study was to explore whether there was any gender difference in using vocabulary-learning strategies.

The independent sample t-test was computed to evaluate the mean difference between male and female students in using vocabulary-learning strategies and the result is tabulated as follow:

**Table 4.4: Results of t-test for gender differences in using vocabulary-learning strategies**

Strategy	Male (N=167)		Female (N=41)		df.	t-value	Sig.
	Mean	Std.	Mean	Std.			
Determination	24.87	5.84	24.63	5.50	63.999	.25	.806
Social (discovery)	17.30	4.98	17.59	4.41	67.432	-.36	.718
Social (consolidation)	8.95	3.02	8.88	2.53	70.573	.16	.873
Memory	69.19	15.95	70.30	14.20	67.077	-.45	.657
Cognitive	28.91	7.93	31.59	7.20	65.939	-2.09	.041(*)
Meta cognitive	33.41	8.23	34.98	7.81	63.633	-1.14	.261

\*Significant at the .05 levels.

The descriptive statistic results indicated in Table 4.4 that the mean of determination strategy for male was 24.87 and the mean for female was 24.63. The observed t- value for determination was found to be .25, which

was less than the table value of 1.96. Thus the t-test revealed that there was no statistically significant gender difference in using vocabulary-learning strategies ( $P > .05$ ). The observed difference however was in favour of males although it failed to reach statistical significance.

The mean of social (discovery) strategy for male was 17.30 and the mean for female was 17.59. The observed t-value was found to be  $-.36$ , which was lower than the critical t-value of 1.96 (with  $df = 67.432$  and  $p = .72$ ). The observed difference was in favour of female although it failed to reach statistical significance.

The mean of social (consolidation) strategy for male was 8.95 and for female was 8.88. The observed t-value for social (consolidation) was found to be  $.16$ , which was less than the table value of 1.96. This implied that there was no statistically significant gender difference in using vocabulary-learning strategies. The observed difference was in favour of males yet it failed to reach statistical significance.

The mean of memory strategy for male was 69.9 and for female was 70.30. The observed t-value was  $-.45$ . This value was less than 1.96. Thus the t-test showed that there was no statistically significant gender difference in using vocabulary-learning strategies. The t-value implied that the difference was in favour of females.

The Table 4.4 also indicated that the mean of cognitive for male was 28.91 and for the female was 31.59. The t-value was  $-2.09$  with  $df = 65.939$  and  $p = .041$ . This value was more than the table value (1.96), which means that there was significant gender difference in using vocabulary learning strategies. The observed difference was in favour of female. It can, therefore, be said that female students employed cognitive strategies more frequently than that of male.

The mean of metacognitive strategy for male was 33.41 and for female was 34.98. The observed t-value was found to be  $-1.14$ , which was less than the table value of 1.96. This implied that there was statistically insignificant gender difference in using vocabulary learning strategies. The observed difference was in favour of female students.

A close observation of Table 4.4 showed that in general the means related to gender difference in using vocabulary learning strategies found to be statistically insignificant. The observed difference was in favour of female students.

## **4.2 Results from Think aloud**

As described in the previous chapter two sets of instruments were employed to collect data for this study, viz: quantitative and qualitative sets. The results from the quantitative data have been presented in the previous subsection of this chapter. This subsection will present results drawn from the analysis of think-aloud protocols.

The results from the analysis of the think – aloud data are believed to be the actual use of vocabulary learning strategies since students were given learning tasks and asked to speak into a tape recorder what they were thinking as they were completing the tasks, so there was no separation in time between the report and the tasks. In these protocol procedures, few subjects behaved unnatural while speaking to the tape.

The results from think-aloud protocols also sought to answer the three research questions. The summary of overall results from qualitative data is tabulated below.

**Table 4.5: Summary of Results from think-aloud protocols**

<b>Strategy use</b>	<b>Category</b>
I will use dictionary to know these words	Determination
For me these words (words of movement) seem directly related, so I am planning to list new words in group.	Memory
I might list those (new words) at the back of my exercise book	Cognitive
These are political words. I am planning to write them and study later.	Cognitive
I may list the new words.	Determination
I practice the spelling of the new words	Cognitive
I am planning to use English Somali dictionary	Determination
English is a difficult subject for me. Therefore these exercises are too hard to answer them. You see whenever I find new words, I will ask my friends or I will use English Somali dictionary	Social and Determination
These words have the prefix. So I will analyze the prefix and the roots	Determination
I list words and write their meanings	Memory
I will group these words to study	Memory
I am trying to classify these words the way in which they are used to be	Memory
I am planning to use context clues rather than dictionary to discover their meaning.	Determination
To remember these words I practise them many times	Cognitive

As the Table 4.5 indicated, the target population reported that they had intended to use more determination strategies. This happened probably

because most of the words in tasks were new for the students. As these strategies facilitate gain knowledge of new words from words' parts of speech, guessing process, etc. The above Table also showed that memory and cognitive strategies were reported to be employed more frequently. Only one student reported that he wanted to use social strategies to discover the new lexical items. This implied that social strategies were not so popular for Somali-speaking students. This result was in consistent with the results obtained from Table 4.1 and Table 4.2.

## **Discussion**

In this part of the paper, the findings of the study will be discussed in the light of the previous findings.

As described in the result section, memory strategies were reported as being most commonly used by the target population. Of other strategies, grouping words together in a story line was reported as the most popular strategy and received the highest mean. It implied that the sample population had a high preference for this strategy and considered as an important technique to help them learn the meanings of new words. This happened because the organization of words in a story line could be easier to store in and retrieve the information. This result seemed to support the ideas proposed by scholars such as Cofer et. al. (1966), Craik and Julving (1975 cited in Schmitt,1997). Their studies exhibits that if the words are organized in some way before memorization, recall will be improved.

The group of Somali students also reported that they preferred using a bilingual dictionary strategy to discover the meanings of new words. This strategy helped them understand a foreign word to a great extent. This

result was expected because the use of the bilingual dictionary was a common practice in Ethiopia for many years due to the domination of grammar translation method in high schools. Scholars, for example Laufen and Kimmel (1997 cited in Nation, 2001), agree that because people use dictionary information in such range of different ways, a bilingual dictionary is preferable. This is probably because the meaning of a new word can be easily understood.

The result also indicated that students chose imagery word's form strategy that helped them to learn new words by visualizing the forms of the unknown words.

The findings showed that guessing the meanings of new words from the context received high mean score as well. It is not surprising that students used this strategy because one of the objectives of the curriculum is to encourage students to guess the meanings of new words from the context.

Cognitive strategy seemed to have been second most actively used. For instance saying a new word several times had the highest mean score in the cognitive strategies. This result may be interpreted as the influence of teachers' methodologies. As scholars claim that teaching method adopted by teachers in secondary school is characterized by lecture method whereby the teacher does most of the talking and the student listen passively (Hailemicheal, 1993 and Hailom, 1993, cited in Abebe 1997). For example, Hailemicheal states that this [lecture method] encourages rote-learning too much-teacher-dependence and examination conscious.

Moreover students were concerned with passing examinations and respond to questions that were directly to the content in their text books

needless to say, rote memorizing was frequently used by Somali speaking students.

The other possible reason is that the system of the Quranic schools. As stated in chapter one, Somali children go to Quranic schools before attending the formal schools. It is believed that saying words aloud repeatedly brings faster learning with better retention. So, rote learning has still been widely used in Quranic schools in Somali Region in particular

As the result indicated, taking note in class had a relatively high mean score. This strategy encouraged the students to create their own personal structure of new words. The finding of this study was in line with the findings of Ahmed's (1989 cited in Gu, 2003) study. His results revealed that the Sudanese learners very commonly employed not-taking strategy.

The Metacognitive strategies did not emerge in the most frequent used strategy. This implied that the target population seemed not always to examine their learning vocabulary by preparing, planning, monitoring and evaluating the learning activities. Moreover, multimedia such as radio newspaper, TV, etc., were not widely recognized as useful strategies to learn English vocabulary. The result of this study was out of line with Abebe's (1997) findings that showed metacognitive strategies were one of the most preferable strategies. This could happen because of the fact that Abebe used different research instruments, and that Abebe's subjects were at the level of university whereas the subjects of the current study were at preparatory level.

As regard the first research question, the results from the descriptive statistic showed that memory strategies were reported to be the most popular strategies used by the sample population that accounted to 50% of the ten most frequently used strategies. Cognitive strategies held second

position and determination strategies stood third. This result supported a study done by Cohen and Aphek (1981 cited in Abebe, 1997:258) who revealed that memory strategies were widely used and that these strategies made vocabulary learning easier and more effective over the long time.

On the other hand social strategies were claimed to be the least frequent used strategies. This indicated that students were poor at utilizing social strategies to discover and to consolidate new words. This strategy involves asking for clarification, cooperating and interacting with peers. For example, asking teacher for translation received a mean of 2.50, which placed this strategy at the bottom of the list. This suggested that students had rarely courage to ask their teachers for translation. Students did not actively employ this strategy. This is due to the observable fact that teachers in preparatory classes did not know the Somali language.

Similar results were found by Schmitt (1997) and Kudo (2001) who reported that social strategies ranked the lowest strategies and suggesting that the students were not particularly eager to collaborate with anybody when learning vocabulary. The results also showed that the students preferred using rote learning and a bilingual dictionary to the key method and semantic mapping.

The results of this study also indicated that using semantic maps or network and using keyword method were among the least frequently used strategies for learning English lexical items. This result was consistent with Schmitt's (1997) study. According to Schmitt, these strategies involve deeper cognitive processing and thus may be too difficult for most senior high school students to employ. He also argues that these strategies require a greater cognitive effort, but more mature learner seem realize their value.

A number of studies have discussed the values of key word method to learn English vocabulary. Scholars (for example Levin, McCormick, Miller, Berry and Pressley (1982); Pressley, Levin, Kuiper, Bryant and Michener (1982), Moore and Surber (1992); and McDaniel and Pressley (1984) cited in Nation, 2001) discovered that the keyword method resulted in faster and more secure learning than other techniques. Similarly Avila and Sadosk's (1996) results showed that keyword method produced superior recall and comprehension. But Somali speaking students did not consider the keyword method as a useful strategy to retain English lexical items.

The results of qualitative data were reported supported the quantitative data results. For example, no student reported using the keyword method, semantic map or similar strategies. Most of the participant reported that they preferred using bilingual dictionary strategy, world list, grouping, practicing spelling of the new words, analyzing the root and prefix, guessing the meanings of the new words by using contextual clues. Only one student reported that he would like to use social strategy to discover the meanings of new words.

The study also tried to observe the relationship between vocabulary learning strategies and vocabulary size test scores. The study computed the correlation coefficient between vocabulary learning strategies and vocabulary size test scores.

The results of this study revealed that there were statistically significant associations between vocabulary size test scores with determination, memory, cognitive and metacognitive strategies. The study also indicated that there were positive correlations between vocabulary learning strategies and vocabulary size test scores. This implied that high score on vocabulary learning strategies associated with high score on vocabulary size test. The results also showed that the correlations were low.

This was reasonable to assume that what the target population reported might not practically use to learn English lexical items.

It was observed in think-aloud protocols procedure that the strategies generally vary depend on the students performance although the think-aloud protocols yield only a small amount of data, they confirmed that the findings by Wenden (1985), Chaimot and O'Malley, 1986 cited in Pearson, 1988) that successful language learners do apply specific strategies to the task of learning.

In summary, then, the answer to the second question: determination, memory, cognitive and metacognitive strategies weakly correlated with vocabulary size test scores. The results reported here were in partially agreement with a study by Kojic-Sabo and Lightbown (1999). Their findings suggested that there was a strong relationship between strategy uses and learning outcomes. And they stated that clusters analysis was an adequate tool for revealing such a relationship. Similar results were obtained in a study by Gu and Johnson who reported that learner strategies highly correlated with vocabulary size.

As mentioned earlier, there was no significant gender difference in using vocabulary-learning strategies among the subjects in all but cognitive strategies. The observed difference, however, was in favor of females. The result, therefore, provided an answer to the third question is partially yes. Students in the sex deferent exhibited some differences with regards to vocabulary learning strategies they used. Several studies done by researchers (for example Green and Oxford, 1995; Ku, 1997; Ehrman and Oxford, 1995 cited in peacock, 2001) found that females reported significantly at the level of  $p < .05$  greater strategy uses than males in many strategies. Although the cultural differences and the levels at which the studies were conducted do not permit comparison of the results. The

present study was not supported by earlier studies. In the previous studies, the subjects were mostly from universities in USA, Europe where the two sexes are almost fairly treated equally. The present study was conducted in a country where subjects were brought up in such a way that boys are encouraged to achieve in every aspect whereas the girls are looked down upon by the society (Alemtsehay, 1985). The inequality in education derives from this long-lived negative attitude towards girls and women. It is therefore not fair to expect female students to use a large amount of vocabulary learning strategies than that of males.

Even more surprising is that the female subjects joined the preparatory classes with lower GPA than the male ones. Males joined with a minimum GPA of 2.20, whereas the females joined with a minimum GPA 2.00.

# **CHAPTER FIVE**

## **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Summary**

The focus of the study was to investigate vocabulary learning strategies employed by Somali-speaking students in preparatory classes. To attempt this the following specific objectives were formulated: (a) to investigate vocabulary learning strategies that was most frequently used by Somali speaking students, (b) to identify the relationship between the types of vocabulary learning strategies and (c) to find out the significant differences between vocabulary learning strategies employed by male and female students. To achieve these ends, the following three research questions were raised to be answered:

1. What are vocabulary learning strategies that are most frequently used by Somali students?
2. What types of vocabulary learning strategies are associated with vocabulary size?
3. Is there any gender difference in using vocabulary-learning strategies?

In order to find answers for these basic questions related topic in the literature were reviewed. The study was conducted in Jijiga High School in Somali region and in Ediget Adults' Boarding School in Addis Ababa. The sample of the study consisted a total of 208, 167 male and 41 female students. In order to select the subjects a random sampling in Jijiga High

School and a purposive sampling in Edget Adults' Boarding School were employed. They were all in preparatory classes. The main data-gathering instrument was a self-report questionnaire that was used for assessing the frequency of vocabulary learning strategies used by students. The subjects were asked to rate the statement on a 5 point-Likert scale in terms of frequency of activities. The participants were also given the vocabulary size test to observe if there was a significant relationship between vocabulary learning strategies and the students' vocabulary size.

The responses collected from the self-report questionnaire and vocabulary size test were analyzed by using SPSS statistical package programme. In addition to the above gathering instruments, the think-aloud protocol had been dealt with an average of 25 minutes per individual.

The main findings in this study were summarized as follows:

1. Memory strategies were most frequently employed by the participants.
2. Cognitive strategies were claimed to be more actively used by the students.
3. Metacognitive strategies were not reported to be used by students so frequently as memory and cognitive strategies.
4. Social strategies were relatively unemployed by subjects.
5. There was no statistically significant gender difference among students in using learning strategies except for cognitive strategies.
6. There were significant associations between determination, memory, cognitive, and metacognitive strategies with vocabulary size test scores, but vocabulary size test scores did not correlate with social (discovery and consolidation) strategies.

## **5.2 Conclusions**

Based on the above findings, the following conclusions can be drawn:

- a) A number of memory, cognitive and determination strategies were employed by subjects more frequently.
- b) Social (discovery and consolidation) strategies were used less frequently by subjects.
- c) There was no statistically significant gender difference among students in using vocabulary-learning strategies. But there was statistically gender difference in using cognitive learning strategies.
- d) The vocabulary learning strategies correlated low with vocabulary size test scores.

## **5.3 Recommendations**

The major concern of the present study was to investigate vocabulary learning strategies employed by Somali-speaking high school students. On the basis of the findings of the study and the conclusions drawn, the following recommendations are forwarded to bridge the gap.

1. Learners need to become aware of vocabulary learning strategies through learning strategy instructions. Attempts to teach students to use different learning strategies have produced good results (Rubin and Thompson, 1994 cited Shmais, 20003) and increased autonomy (Hole, 1987 cited in Abebe, 1997); this has the positive effects of decreasing teacher-dependency.

Hence teacher plays great important roles in strategy training . He/ She needs to learn about the students' background, their interests, motivation and learning style. The teacher can learn what vocabulary learning strategies his/her students appear to be using by conducting a mini action research or by observing their behaviors in classrooms. Hosenfeld (1979) and Chatom (1987 cited in Abebe, 1997) suggest that teacher's first act should be to identify the students' learning strategies so that instruction can be adopted accordingly.

Furthermore scholars for example O'Malley and Chamot (1990: 157-58 cited in Shmais, 2003) introduce the following steps to strategy instruction:

The teacher first identifies or shows students for their current language strategies, explains the rationale and application for using additional learning strategies, provides opportunities and materials for practice and evaluate or assist students to evaluate their degree of success with new learning strategies.

2. Teachers need to be trained in strategy instructions before teaching students how to use vocabulary learning strategy effectively. Thus teacher's training institutes need to provide such training to teachers.
3. Textbook writers need to include a number of tasks, activities and exercises that encourage students to employ a wide range of vocabulary learning strategies. On providing a variety of tasks, activities and exercises in the textbooks, the students could develop more confident to solve new problems, to ask their teachers or to ask their classmates to work together and to improve self- monitoring and self- evaluation.
4. There is a need for conducting further study to examine the relationship between the factors that affect the students' success and their vocabulary learning strategies.

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## **Appendix A**

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE  
INSTITUTE OF LANGUAGE STUDIES  
DEPARTMENT OF FOREIGN LANGUAGE  
AND LITERATURE**

Dear Students,

The objective of this study is to investigate vocabulary-learning strategies employed by Somali-speaking students with particular emphasis on preparatory classes. The study will be used for the purpose of the researcher's MA thesis to be submitted in partial fulfillment of the requirement of the Master of Arts in English as a foreign language. Your data will never be used for any other purposes. Your name will never be identified.

If you are willing to participate in this study, you will fill out a self-report questionnaire in which you indicate what kinds of strategies to increase your vocabulary and you will also take a vocabulary test that measures your vocabulary size. These will never take more than 60 minutes.

Thank you for your participation

The researcher

# Vocabulary Learning Strategies Questionnaire

## Section one:

Before responding the questionnaire, you are asked to answer the following questions.

1. Name -----(Pseudonym)
2. Age: -----years old
3. Sex: Male /Female (circle one)
4. Grade Level: Grade 11/Grade 12 (circle one)
5. Stream: Social science / National science (circle one)
6. Your first language -----

## Section two:

This form of the strategy inventory for vocabulary learning is for students of English as a foreign language .You will find statements about learning vocabulary. Please read each statement and write the response (1, 2, 3, 4, or 5) that tells HOW TRUE THE STATEMENT IS.

1. Never or almost never true of me
2. Usually not true of me
3. Some what true of me
4. Usually true of me
5. Always or almost always true of me

Answer in terms of how well the statement describes you. Do not answer how you think you should be or what other people do. There are no rights or wrong answers to these statements .Work as quickly as you can without being careless. This questionnaire usually takes about 20-30 minutes to complete. If you have any questions, let the researcher know immediately.

		1	2	3	4	5
1.	I analyze part of speech of a new word to explore it's meaning.					
2.	I analyze affixes and roots to explore it's meaning.					
3.	I guess the meaning of new words by analyzing any available pictures or gestures.					
4.	I guess the meaning of new words form the context when I read.					
5.	I use English –English dictionary.					
6.	I use English – Somali/Somali-English dictionary.					
7.	I use word lists when I discover new words.					
8.	I use flash card when I explore new English words.					
9.	I ask teachers for a Somali translation.					
10.	I ask teachers for paraphrase or synonym of a new word.					
11.	I ask teachers for a sentence including a new word.					
12.	I ask classmates (friends) to explain the meanings of new words.					

13.	I discover new meaning of words through group work activity.	1	2	3	4	5
14.	I ask relatives (brothers sisters, uncle etc) for Somali translation.					
15.	I ask teachers to check my world lists for accuracy.					
16.	I interact with non – Somali speakers in English to increase my vocabulary.					
17.	I create mental image of the word's meaning.					
18.	I remember new words with pictures of their meaning instead of definitions.					
19.	I connect the word to my personal experience to remember.					
20.	I associate the word with its coordinates to remember (Apple- other of fruit).					
21.	I connect the word to its synonyms (irritated-annoyed) and antonyms (dead-alive).					
22.	I use semantic maps to remember new English words.					
23.	I use scales for gradable adjectives (huge/big /medium-sized/small/tiny).					
24.	I connect unrelated words with rhyme.					
25.	I remember words where they are on a page, on a board or a street sign.					
26.	I use new words in sentences and in conversations so I can remember them.					
27.	I group words together within a story line.					
28.	I study the spelling of a word.					
29.	I study the pronunciation of a word.					
30.	I say word aloud when I study.					
31.	I outline the word with lines ' Configuration'.					
32.	I underline (highlight) a new word or the first letter of the word.					
33.	I try to identify a familiar word in Somali language that sounds like or otherwise resembles the new word. E.g. The English word one for Somali word 'wan' (ram).					
34.	I use semantics feature of grids.					
35.	I learn the new words by remembering idiomatic proverbs.					
36.	I study part of speech to remember.					
37.	I study and practice meaning in a group.					
38.	I paraphrase the meaning of a new word.					
39.	I visualize the new words form to remember.					
40.	I say a new English word several times.					
41.	I write a new word several times.					
42.	I use wordlist to study.					
43.	I take notes in class in English.					
44.	I use flash cards or pieces of paper to study a new word anywhere.					
45.	I use the vocabulary sections (glossary) in my text book.					
46.	I keep vocabulary notebook.					
47.	I put English labels on physical objects.					
48.	I listen to tape of word lists.					
49.	I test myself with word test.					

		1	2	3	4	5
50.	I use English–language radios.					
51.	I watch English channel TV programmers.					
52.	I listen to English songs.					
53.	I use spaced word practice.					
54.	I skip or pass new words.					
55.	I continue to study words overtime.					
56.	I plan my schedule so I will have enough time to study vocabulary.					
57.	I learn words from paper tests (learn from failure).					
58.	I use English–language internet e-mail, chat, etc. in English.					
59.	I have clear goals for increasing my English vocabulary.					

## **Appendix B**

### **JAAMACADDA ADDIS ABABA DUGSIGA QALINJEBINTA XARUNTA BARASHADA LUQADAHA QAYBTA AFAKA QALAAD IYO SUUGAANTA**

Ardada qaaliga ahow

Ujeedada cilmi baadhistaan waa in la ogaado qaabka barashada erayada ee ay ardada Soomaalidu adeegsadaan iyagoo si gaar ah luugu kuur galayo ardada ku jirta fasallada u diyaargarowga jaamacadaha. Cilmi baadhistaan waxaa loo adeegsan doonaa qeyb ahaan buugga qalin jebinta ee master digriiga artska ee afka ingiriiska afqalaad ahaan. Warbixintaada looma adeegsan doona waxyaabo kale, magacaagana lama sheegi doono.

Haddaad dooneyso inaad ka qeyb qaadato cilmi baadhistaan waxaad bixin doontaa warbixin shakhsiyeed aad kaga jawaabeyso su'aalo, taasoo aad qeexi doonto qaababka aad ku kordhisato erayada waxa kaloo lagaa qaadi doonaa tijaabo erayo si loo ogaado inta ay la' eg tahay tirada erayada aa taqaano. Kuguma qaadan doonto in kabadan 50 daqiiqo si aad u jawaabto su'aalaha.

Waad ku mahad ku mahadsan tihiin ka qaadashadiina

Cilmibaadhe

## Weydiimo ku saabsan qaababka erayo barashada

### Qeybta koowaad:

Intaadan ka jawaabin weydiimaha, marka hore ka jawaab su'aalahan:

1. Magac (Naneys):-----
2. Da'da----- Jir
3. Jinsi Lab/Dheddig (Mid uun goobaab geli)
4. Fasalka: Fasalka 11, Fasalka 12 (mid goobaab geli)
5. Waaxda: Cilmi bulshda/ Cilmi guud (mid goobaab geli)
6. Afkaaga hooyo (afkaaga laad)

### Qeybta labaad:

Foomkan lagu soo tirakoobay qaababka barashada erayada waxaa loogu tala galay ardayda uu afka ingiriisku u yahay afqalaad. Waxaad ka helaysaa caddaymo ku saabsan qaababka barashada

erayada. Fadlan aqri caddayn kasta kuna jawaab (1,2,3,4,ama 5) midda runta ka sheegeysa caddeymaha.

1. marnaba amaba in yar ayey iga sheegaysaa
2. caadiyan aniga igama run sheegeyso
3. sibay iiga run sheegaysaa
4. Caadiyan run ayeg iga sheegeysaa.
5. Marwalba amaba in badan ayey iga sheegeysaa

U jawaab sida ugu habboon ee caddeyntu kaaga hadlayso. Ha u jawaabin sidaan maleynayso inay kugu habboonayd amaba sida dadka kale ay sammeeyaan. Ma jiraan jawaabo sax ah iyo kuwo qaldan oo ku saabsan caddaymahan. U shaqee sida ugu dhaqsiiyaha badan ee aad kareyso. Sida caadiga ah weydiimahan waxa looga jawaabo 20- 30 daqiiqo. Haddii ay jiraan wax su'aallo ah oo aad ka qabto la socodsii macalinka si degdeg ah.

		1	2	3	4	5
1	waxaan falanqeeyaa qeybaha hadalka ee erayga cusub.					
2	waxaan falanqeeyaa horgaleyaasha amaba salka erayga cusub.					
3	waxaan gartaa micnaha erayada cusub anoo falanqeynaya wax sawiro ah ama sinqasho					
4	waxaan ka gartaa micnaha erayga marka aan aqriyo weedha ay ku jirto					
5	waxaan adeegsadaa digshinery af ingiráis, ingiras lahu fahiray					
6	waxaan adeegsadaa digshinery ingiráis somalí lagu tarjumay, somalí ingiráis lagu tarjumay.					
7	waxaan adeegsadaa liis erayada cusub, si aan u xisuusto.					

		1	2	3	4	5
8	waxaan adeegsadoo kaarar aan ku dul qoro erayada cusub si aan usuusto					
9	macallimmiinta yaan weydiiyaa in ay iigu tarjumaan afsoomaali					
10	macallinka ayaan weydiiyaa in. ligu sheego si kooban oo ka fudud amaba eray la macna ah.					
11	macallinka ayaan weydiiyaa inuu ii sheego weedh uu eray cusub ku jiro.					
12	waxaan weydiiyaa ardada aan isku fasalka nahay (saaxiibbada) inay ii sharraxaan macnaha weedha uu ku jiro erayga cusub.					
13	waxaan macnaha cusub ee erayada ka dhex helaa marka kooxo kooxaha loo shaqeynayo.					
14	waxaan wediiyaa ehelka (wallaalahey, gabdho iyo wiilal, abti, adeer IWM.)					
15	waxaan weydiiyaa macallimiinta t iga hubiyaan liiska erayada.					
16	waxaan dhexgalaa dadka aan af Soomaaliga ku hadlin kulana sheekeystaa afka ingiriiska.					
17	waxaan maskaxdeyda ka soo saaraa muuqaalka erayga					
18	waxaan erayda ku xusuusta sawirka micneymaya intaan ku xussuusan lahae					
19	waxaan erayga la xidhiidhyaa waaya aragnimadeyda					
20	waxaan u kooxeeyaa sida ay isula shaqeyn karaan erayadaTufaax, nooc kale oo furuut ah).					
21	waxaan erayda u geeyaa arayada ay isku macnaha yihiin (irritated-anoyed) iyo kuwo ay macna ahaan isla soo hor jeedaan (dead-alive)					
22	waxaan adeegsadaa khad macne					
23	waxaan adeegsadaa sifeyaal la qiyaasi karo, sida: huge/big/ médium-sized/small/tiny					
24	waxaan erayga ku xidhiidhiyaa arayada ay isku jaanta yihiin(two is shoe, three is a tree etc)					
25	waxaan ku xusuustaa erayada ee ingiriiska anigoo soo xusuusanaya halkay bogga kaga yaalaan, boorarka, iyo jidadka.					
26	waxaan erayada cusub u adeegsadaa weedhaha iyo wada sheekeysiga si aan ku soo xusuusto					
27	erayada cusub waan urusadaa si aan u adeegsado markaan sheeko qorayo					

		1	2	3	4	5
28	waxaan bartaa higgsaadda erayga.					
29	waxaan bartaa qaabka loogu dhawaaqo erayga					
30	markaan baranayo erayga cusub kor ayaan ugu dhawaaqaa.					
31	waxaan adeegs adaa configuration si aan u xusuusto					
32	Hoosta ayaan ka xariigaa amaba xarofke ugu horeeya					
33	waxaan isku dayaa inaan ka dhex helo af Soomaaliga eray u dhawaaq dhow amaba lagu beddeli karo eraygii cusbaa sida: Ingiriis: One, Somali: wan macnahiisa ram (he-sheep)					
34	waxaan kala dhexbaxaa shabakadda macnaha midka ugu habboon					
35	waxaan ku bartaa erayada anigoo soo xusuuso sanaye maahmaahyaol amaba weedhaha maldahan ee ay ku jiraan					
36	waxaan bartaa qeybaha hadalka qeybta uu kaga jiro si aan u xusuusto					
37	waxaan bartaa macneyaasha erayada koox ahaan.					
38	Micnohe erayga ayaan sida iigu sahlan u soo koobaa.					
39	waxaan maskaxda ku qabtaa qaabka uu erayga u qormo					
40	erayga cusub dhowr jeer ayaan ku celceliyaa					
41	erayga cusub in badan ayaan qoraalkiisa ku celceliyaa					
42	waxaan adeegsadaa liis erayo ah si aan isugu dayo barashadiisa					
43	fasalka markaan ku jiro waxaan wararka ku qortaa af ingiriis					
44	waxaan adeegsaa kaararka xusuusta amaba warqado yaryar si aan u barto erayga cusub meelwalba oo aan joogo					
45	buuggeyga waxaan ka sammeystaa qeyb u gaar erayada cusub					
46	waxaan sammeystaa buug u gaar ah erayada cusub					
47	waxaan walxahayga ku dhejiyaa warqado yaryar oo af ingiriis ku qoran					
48	waan dhegeystaa(cajalafd ay ku duuban yihiin erayada cusub) si aan u xifdiyo liiskeeyga erayda.					
49	waxaan isku imtixaamaa liiskii erayada					
50	waxaan dhegeystaa radiyeyaasha ku hadla afka ingiriiska.					

		1	2	3	4	5
51	waxaan daawadaa kanaalada Tvga ee af ingiriiska ku hadla.					
52	waxaan dhegeystaa heesaha ingiriiska					
53	waxaan sammeeyaa tijaabooyin aan waqti u kala dhex-dhexeysiiyo					
54	waan ka boodaa amaba ka gudbaa erada cusub					
55	waxaan barashada erayada cusub wadaa muddo badan					
56	waxaan diyaarsadaa jadwal si aan u helo waqti igu filan oo aan ku barto erayo cusub.					
57	waxaan erayada ka bartaa warqadaha imtixaanka ( khaladaadkeyga ayaan ka bartaa)					
58	ingiriiska waxaan ku isticmaalaa Intrnet ka (e-mail, sheekeysiga IWM)					
59	waxaan leeyahay mabda' ah inaan kororsado ingiriiskeyga					

## Appendix c

### Vocabulary Level Test:

Write T if a sentence is true. Write N if it is not true. Write X if you do not understand the sentence. The first one has been answered for you.

- T 0. We cut time in to minutes, hours and days.
- \_\_\_ 1. Some children call their mother Mama.
- \_\_\_ 2. Show me the way to do it means 'show me how to do it'.
- \_\_\_ 3. The country is part of world.
- \_\_\_ 4. When something falls, it goes up.
- \_\_\_ 5. Most children go to school at night.
- \_\_\_ 6. It is easy for children to remain still.
- \_\_\_ 7. Cars cannot pass each other on a wide road.
- \_\_\_ 8. A scene is a part of a play.
- \_\_\_ 9. People often think of their home, when they are away from it.
- \_\_\_ 10. There is a mountain in every city.
- \_\_\_ 11. Each month has the same number of days.
- \_\_\_ 12. A chief is youngest person in a group.
- \_\_\_ 13. Black is a colour.
- \_\_\_ 14. A family always has at least two people.
- \_\_\_ 15. Silver costs a lot of money.
- \_\_\_ 16. A society is made of people living together.
- \_\_\_ 17. An example can help you understand.
- \_\_\_ 18. Big ships can sail up a stream.
- \_\_\_ 19. It is good to keep a promise.
- \_\_\_ 20. People often dream when they are sleeping.
- \_\_\_ 21. This is a date-10 o'clock.

- \_\_\_22. When something is impossible, it is easy to do it.
- \_\_\_23. Milk is blue.
- \_\_\_24. A square has five sides.
- \_\_\_25. Boats are made to travel on land.
- \_\_\_26. When you look at something closely, you see the details.
- \_\_\_27. There are many ways to get money.
- \_\_\_28. All the world is under water.
- \_\_\_29. Day follows night and night follows day.
- \_\_\_30. *Remain here* means 'stay'.
- \_\_\_31. *Often* means 'many times'.
- \_\_\_32. Each month has a different name.
- \_\_\_33. Dirty hands cannot leave marks on glass.
- \_\_\_34. You can eat silver.
- \_\_\_35. Your child will be a girl or a boy.
- \_\_\_36. When you are sure, you know you are right.
- \_\_\_37. Each society has the same rules.
- \_\_\_38. It is impossible to live for a long time without water.
- \_\_\_39. A detail is a small piece of information.
- \_\_\_40. A handle is part of our body.

### **A Vocabulary Level Test: Test B**

You must choose the right word to go with each meaning. Write the number of that word next to its meaning. Here is an example

- |             |                                    |
|-------------|------------------------------------|
| 1. business |                                    |
| 2. clock    | ___6___ part of a house            |
| 3. horse    | ___3___ animal with four legs      |
| 4. pencil   | ___4___ something used for writing |
| 5. shoe     |                                    |
| 6. wall     |                                    |

1. copy
2. event

3. motor \_\_\_\_\_end or highest point  
4. pity \_\_\_\_\_this moves a car  
5. profit \_\_\_\_\_thing made to be like another  
6. tip

1. accident  
2. debt  
3. for \_\_\_\_\_loud deep sound  
4. pride \_\_\_\_\_something you must pay  
5. roar \_\_\_\_\_having a high opinion of yourself

1. birth  
2. dust  
3. operation \_\_\_\_\_game  
4. row \_\_\_\_\_winning  
5. sport \_\_\_\_\_being born  
6. thread

1. clerk  
2. frame \_\_\_\_\_a drink  
3. noise \_\_\_\_\_office worker  
4. respect \_\_\_\_\_unwanted sound  
5. theatre  
6. wine

1. dozen  
2. empire \_\_\_\_\_chance  
3. gift \_\_\_\_\_twelve  
4. opportunity \_\_\_\_\_money paid to the government  
5. relief  
6. tax

1. admire  
2. complain \_\_\_\_\_make wider or longer  
3. fix \_\_\_\_\_bring in for the first time  
4. hire \_\_\_\_\_have a high opinion of someone  
5. introduce  
6. stretch

1. arrange  
2. develop  
3. lean \_\_\_\_\_grow  
4. owe \_\_\_\_\_put in order

5. prefer \_\_\_\_\_ like more than something else

1. blame

2. elect

\_\_\_\_\_ make

3. jump

\_\_\_\_\_ choose by voting

4. manufacture

\_\_\_\_\_ become like water

5. melt

6. threaten

1. brave

2. electric

\_\_\_\_\_ commonly done

3. firm

\_\_\_\_\_ wanting food

4. hungry

\_\_\_\_\_ having no fear

5. local

6. usual

1. bitter

2. independent

\_\_\_\_\_ beautiful

3. lovely

\_\_\_\_\_ small

4. merry

\_\_\_\_\_ liked by many people

5. popular

6. slight

1. atmosphere

2. counsel

\_\_\_\_\_ advice

3. factor

\_\_\_\_\_ a place covered with grass

4. hen

\_\_\_\_\_ female chicken

5. lawn

6. muscle

1. blanket

2. contest

\_\_\_\_\_ holiday

3. generation

\_\_\_\_\_ good quality

4. merit

\_\_\_\_\_ wool covering used on beds

5. plot

6. vacation

1. admonition

2. angel

\_\_\_\_\_ group of animal

3. frost

\_\_\_\_\_ spirit who serves God

4. herd

\_\_\_\_\_ managing business and affairs

5. fort

6. pond

1. bull
2. champion
3. dignity \_\_\_\_\_ formal or serious manner
4. hell \_\_\_\_\_ winner of a sport event
5. museum \_\_\_\_\_ building where valuable objects are shown
6. solution

### **Productive Levels Test**

*Complete the underlined words. The first one has been done for you.*

0. I'm glad we had this opportunity to talk.
1. He was riding a bic\_\_.
2. There are a doz\_\_ eggs in the basket.
3. Every working person must pay income t\_\_.
4. Her beauty and cha\_\_\_\_\_ had a power effect on men.
5. The rich man died and left all his we\_\_\_\_\_ to his son.
6. Ann intro\_\_\_\_ her boyfriend to her mother.
7. Teenagers often adm\_\_\_\_ and worship pop singers.
8. In order to be accepted into the university, he had to impr\_\_\_\_ his grades.
9. The dress you are wearing is lov\_\_\_\_\_.
10. He was not very popu\_\_\_\_ when he was a teenager, but he has many friends now.
11. Many people are inj\_\_\_\_\_ in road accidents.
12. The farmer sells the eggs that his he\_\_\_\_ lay.
13. Don't pay attention to this rude remark. Just ign\_\_\_\_ it.

Extracted from Nation (2001:412-425)