

**ADDIS ABABA UNIVERSITY
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**VOCABULARY–LEARNING STRATEGY USE: THE CASE OF
HIGH AND LOW ACHIEVER STUDENTS IN GONDAR
COLLEGE OF TEACHER EDUCATION**

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**Vocabulary–Learning Strategy Use: The Case of
High and Low Achiever Students in Gondar
College of Teacher Education**

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Abstract

The main purpose of this study was to investigate vocabulary-learning strategies used by high and low achiever students. The focus was to see similarities and differences between high and low achiever students in using vocabulary-learning strategies. To this end, a questionnaire was designed using Schmitt (1997) model. The questionnaire was administered to 30 students (15 high achievers and 15 low achievers) from Gondar College of Teacher Education. The frequency and t-test were used to analyze the data. The frequency was used to describe the information taken from the questionnaire. The t-test (with significant difference level $P < 0.05$) was applied to check if there was a statistically significant difference between “high” and “low” achievers in using each sub-category of vocabulary learning strategies.

The finding shows that there was a relationship between vocabulary learning strategy use and language learning achievement. The more successful language learners (i.e. high achievers) use more vocabulary learning strategies than the less successful learners (i.e. low achievers).

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

The history of second language learning traces back to Romans. During this period and afterwards different approaches to language learning, each with different perspectives on vocabulary learning, have been introduced. Some times, vocabulary has a good place in language teaching methodologies, other times it was completely neglected (Allen, 1983; Carter and McCarty, 1988; Taylor, 1991 and Schmitt, 2000).

The method of language teaching has been changing from grammar translation to direct method and then to communicative approach. But it was only during the communicative approach that the prominent role of vocabulary knowledge in second or foreign language learning has been recognized by researchers in the field. The current popular communicative approach of language teaching has emphasized meaningful interactive activities over form. It also recognized that the vocabulary learning strategies that students use have greater impact on the success of their vocabulary learning (Hatch and Brown, 1995). According to Gu and Johnson (1996), the most successful learners use a wide range of vocabulary learning strategies and this in turn help them to be successful vocabulary learners and language learners in general. By contrast, less successful learners use limited range of vocabulary learning strategies inappropriately. Similarly, Ahmed (1989) indicates that the 'good' learners differed greatly from the 'low achiever' ones in strategies use. The former ('high achiever' learners) not only use more strategies but also differ from poor learners in that they learn words in context and use a dictionary as a resource. The 'low achiever' learners, however, show no interest in learning words in context and are generally less aware of

what they could learn about new words.

Research into the area of language learning strategies began in great extent in the 1970s as part of the movement away from a predominately teaching oriented perspective to one which included interest in how the actions of learners might affect their acquisition of language. At that moment, there was a growing awareness that aptitude was not the governing factor in language learning success. This implies that language achievement depended quite heavily on the individual learner's endeavours. This naturally led to a greater interest in how individual learners approached and controlled their own learning of language (Schmitt, 1997 and Nation, 2001).

1.2 Statement of the Problem

Among the various factors that contribute a lot to a successful learning, using a variety of language learning strategies in general, and vocabulary learning strategies in particular are some. O'Malley and Chamot (1990) state that meaningful learning and teaching takes place when there is an active involvement of learners in the language learning process. Moreover successful second language learning can be achieved when students participate in the learning process (Alemu, 1994).

Schmitt (1997:215) also states:

One approach of facilitating vocabulary learning that has attracted increasing attention is vocabulary-learning strategies. Interest in vocabulary learning strategies has paralleled a movement away from a predominantly teaching- oriented perspective to one that includes interests in how the actions of the learners might affect their acquisition of language.

But unable to use appropriate vocabulary learning strategies may lead students not to

have adequate vocabularies and this in turn also leads them to lose interest in learning English language. As a result, most of the students in Ethiopia are weak in using English for communication. There are high achievers who are successful in language learning. On the other hand, there are low achievers and unsuccessful language learners. Although there are many factors that make students successful or unsuccessful in language learning, using or not using appropriate vocabulary learning strategies might be one among them.

In an attempt to assess students' effort in using vocabulary, learning strategies in Ethiopia there have been three studies. One is a study conducted by Abebe G/Tsadik (1997) on strategies of vocabulary learning employed by first year students at A.A.U. The finding indicates that a wide range of English vocabulary acquisition strategies were reported by the target sample students but only few of the strategies were reported to be used by a large number the students. The second is by Jeylan Aman (1999) on vocabulary learning strategies used by grade 11 students at Menelik II senior secondary school in A.A. He found out that the majority of students seemed rarely use most of the strategies investigated. The third study is by (Setegn, 1997) that investigates vocabulary learning strategies employed by Somali speaking students. According to Setegn Mayew (2007), there is no statistically significant gender difference among learners in using vocabulary-learning strategies except for cognitive strategies.

However, as far as the present researcher's knowledge is concerned no study has dealt with the relationship between language achievement and vocabulary learning strategies in Ethiopian context.

1.3 Objective of the Study

1.3.1. Main Objectives

The main objective of this study is to find out vocabulary learning strategies employed

by high and low students and see the relationship between vocabulary strategy use and learning achievement.

1.3.2 Specific Objectives

Specific objectives of this study include:

- To investigate vocabulary-learning strategies that are employed by “high” and low achievers in learning English.
- To see the relationship between vocabulary learning strategies use and language learning achievement.

Thus, this research tries to see answers to the following questions:

1. What are the similarities and differences between high and low achievers in vocabulary learning strategy use?
2. Is there any significant difference between the two groups in vocabulary learning strategy use?
3. Is there any relationship between vocabulary learning strategy use and language learning achievement?

1.4. Significance of the Study

It is obvious that vocabulary-learning strategies play a significant role in helping students learn and acquire vocabularies easily. It is also true that students have their own vocabulary learning strategies that they think are helpful to promote their vocabulary knowledge. This study, therefore, will have the following significances.

- It could help to promote the knowledge vocabulary learning strategies of curriculum designers and teachers so as to develop helpful guide in preparing materials that facilitate vocabulary learning.
- Since very little is done on this area, it can also serve as a springboard for further researchers.

1.5. Delimitation

Although it had been better if the researcher had covered more colleges, the researcher is limited only to Gondar College of Teacher Education because of time and money constraints. The researcher was also interested to study more sections. But since there are only two sections of third year regular language students, the researcher was forced to confine himself only to those sections to take the available sample

1.6. Limitation

Although it was better to use varieties of instruments to get more information, the researcher limited himself to only questionnaire and semi-structured interview which he thought were relevant to the study because of time constraints.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Definition of Vocabulary Learning Strategies

According to Rubin (1987) and O'malley and Chamot (1990), language learning strategies are any set of actions, plans, tactics, thoughts or behaviors that the learners employ to facilitate the comprehension, storage, retrieval, and use of information. Similarly, Williams and Burden (1997) define language learning strategies as techniques used by learners to help make their language learning be more effective and increase their independence and autonomy as learners. Strategies can be employed by learners to assist with storage of information, to help with the construction of language rules and to help with an appropriate attitude towards the learning situation. Oxford (1990) also defines learning strategies as specific actions takes by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

Language learning strategies are intentional behavior and thoughts that learners make use of during learning in order to better help them understand, learn or remember new information. These may include focusing on certain aspects of new information, analyzing and organizing information during learning to increase comprehension, evaluating learning when it is completed to see if further action is needed. They may be applied to simple tasks such as learning a list of new words, or more complex tasks involving language comprehension and production,(Richards, 1992). Stern (1992:261) explains, "The concept of language learning strategy is based on the assumption that learners consciously engage in activities to achieve certain goals that they exercise choice procedure, and that they undertake."

With the emergence of the concept of language learning strategies, scholars have attempted to link these strategies with language learning skills believing that each strategy enhances learning of vocabulary, pronunciation, etc. scholars such as

O'Malley (1985) and O'Malley and Chamot (1990), confirm that most language learning strategies are used for vocabulary learning tasks.

Schmitt's (1997) definition of vocabulary learning strategies reflects Rubin's (1987) understanding of learning. Rubin (1987) views learning as "The process by which information is obtained, stored, retrieved, and used," (p:29). According to Schmitt (1997:203) "Vocabulary learning strategies could be any action which affects this rather broadly-defined process". Similarly, Cameron (2001:92) defines vocabulary learning strategies as "Actions that learners take to help themselves understand and remember vocabulary." Nation (2001:217) says that, "Vocabulary learning strategies are language learning strategies which in turn are part of general learning strategies". Therefore, vocabulary learning strategies have great contribution to learn language successfully. They are the means that students use them to develop their vocabulary knowledge to solve their problems in language learning.

Nations (2001:217) argues that a language learning strategy must:

- Involve choice, i.e. there should be several strategies to choose from
- Be complex, i.e. there should be several steps to learn.
- Require knowledge and benefit from training.
- Increase the efficiency of vocabulary learning and vocabulary use.

Hatch and Brown (1995:373) describe five essential steps of vocabulary learning strategies. These are:

- Having sources for encountering new words;
- Getting a clear image, whether visual or auditory or both, for the forms of the new word
- Learning the meaning of words;
- Making a strong memory connection between the forms and meanings of the words;
- Using the words.

Based on Schmitt's (1997) research, Catalan (2003) discusses a more concrete and detailed definition of vocabulary learning strategies. Taking into consideration the ideas of different researchers such as Oxford,(1990); Rubin (1987); Schmitt (1997); Wenden (1987), Catalan suggests the following using in the use of vocabulary learning strategies:

- to find out the meaning of unknown words
- to retain them in long-term memory
- to recall them at will, and
- to use them in oral or written mode (Catalan 2003:56).

From all above, the vocabulary learning strategies use are the knowledge to use strategies to find out and memorize meaning of unfamiliar words and retrieve when needs arise whether in oral or written aspects.

2.2. The Importance of Vocabulary and Vocabulary Strategies

Vocabulary conveys meaning which ensures an effective communication. This is to say that words are the basic unit of a language form without which one cannot communicate effectively or express ideas (Krashen, 1998) states:

Vocabulary is basic to communication. If acquirers do not recognize the meanings of the key words used by those who address them, they will be unable to participate in the conversation. And if they wish to express some ideas or ask for information, they must be able to produce lexical items to convey their meaning.

Similarly, Wilkins (1982:134) writes "Very little can be conveyed without grammar but nothing can be conveyed without vocabulary." This is to mean that if someone knows the morphology and syntax of an utterance addressed to him/her, but doesn't know the meanings of the key lexical items, he/she will not be able to participate in the communication, Krashen (1998), Cart her and McCarthy (1988).

Moreover, Taylor (1990) says that ranging from words to sentence level; we find different vocabulary, which plays an indispensable role for making language meaningful. Vocabulary is thus, useful to create a communicative environment. Regarding this Wallace (1982: 9) indicates that:

It has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary, because there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language (Wallace, 1982:9).

Vocabulary is also very indispensable for the acquisition process. Cameron (2001: 82) states “Vocabulary has been considered as a major resource for language use.” Early foreign language learning offers the chance for learners to build up a solid core of words useful for further learning. Harmer (1991) and Krashen (1998) also indicates language students need to learn the lexis of the language and need to learn what words mean and how they are used. Regarding the importance of vocabulary, McCarthy (1990: VII) states that:

No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way.

Harmer (1991:53) also writes “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.” An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words (vocabularies) are used.

Vocabulary knowledge of a language is very vital in order to understand or convey message in communication and to pursue and succeed in one’s learning. Zhihong (2000) states that vocabulary is vital to guarantee communication between and among people. It is the basic unit of language form without a sufficient vocabulary; one can not communicate effectively or express ideas. Having a limited vocabulary is also a

barrier that prevents students from learning a foreign language. Cameron (2001:92) says that “Vocabulary is fundamental to using the foreign language as discourse, since vocabulary is both learnt from participating in discourse, and is essential to participating in it.”

Therefore, word knowledge is an essential component of communication and it is important for both production and comprehension in a foreign language, Seal(1991),

Knowing a word according to Richards (1976) and Nation (1990) involves knowing:

- a great deal about its general frequency of use, syntactic and situational limitations on its use
- its underlying form and the forms that can be derived from it,
- the network of its semantic features and,
- the various meanings associated with the item (Richard, 1976 , 1983; Nation, 1990).

Knowing a word is also defined as knowing its spelling, pronunciation, collocations, that is, word it co-occurs with, and appropriateness (Nation, 1990). Hence, lexical competence is far more than the ability to define a given number of words and covers a wide range of knowledge which in turn requires a variety of vocabulary learning strategies to gain the knowledge. Foreign language learners may then use various vocabulary learning strategies to acquire the target language word knowledge, Richard, (1976) and Ellis (1994).

There are many words on which teachers may not be able to spend time within the class time limits. Thus, if students have number of vocabulary learning strategies, they deal with these words on their own and as a result have access to large number of target language words (Nation, 2001 and Schmitt 2000).

Therefore, an important part of a student's vocabulary development depends on the ability to use his/her own strategies of vocabulary learning strategies for coping with new vocabulary in written or spoken texts (Atkins .et al,1996). The main benefit gained from vocabulary learning strategies is the fact that they enable learners to take more control of their own learning so that students can take more responsibility for their vocabulary learning. (Nation, 2001; Scharle and Szabo, 2000). Consequently, vocabulary learning strategies foster "learner autonomy, independence, and self-direction" (Oxford, 1990:29). Equipped with a range of different vocabulary learning strategies, students can decide upon how exactly they would like to deal with unknown words. A good knowledge of the strategies and the ability to apply them in suitable situations might considerable simplify the learning of new vocabulary for students. (Schmitt, 2000; and Gu and Johnson, 2000)

2.3. Taxonomy of Vocabulary Learning Strategies

Many language researchers have attempted to develop taxonomy of language learning strategies (Wenden and Rubin, 1987; O'malley et.al 1985; Oxford 1990; Stern 1992; Ellis 1994; Purpura, 1994; Schmitt 1997; Gu and Johnson, 1996; Nation 2001).

Oxford (1990), Gu and Johnson (1996), Schmitt (1997) and Nation(2001), for example, propose taxonomy of vocabulary learning strategies based on the second or foreign learner's various strategies to acquire the target language words(vocabularies). Oxford (1990) attempts to present a comprehensive taxonomy of language learning strategies, the Strategy Inventory for Language Learning (SILL). This taxonomy makes distinction between 'direct strategies' (working with the language itself) and 'indirect strategies' (general management of learning). Direct strategies are divided into three subclasses: memory strategy (strategies to store and retrieve aspects of the target language), cognitive strategies (strategies for using the language and for understanding how it works), and compensation strategies (strategies for using the language despite gaps in knowledge). Indirect strategies include metacognitive strategies (strategies for

planning, organizing and evaluating learning), affective strategies (Strategies for approaching the task positively), and social strategies (strategies for working with others to get input and practice).

According to Gu and Johnson (1996) second language vocabulary learning strategies include:

- metacognitive regulation
- guessing strategies
- dictionary strategies
- memory strategies (rehearsal)
- memory strategies (encoding)
- activation strategies

Gu and Johnson's (1996) metacognitive strategies entail selective attention and self-initiation strategies. Foreign/second language learners who employ selective attention strategies know which words are important for them to learn and are essential for adequate comprehension of a passage. Learners employing self-initiation strategies use a variety of means to make the meaning of vocabulary items clear. Cognitive strategies consist of guessing strategies, skillful use of dictionaries and note-taking strategies, learners using guessing strategies draw upon their background knowledge and use of linguistic clues like grammatical structures of a sentence to guess the meaning of a word. Memory strategies are classified into rehearsal and encoding strategies. Encoding strategies encompass such strategies as association, imagery, visual, auditory, semantic and contextual encoding as well as word structure (i.e. analyzing a word in terms of prefixes, stems, and suffixes). Activation strategies are those strategies through which learners actually use new words in different contexts. For instance learners may set sentences using the words they have just learned (Ibid)

Classification of Gu and Johnson's (1996) vocabulary learning strategies is summarized in the following table.

Strategies			
Metacognitive	Cognitive	Memory	Activation
Selective attentive identifying essential words for comprehension - Self-initiation: using a variety of means to make the meaning of words clear -	Guessing: Activating background knowledge, using linguistic items - use of dictionary Note-taking	Rehearsal: word list repetition, etc - Encoding: association (imagery, visual, auditory, etc)	- Using new words in different contexts

Another comprehensive inventory of vocabulary learning strategies is developed by Schmitt (1997) which is based on Oxford's (1990) taxonomy of vocabulary learning strategies. He distinguishes the strategies into two groups, discovery strategies which are helpful to determine the meaning of new words when encountered for the first time and consolidation strategies which are helpful to remember meaning when encountered again. Schmitt's (1997) vocabulary learning strategies are further classified into six categories and fifty-eight individual strategies

Examples of Schmitt's (1997) vocabulary learning strategies

1. Strategies for the discovery of a new word's meaning	
Strategy group	Strategy
Determination	<ul style="list-style-type: none"> -Analyzing part of speech -Analyzing affixes and roots -Analyze any available pictures or gestures -Guess meaning from textual context -Use a dictionary (bilingual or monolingual)
Social	<ul style="list-style-type: none"> - Ask teacher for a synonym, paraphrase, or L₁ translation of new word - Ask classmates for meaning
2. Strategies for consolidating a word once it has been encountered	
Strategy group	Strategy
Social	<ul style="list-style-type: none"> - Study and practice meaning in a group - Interact with native speakers
Memory	<ul style="list-style-type: none"> - Connect word to a previous personal experience - Associate the word with its coordinate - Use semantic maps - Image word forms - Use keyword method - Group words together to study them - Study the spelling of a word - Say new aloud when studying - Use physical action when learning a word
Cognitive	<ul style="list-style-type: none"> - Verbal repetition - Written repetition - Word lists - Put English labels on physical objects - Keep a vocabulary notebook
Metacognitive	<ul style="list-style-type: none"> - Use English language media (songs, movies, news, casts, etc) - Use spaced word practice (expanding rehearsal) - Test one self with word tests - Skip or pass new word - Continue to study word over time

Source: Schmitt (1997:207-208)

According to Schmitt (1997), 'discovery strategies' contain determination, and social strategies, and consolidation strategies contain cognitive, metacognitive, memory and social strategies. Schmitt (1997) includes social strategies in both categories since they can be used for both purposes. To Schmitt, determination strategies are used when "Learners are faced with discovering a new word's meaning without recourse to another person's experience" (Schmitt 1997:205). Hence, learners try to discover the meaning of a word by guessing it with the help of structural knowledge of language, context, and reference materials. For Schmitt, the second way to discover a new meaning is through employing the social strategies: asking someone for help with the unknown words. Besides, in the initial discovery of a word, learners need to employ a variety of strategies to practice and retain vocabulary. Learners thus, use a variety of social, memory, cognitive and metacognitive strategies to consolidate their vocabulary knowledge. Cooperative group learning through which learners study and practice the meaning of new words in a group is an example of social strategies for consolidating a word. Memory strategies, traditionally known as Mnemonics, (Thompson, 1987 and Stockmen, 1997) involve relating the word with some previously learned knowledge by using some form of imagery or grouping. Cognitive strategies in this taxonomy are similar to memory strategies but are not focused on manipulative mental processing. They include repetition and using mechanical means such as word lists, flash cards, and vocabulary notebooks to study words. Finally, metacognitive strategies in Schmitt's taxonomy are defined as strategies used by learners to control and evaluate their own learning, by having an overview of the learning process in general. Testing oneself is an instance of metacognitive strategies which provides input to 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 (Schmitt 1997:205-216).

Nation (2001) has proposed taxonomy of various vocabulary learning strategies. The strategies in the taxonomy are divided into three general classes of 'planning', 'source'

and 'processes', each of which is divided into a subset of key strategies. The taxonomy separates different aspects of vocabulary knowledge (i.e. what is involved in knowing a word). The first category (i.e. planning) involves deciding on where, how and how often to focus attention on the vocabulary item. The strategies in this category are choosing words, choosing aspects of word knowledge and choosing strategies as well as planning repetition. The second category in Nation's (2001) taxonomy involves getting information about the word. This information may include all aspects involved in knowing a word. It can come from the word itself, from the context from a reference source like dictionaries or glossaries and from analogies and connections with other languages. Process is the last category in Nation's (2001) taxonomy of vocabulary learning strategies. It includes establishing word knowledge through noticing retrieving and generating strategies (Nation 2001: 218-223).

To Nation (2001), noticing involves seeing the word item to be learned. Strategies at this level include putting the word in a vocabulary notebook or list; putting the word onto a word card and orally and visually repeating the word. He argues that although these strategies are all of recording type, they are useful steps resulting in deeper processing of words. Retrieval involves recalling the item met before. It contains recalling knowledge in the same way it was originally stored. Generating strategies include attaching new aspects of knowledge to what is known through instantiation (i.e., visualizing examples of words), word analysis, semantic mapping and using scales and grids. Generating strategies include rule-driven generation, as well as; such as, creating context, collocations and sentences containing the new word. Besides, the mnemonic strategies and using the word in different context through four skills are also defined as generating strategies (Ibid).

In general, although the taxonomies cited above may slightly differ in terms of strategies they categorize, they all provide a list of widely applicable vocabulary learning strategies.

2.4 Research on Vocabulary Learning Strategies

Attempts have been made by a few investigators to find out how learners cope with the difficulties that are presented by language learning. These investigations have produced different inventories of learning strategies (for example, Rubin 1975; Stern 1975; Naiman et al. 1978; Knight, 1994; Thompson, 1987). But their lists of vocabulary learning strategies comprise more or less similar categories divided up in somewhat different ways (Stern, 1983).

In most of the research on language learning strategies, the primary concern has been on identifying what good language learners report they do to learn a second or foreign language, or in some case, are observed doing while learning a second or foreign language as (Rubin and Wenden, 1987 are cited in Hismanoglus, 2000). Stern (1983) has reported that there are four basic sets of strategies which good learners are likely to employ while less efficient learners employ them only weakly. According to him;

1. The good language learners will select goals and sub goals, recognize stages and developmental sequences, and actively participate in the learning process.
2. The good language learners employ an academic (explicit) learning strategy. They are prepared to study and practice.
3. Good language learners are likely to employ a social learning strategy (they seek communicative contact with target language users through writing, media, in person, etc.)
4. Good language learners use an affective strategy (they cope effectively with the emotional and motivational problems of language learning (Stern 1983:411).

Skill in using vocabulary learning strategies assists students in becoming independent and confident learners (Chamot 1999, and Sanaoui 1995). Research has also demonstrated that there is a relationship between strategy use and success in second or foreign language learning. For instance, Cohen and Aphek (1981), as cited in Chamot (2004), taught students of Hebrew to remember vocabulary items by making paired

mnemonic associations and found that those who made associations remembered vocabulary more effectively than those who did not.

In another attempt, Sanaoui (1995) carried out a study to demonstrate the relationship between vocabulary strategies use and success in acquiring and retaining vocabulary items. The study demonstrates that adult learners of second language vocabulary were likely to fall into two categories: Those who adopted a structured approach to their vocabulary and those who did not. Learners in the first group took control of their vocabulary learning. They did not merely rely on what the language course provided with them. They used their own initiative in regular creating opportunities for vocabulary learning by listening to the radio, watching movies, reading and using self-study. They kept systematic record of vocabulary they learned by using vocabulary notebooks and lists. They reviewed what they had done several times a week. However, the learners in the second group who followed unstructured approach relied mainly on course material. If they made lists of vocabulary items, they did not review them and they occasionally lost them. Sanaoui (1995) concluded that students who had a structured learning approach were more successful in retaining the vocabulary items taught in their classrooms than learners who had an unstructured approach

Ahmed's (1989) study was amongst the first to elicit vocabulary learning strategies learners spontaneously employ. In this study, the good learners were found to be more aware of what they could learn about new words, paid more attention to collocation and spelling, and were more conscious of contextual learning. The good learners saw other learners as resource for vocabulary learning. By contrast, the underachieving learners refused to use the dictionary and almost always ignored unknown words. Generally, the underachieving learners used a smaller range of strategies than the good learners and tended to avoid active practice (Ahmed, 1989 and Nation, 2001).

Gu and Johnson's (1996) study noted that the most successful learners were those who actively drew on a wide range of vocabulary learning strategies. By contrast, the least successful used much more limited range of vocabulary learning strategies. Successful

strategy users need a strategy for controlling their strategy use. This involves choosing the most appropriate strategy from a range of known options and deciding how to pursue the strategy and when to switch to another strategy. For example, consulting dictionary could be followed by the use of word cards to establish knowledge of the word. Similarly, O'Maley and Chamot (1990) state that more effective students used a greater variety of strategies and used them in ways that helped them complete the language task successfully. Less effective students not only had fewer strategies types in their repertoires but also frequently used strategies that were not lead to successful task completion. Moreover, Ahmed (1989) and Sanaoui (1995) say that good learners do things such as using a variety of strategies, structure their vocabulary learning and review and practice target words, and they are aware of the semantic relationships between new and previously learned second/foreign language words; that is, they are conscious of their learning and take steps to regulate their vocabulary learning. Poor learners generally lacked this awareness and control. Similarly, McCarthy (1990) also asserts that learners adopt a variety of strategies to cope with new vocabulary some are better than others in satisfactorily exploiting their strategic resources.

Cohen and Apehek (1981) cited in Dickinson (1987:130) indicate that successful language learners use the following vocabulary learning (memory) strategies:

- associating the structure of part of a word with a known word in the target language.
- associating the sound of a new word with the sound of a word in the mother tongue or the target language or some other language.
- meaning of a part or all of a word
- mental image of a word
- situation in which the word occurred
- physical sensation associated with the word
- visualizing the word
- grouping words according to the similarity of endings

Therefore, in order to be effective, vocabulary learning strategy user has to be conscious and active processors of information, (Schmitt, 2000). Successful learners intentionally select, consciously monitor and evaluate the strategy while less successful learners employ similar strategies yet are not aware of them and do not have a learning aim. Similarly, Vann and Abraham (1990) cited in Lockhart and Richards (1994:65) state:

What distinguished unsuccessful learners was not the lack of appropriate strategies but the inability to choose the right strategy for the task. Unsuccessful learners appear to be active strategy-users, but they often failed to apply strategies appropriate to the task at hand. Apparently, they lacked certain necessary high-order processes, what are often called metacognitive strategies or self regulatory skills, which would enable them to assess the task and bring to bear the necessary strategies for its completion.

Although the use of a wide variety of strategies has been found to be characteristics of successful learners, the great majority of learners seem to favor some form mechanical strategy such as repetition over deeper, more complex ones, such as contextual or metacognitive strategies (Lawson and Hogben, 1996 and Gu and Johnson 1996; Hultijn, 1997). Schmitt and McCarthy (1997) in their studies indicate that language learning strategies are not inherently 'good', but depend on the context in which they are used, their combination with the other strategies, frequency of use, and the learners' proficiency level.

From the scholars points of view above, it is possible to say that students problem in learning second or foreign language in general and their vocabularies in particular is not because students lack appropriate vocabulary learning strategies but the inability to use or choose the appropriate vocabulary learning strategies.

Therefore, a good knowledge of vocabulary learning strategies and the ability to apply them in suitable situations might considerably simplify the learning of new vocabularies. Thus, learner strategy research has for students focused on studying how

learners use strategies and what the differences are between the strategies used by successful and unsuccessful learners (O'Malley and Chamot 1990). Several researchers argued that if we knew more about what successful learners did, we might be able to teach these strategies to poorer learners and thereby increase their chances of success (Wenden, 1991).

To sum up, collecting data from different level of learners like elementary, high schools, colleges and universities, studies have shown that foreign learners used vocabulary-learning strategies. However, the present researcher didn't find any research done in college level on vocabulary learning strategies employed by 'high' and 'low' language learners in Ethiopian context. Therefore, the main objective of this study is to identify vocabulary learning strategies employed by 'high' and 'low' achievers in Gondar college of Teacher Education.

CHAPTER THREE: METHOD OF THE STUDY

3.1. Sampling

3.1. 1. College

Gondar College of Teacher Education was selected because of the fact that the researcher had familiarity with the instructors and the college administration .It was felt this familiarity would help the researcher to have access to documents needed for the study.

3. 1.2. Students

For this study third year regular language department students were selected. These students were taken as a sample because it was felt that language students would have more exposure to language learning strategies.

Of the total of 104 language students, 30(15 high and 15 low achievers) were selected using purposive sampling. The high and low achievers were selected based on their achievements in six English language courses with in five semester results as it was determined by school officials on the basis of school records and subjective assessment.

The grades 'A', 'B' , 'C','D' and 'F' of the six courses that a student got in five semesters were multiplied by their respective credit hours and summed up. Then the sum was divided to the total credit hours (which is 72) and multiplied by 100%. Then, if the result was greater than or equal to 80%, the student was considered as 'high' achiever'. But if the result was < 50%, he/she was considered as 'low achiever'.

3.2. Instruments

3.2.1. Questionnaire

A questionnaire was designed to gather data from the students on their vocabulary-learning strategies. It contained thirty-one closed-ended and one open-ended question. The questionnaire was translated into Amharic so that students could understand and respond to the items easily (see the Appendix). The items were adopted from Schmitt (1997) in line with the objectives of this study and the review literature.

The questionnaire was tried out in a pilot study at Gondar College of Teacher Education with social department students who took the same English language courses. Modifications were made on the initial version of the tools based on the comment of the researcher's advisor and participants of the pilot study. The modifications included rearrangement of statements. For example, some of the statements in the questionnaire were not in the right order and, therefore, reordering according to their sub categories of vocabulary learning strategies was made. Moreover, "I interact with native speakers" was modified into "I interact with fluent speakers". This is because native speakers were not available in the study area and surroundings. Exclusion of some vague or unnecessary statements was also made. For instance, "I use cognate in study words to remember them" was excluded from the questionnaire. This is because Amharic and English are different languages which are not descended from a common parent word. The content of the questionnaire was strategies used to discover the meanings of new words and strategies used to consolidate the learnt items.

3.2.2. Interview

A semi-structured interview was used to gather more data for cross-checking. Interviews were conducted with six low achievers and six high achievers who were selected. To facilitate clear understanding between the researcher and the participating students, the interview was held in Amharic. The content of the interview was similar with the questionnaire. It contains the strategies to discover and consolidate meanings of words.

3.3. Procedures of Data Collection

First, six students from high achievers and six students from low achievers were interviewed before filling in the questionnaire. The students were interviewed before filling in the questionnaire to avoid corruption of data as a result of their awareness about the area of focus from the questionnaire statements. Second, the questionnaire was coded according to the participants' academic performance to 'high' and 'low' achiever students. The students were oriented briefly on how to fill in the questionnaire before filling it out. The questionnaire was distributed and collected with assistants. After carefully gathering the appropriate data, using questionnaire and semi-structured interview, the data were analyzed by using frequency (quantitatively) and description (qualitatively). Moreover, t-test (SPSS program) was used to see if there is a statistical significant difference between high and low achievers in using vocabulary learning strategies in each sub category level.

3.4. Data Organization

Data obtained from questionnaire were organized in tables into two main and six sub-categories. The two main categories were strategies to discover meanings of words and strategies to consolidate meanings of words. Under the discovery, strategies there are determination and social strategies as sub-divisions whereas under consolidation there are memory, social, cognitive, and metacognitive strategies. Each sub category was tabulated under five rating scales i.e. 'never', 'rarely', 'sometimes', 'frequently and always'. The frequency of the 5-Likert scale was tallied, tabulated and discussed descriptively using the number of frequencies of the responses. Moreover, t-test (SPSS) was used to see if there is statistical significant difference between high and low achievers in using vocabulary learning strategies. Data gathered through interviews were described qualitatively in order to support the data gathered through questionnaire. Finally, the findings obtained through the questionnaire and semi-structured interview were discussed.

CHAPTER FOUR: DATA PRESENTATION AND DISCUSSION

An attempt was made to see strategies that high and low achievers use to discover meanings of new words and consolidate their meanings.

4.1. Strategies for Discovering Meaning of New Words

Table1: Strategies used to discover meanings of new words (Determination strategies)

No.	Items	Low achievers = 15					High achievers =15				
		Frequency of responses					Frequency of responses				
		Never	Rarely	Sometimes	Frequently	Always	Never	Rarely	Sometimes	Frequently	Always
1	Analyze part of speech	4	8	1	1	1	1	-	2	9	3
2	Analyze affixes and root	6	6	3	-	-	2	7	2	3	1
3	Guessing from textual context	5	6	2	1	1	-	-	1	10	4
4	Using monolingual dictionary	6	5	3	1	-	1	2	2	9	1
5	Using bilingual dictionary	1	2	2	6	4	4	3	3	3	2

As shown in Table 1, a considerable number of high achievers tend to identify words into their part of speech as an attempt to discover new words' meaning. Nine and three of the high achievers respectively stated that they "frequently" and "always" identify words to their part of speech. Only one student said that he/she "never" uses this strategy. However, eight and four of the low achievers asserted that they "rarely" and "never" identify words into their part of speech. Only two of the low achievers "Frequently" and "always" do this to discover meanings. During interviews, the low achievers confirmed that they do not know which words are adjectives, verbs, nouns and so on. They added that they sometimes take an adjective as a verb, a noun as an adverb and so on.

Table 1 show there is no such differences between high and low achievers in analyzing affixes and roots. Only four high achievers claimed that they "frequently" or "always" identify the root from its affixes while none of the low achievers do this. During interviews both high and low achiever students confirmed that identifying a root from its prefix and suffix is confusing for them.

As indicated in table 1, a substantial number of high achievers tend to "frequently" guess the meaning of words from sentences or phrases or another word around it. Low achievers; however, seem to be ignorant of this strategy. Almost all of the high achievers asserted that they guess meanings from context "frequently" or "always" while almost none of the low achievers do not do so. Data from interviews also show that there is discrepancy between high and low achievers in using these strategies. During the interviews low achievers reported that they were aware of the high value of this strategy when no one was present to help them know the meaning of new words ,guessing from the context is indispensable. However, their inabilities to guess the possible meanings of the word very often discouraged them from using that strategy. High achievers also believed that guessing meanings from context was invaluable. Because most of the time they do not have any one to ask for meaning in exams or their studies. However, as opposed to low achievers, they reported that they were effective in using this strategy most of the time.

Table 1 also depicts that the majority of high achievers use a monolingual dictionary to discover meaning of new words. Low achievers, on the other hand, seem to find using monolingual dictionary difficult. Nine and one high achievers respectively use monolingual dictionary "frequently" and "always" while almost none of the low achievers (only one) use it. The researcher believed that since using monolingual dictionary requires to be able to interpret definition in the second or foreign language, low achievers might ignore using it.

As stated in the table (Table 1), low achievers were found to be reluctant to use monolingual dictionary. However, as the table displays, the majority of them (six of them "frequently" and four of them "always") employ bilingual dictionary to discover words' meaning. High achievers, on the other hand, contradict low achievers and their habit in using bilingual dictionary in that it was only three and two of them respectively who "frequently" and "always" exploit such a dictionary. High achievers, during interviews they explained that since bilingual dictionaries provide little information on how words are used, they do not use them. In contrast, low achievers prefer bilingual dictionary because they believed that it was not difficult as monolingual dictionary to understand words and their meanings.

Table 2: Group statistics

Group Statistics					
Group of Students		N	Mean	Std. Deviation	Std. Error Mean
Determination Strategy	High Achievers	15	2.8660	.25365	.06549
	Low Achievers	15	2.3893	.28574	.07378

Table 3:Independent Sample Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Determination Strategy	Equal variances assumed	.983	.330	4.832	28	.000	.47667	.09865	27458	.67875
	Equal variances not assumed			4.832	27.612	.000	.47667	.09865	27445	.67888

As we can observe from the Group Statistic above, there is a mean score difference. The mean score of high achievers (i.e. 2.8660) is greater than low achievers' (i.e. 2.3893). Therefore, from the result we can say that the majority of high achievers “frequently” or “always” use determination strategies, i.e. discovering of words from their structural knowledge of the language, guessing from context or using reference materials. Whereas, the low achievers do so “rarely” or “never”

However, to see whether there is significant difference between high and low achievers in using vocabulary learning strategies or not the t-test, inference was made. As we can see in the Independent sample Test, the t-calculated value is 4.832, degree of freedom is 28, i.e. the t-critical(t-table) value is 2.048 (see the appendix) at $P < 0.05$. Therefore, t-calculated value is greater than t-table value. From this we can say that there is significance difference between high and low achievers. This also implies that there is

relationship between language learning achievement and vocabulary learning strategies i.e. more successful students (i.e. high achievers) “frequently” or “always” employ determination strategies than less successful students (i.e. low achievers).

Table 4: Strategies used to discover meanings of new words (social strategies)

No.	Item	Low achievers = 15					High achievers =15				
		Frequency of responses					Frequency of responses				
		Never	Rarely	Sometimes	Frequently	Always	Never	Rarely	Sometimes	Frequently	Always
6	Ask classmates for meaning	1	2	3	6	3	2	2	1	9	1
7	Ask teacher for paraphrase or synonym in the target language	4	6	3	1	1	-	3	3	7	2
8	Discover meaning through group work	5	6	2	1	-	-	1	1	9	4

As Table 4 shows, both high and low achievers have an experience of asking each other in order to explore meaning of new words. Nine and one of the high achievers respectively “frequently” and “always” ask their classmates to get help for them about new word's meaning. Similarly, six and three of low achievers are also "frequently" and "always" do so.

Although Table 4 shows that both high and low achievers tend to request their classmates for meaning. Interviews demonstrate that there is a big difference in the way these groups of students use the strategy. During the interviews while high achievers reported that they ask their classmates using the target language, low achievers, on the other hand, stated that they use their L1 to ask classmates for meaning. Thus, low achievers do not use the strategy in the target language.

The reading frequency in Table 4 depicts that the majority of high achievers ask their teachers for paraphrase or synonym in the target language. Low achievers, on the other hand, do not use this strategy. While seven and two of high achievers respectively "frequently" and "always" ask their teachers to replace the new word with another word that they know; it was observed that only two of the low achievers "frequently" or "always" do so.

As Table 4 reveals, high achievers interact with their friends or classmates to discover new words meaning. By contrast, low achievers were seen to be less interactive. Almost all of the high achievers (nine and four of them respectively) claimed that they "frequently" or "always" discover meaning through group work. However, almost all of the low achievers reported that they "never" and "rarely" discover meaning through group work. Interviews explained this big gap between the high and the low achievers in that low achievers reported that they did not ask classmates in the target language feared that their weakness might be revealed.

Table 5: Group Statistics

Group Statistics					
Group of Students		N	Mean	Std. Deviation	Std. Error Mean
Social Strategy for Discovery	High Achievers	15	2.7347	.31316	.08086
	Low Achievers	15	2.2353	.40927	.10567

Table 6:Independent Sample Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error e	95% Confidence Interval of the Difference	
									Lower	Upper
Social Strategy for Discovery	Equal variances assumed	5.401	.028	3.8	28	0.001*	0.49933	0.13306	.22678	.77189
	Equal variances not assumed			3.8	26.209	0.001*	0.49933	0.13306	.22593	.77273

The Group Statistics above indicates, there is a mean score variation. The mean score of high achievers is 2.7347; while the low achievers is 2.2353. Thus, the mean of high achievers is greater than low achievers'. This implies that high achievers "frequently" (always) use social strategies, i.e. They ask someone who knows than the low achievers.

To test the significant difference between high and low achievers inference was made. As we can read in the Independent Samples Test above, T-calculated value is 3.8, Degree of freedom is 28, i.e. T-table value is 2.048 at $p < 0.05$. From this we can say that there is significance difference between high and low achiever students. This implies that there is relationship between language achievement and vocabulary learning strategies. Thus, the more successful learner (i.e. high achievers) "Frequently" or "always" use social strategies to discover meaning i.e. asking someone who knows than less successful learner (i.e. low achievers)

4.2. Strategies for Consolidating a Word once it has been Encountered

Table 7: strategies used to consolidate meanings of words (memory strategy).

No.	Items	low achievers = 15					High achievers = 15				
		Frequency of responses					Frequency of responses				
		Never	Rarely	sometimes	Frequentl	Always	Never	Rarely	sometimes	requital	Always
9	Image word's meaning	1	7	2	4	1	2	1	3	8	2
10	Relate words with objects refer to	2	1	5	4	3	1	2	2	7	3
11	Use personal experience	3	7	4	1	-	-	1	3	10	1
12	Group words with synonyms/ antonyms	2	7	3	2	1	-	-	2	11	2
13	Use semantic maps	9	4	1	1	-	1	1	2	10	1
14	Use rhyme	6	8	1	-	-	7	5	1	1	1
15	Grouping words spatially	5	5	2	3	-	1	2	3	9	-
16	Use in speech and writing	2	8	2	1	1	-	1	1	10	3
17	Study spellings	-	-	4	9	2	1	3	-	7	4
18	Sound association	1	7	2	4	1	-	3	1	11	1
19	Use physical action	-	3	3	7	2	6	4	3	2	-

As shown in Table 7, high achievers tend to frequently create the image of the meanings of words in their mind compared to the low achievers. As indicated in the table, eight and two of the high achievers "frequently" and "always" create the image of words in their minds to consolidate words meaning while only four and two low achievers respectively create the image of words "frequently" and "always" to remember them.

High achievers in interviews reported that they study and remember new words meaning by creating words' image. They added that creating L2 words' image in their mind is better than pairing them with their L1 equivalents in their language. They found creating their own mental image of a word's meaning is invaluable in remembering new words meaning.

As Table 7 demonstrates, low achievers seem to have an experience in relating words' meaning with the objects they refer to remember. Five of the low achievers asserted that they "sometimes" form a relationship between the meanings of a word with the object it refers to. Seven of them, on the other hand, said that they "frequently" or "always" form this kind of relationship. The number of high achiever students who "frequently" or "always" makes a word and its referent relationship is very high, i.e. ten. However, three and two of the high achievers respectively reported that they "rarely" and "sometimes" do so to memorize meaning.

As Table 7 exhibits, a considerable number of high achievers incline to relate words with their own personal experience to memorize the words encountered. Ten and one of the high achievers respectively indicated that they "frequently" and "always" use their own personal experience to consolidate words' meaning. It was only one student who said that she/he "rarely" uses this strategy. By contrast, seven and three of low achievers ascertain that they "rarely" and "never" use their own personal experiences in memorizing words' meaning, only one student "frequently" do so to memorize meaning of words. Therefore, we can say that more successful students (i.e. high achievers) "frequently" use personal experience to remember words' meaning than less successful students (i.e. low achievers). High achievers also during interview confirmed that they can associate words with their particular vivid personal experience.

Grouping is an important way to aid recall. Table 7 above reveals that a great number of high achievers, (i.e. eleven and two of them respectively, confirmed that they "frequently" and "always" organize words according to their synonyms or antonyms.

Two of them, on the other hand, use the strategy "Sometimes". However, seven and two of low achievers rarely and never respectively group words into their synonyms or antonyms. Very few of them (only three students) use the strategy "frequently" or "always". Thus, the data inform us the more high achievers organize words to their similar or opposite meaning of a word to consolidate word's meaning. Knowing the meaning of synonyms or antonyms of a word need students to know the different meanings of those words. Hence, the researcher felt that grouping words into their synonyms or antonyms might be difficult for less proficient learners (i.e. low achievers).

As the reading frequency in Table 7 shows, a lot of high achievers categorize words under one broad or general word ,i.e. ten and one of them respectively 'frequently' and always do this as a strategy to consolidate words meaning. Low achievers, on the other hand, reported that the opposite i.e. nine and four of them respectively 'never' and 'rarely' categorize words under one general word.

As indicated in Table 7, both high and low achievers did not try to develop their vocabulary knowledge by connecting unrelated words that rhyme with each other. Almost all the high and low achievers never use this strategy. Thus, they found using rhythm as a strategy completely new to them.

A spatial mnemonic can be used to memorize unrelated words. 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 with each location .From Table 7, we can observe that many of the high achiever students try to remember words where they saw them. Nine and three of them respectively reported that they 'frequently' and 'sometimes' remember words meaning by identifying their location. This may be on page of a book, on blackboard and so on. On the other hand, the majority of low achievers reported that the opposite, i.e. five

and five of them respectively use 'never' and 'rarely' the strategy to remember the words they encountered. Only three of them 'frequently' relate words with the location they saw to consolidate meanings. Thus, we can infer from this higher achiever students 'frequently' use the strategy than their counterpart (i.e. low achievers). High achievers confirmed this during interview that they remember words exactly when they encountered with certain circumstances.

As the reading frequency in Table 7 shows, a substantial number of high achievers tend to frequently use new words in their speech and writing. As indicated in the table above, ten and three of the high achievers respectively 'frequently' and 'always' interact and write using new words to consolidate and memorize them for a long time. On the contrary, the majority of low achievers reported the opposite i.e. eight and two of them respectively 'rarely' and 'never' interact and write using the target words, only two of the low achievers 'frequently' or 'always' use the strategy to do so. Thus, the data tell us more high achievers interact and write using English words for consolidation than low achievers.

As Table 7 reveals, both high and low achiever students are familiar with studying spelling of words as a vocabulary learning strategy. Nine and two of low achievers respectively "frequently" and "sometimes" study the spelling of a word to memorize and consolidate meaning. Nine and two of the high achieves respectively "frequently" and "always" do so. Thus, almost the same number of high and low achiever students use the strategy "frequently".

Although the two groups use studying spelling of a word as Vocabulary Learning Strategy, during interview both high and low achiever students said that they found it difficult to spell out the correct spelling of many English words since there is no one to one correspondence between their letters and the sound they represent.

As Table 7 above shows, the majority of high achievers identify an L1 word which sounds like the target word while seven and four of the high achievers respectively "frequently" and "always" associate sounds of the target language with their L1 language, only three of them use the strategy to do so. On the other hand, only four and one of the low achievers "frequently" and "always" associate a sound of the target language and relate with similar or almost the same sound's of their own language to memorize or consolidate meaning of new words. Thus, higher achiever students "frequently" use the strategy than low achievers.

During interview the high achievers reported that they find out an L1 word which sounds like the English word and remember them easily when needs arise. They articulate their examples as follows:

English word	L1 word (Amharic)
"Love"	" ላቭ "
"Cool"	" ኩል "
"Undo"	" አገዳ "
"Saw"	" ሰው "
"Kiss"	" ኪስ "
"Boy"	" ቦይ "

Therefore, from the data we can observe that the high achiever students are familiar with associating /relating similar sounds to remember the word and its meaning.

The reading frequency in Table 7 shows that the majority of low achievers tend to frequently act out physically to understand and remember a new word's meaning. As depicted in the table, seven and two of low achievers respectively "frequently" and "always" act out the action that represents the meaning of new words whereas only three of them "rarely" do so. By contrast, only two of the high achievers "frequently" act out physically to understand and remember meaning of words while the majority i.e.

six and four of them respectively "never" and "rarely" use the strategy. Although, the use of physical action when learning has been confirmed to facilitate recalling words, the researcher felt that students in colleges might not use the strategy" frequently" since it is more convenient for beginners.

Table 8: Group statistics

Table 9: Independent Sample Test

Group Statistics					
Group of Students		N	Mean	Std. Deviation	Std. Error Mean
Memory Strategy	High Achievers	15	2.6240	.32178	.08308
	Low Achievers	15	2.1313	.22602	.05836

Table 9

Table 9: Independent Samples test

The Group statistics above shows, 2.6240 and 2.1313 are the mean scores of “high” and “low” achiever students respectively. This tells us high achievers’ mean score is greater than low achievers’. As a result, more high achievers “frequently” or “always”

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Memory Strategy	Equal variances assumed	4.609	.041	4.852	28	.000	.49267	.10153	.28469	.70064
	Equal variances not assumed			4.852	25.11	.000	.49267	.10153	.28361	.70172

use memory strategies, i.e. studying and retrieving than low achiever learners.

In order to test the significant difference , however, between high and low achiever students in using vocabulary learning strategies(memory strategy), the mean score exposed to inferential statistics. In the independent sample test above, t-calculated value is 4.852, and t-table value is 2.048 at $p < 0.05$. T-calculated value is greater than t-Table value. From this we can infer that there is very significant difference between high and low achievers. Therefore, more successful students (i.e. high achievers) “frequently” or “always” use memory strategies than less successful students (i.e. low achievers) .This implies that there is relationship between language learning achievement and vocabulary strategies.

Table 10: Strategies used to consolidate meaning of words (social strategies).

No	Item	Low achievers = 15					High achievers =15				
		Frequency of responses					Frequency of responses				
		Never	Rarely	Sometimes	Frequently	Always	Never	Rarely	Sometimes	Frequently	Always
20	Study and practice meaning in a group	1	3	2	8	1	1	2	1	10	1
21	Interact with fluent speakers	8	4	3	-	-	7	5	1	3	-

As indicated in Table 10, a considerable number of high and low achievers study and practice word's meaning with their groups to remember and consolidate it. As shown in the reading frequency in table 10, ten and eight of the high and the low achievers respectively "frequently" study and practice words meaning in a group. On the other

hand, only three and two of the low achievers and the high achievers respectively interact in a group to consolidate meaning of words.

Therefore, it is possible to say that both groups use the strategy to do so. The researcher felt that the 'low achievers' might use their L1 in studying and practicing meaning with their groups.

Since fluent speakers are rarely found, it is not surprising that interacting with fluent speakers of English is relatively unused by the sample students. As we can see in the above Table, eight and seven of low and high achievers respectively "never" interact with fluent speakers of the target language, English. On the other hand, only three of the high achievers "frequently" interact with fluent speakers while none of the low achievers do so. Hence, relatively, interacting with fluent speakers of the language is unused vocabulary learning strategy.

This was also confirmed during interview. A few of the high achievers reported that they sometimes interact with fluent speakers when they get the opportunity. However, they regretted that there are no foreigners in their campus to cater this opportunity. But the low achievers did not do this for fear of people's comment.

Table 11: Group Statistics

Group Statistics

	Group of Students	N	Mean	Std. Deviation	Std. Error Mean
Social Strategy for Consolidating	High Achievers	15	2.5667	.65101	.16809
	Low Achievers	15	2.1333	.54989	.14198

Table 12:Independent Sample Test

Table 12: Independent Sample Test

T

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Social Strategy for Consolidating	Equal variances assumed	1.024	.320	1.969	28	.059	.4333	.2200	-.0174	.88404
	Equal variances not assumed			1.969	27.24	.059	.4333	.2200	-.0179	.88461

In the Group statistics above, we can observe that there is a mean score difference. The mean score of high achievers (2.5667) is greater than low achievers' (2.1333). Thus, from this we can say that the majority of high achievers “frequently” or “always” use social strategies for consolidation of meanings, i.e. cooperative learning and interacting with the speakers while low achievers do so “rarely or “never”.

In order to test whether there is significant difference between high and low achievers in using social strategy for consolidating meaning; the mean scores were exposed to inferential statistics. As we can observe in the independent sample Test, the t-obtained (calculated) value is 1.969, t-table (critical) value is 2.048 at $p < 0.05$. T-table (critical) value is greater than that of t-obtained (calculated) value. There is no significant difference between high and low achiever students. High and low achievers do not show significant difference in using the strategies (social strategies for consolidation). Although Ahmed, (1989) Said that more successful learners use this strategy than less successful learners, here the result shows that no significant difference was observed in using social strategies for consolidation between the groups.

Tables 13: Strategies used to consolidate meaning of words (cognitive strategies)

		Low achieves = 15	High achievers =15
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No	Items	Frequency of responses					Frequency of responses				
		Never	Rarely	Sometimes	Frequently	Always	Never	Rarely	Sometimes	Frequently	Always
22	Use word lists	5	6	2	2	-	2	3	2	6	2
23	Use flash cards	9	3	1	1	1	8	3	3	1	-
24	Written repetition	2	4	2	5	2	-	-	2	12	1
25	Verbal repetition	2	1	2	9	1	1	1	2	10	1
26	Take notes in class	1	5	2	5	2	-	-	3	8	4
27	Use the vocabulary section in the text book	2	1	2	9	2	-	-	3	8	4

From Table 13, we can observe that the majority of high achievers incline to "frequently" list words while the low achievers do so "rarely". As the reading frequency above shows, six and two of the high achievers respectively "frequently" and "always" write new words on a piece of paper to review them afterwards. By contrast, the low achievers stated the contrary, i.e. five and six of them never and rarely respectively write words with their meaning on a piece of paper to review them when they have a free moment. It was only two low achievers who do this "frequently" The high achievers in interviews claimed that they write new words on a piece of paper and check for their meaning on a dictionary. This means they use word lists for initial exposure to discover meaning.

As Table 13 reveals, both high and low achiever students incline to frequently in using the vocabulary sections in their module to help them study target words. Nine and two of the low achievers respectively "frequently" and "always" refer the vocabulary section of their module to study target words, while eight and four high achievers respectively "frequently" and "always" do so. Therefore, as the data show both high and low achievers have the experience of using the vocabulary section of their

textbook (module) as a study aid of new word's meaning thus, the strategy from the data above, is familiar for both high and low achievers to study words in the target language.

Table 14: Group Statistics

Group Statistics					
Group of Students		N	Mean	Std. Deviation	Std. Error Mean
Cognitive Strategy	High Achievers	15	2.6787	.26248	.06777
	Low Achievers	15	2.3607	.32697	.08442

Table 15: Independent Samle Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Cognitive Strategy	Equal variances assumed	1.929	.176	2.9	28	.007	.3180	.1083	.09624	.53976
	Equal variances not assumed			2.9	26.7	.007	.3180	.1083	.09577	.54023

As the Group Statistics above shows, we can read that there is a mean score difference. The mean score of high achievers' (i.e. 2.6787) is greater than low achievers' (i.e. 2.3607). As a result, we can say that higher achievers “frequently” or “always” use cognitive strategies, i.e. repetition and mechanical means to study vocabulary, while lower achievers do so “rarely” or “never”

In order to check if there is significant difference between high and low achievers or not the t-calculated value and t-table value were observed. As the Independent Sample Test above shows, the t-calculated value is 2.9 while the t-table value is 2.048 (see the appendix). Therefore, the t-calculated value is greater than t-table value. This tells us there is very significant difference between high and low achievers. From these we can say that there relationship between language learning achievement and vocabulary leaning strategies. This is implies that more successful language learners (i.e. high achievers) reported “frequently” or “always” than less successful language learners. (i.e. low achievers).

Table 16: strategies used to consolidate meanings of words (Meta cognitive strategies)

No	Items	Low achievers = 15					High achievers = 15				
		Frequency of responses					Frequency of responses				
		Never	Rarely	Sometimes	Frequently	Always	Never	Rarely	Sometimes	Frequently	Always
28	Testing oneself with word tests	4	7	3	1	-	1	2	3	9	-
29	Use English language media	6	8	-	-	-	4	1	2	6	2
30	Learn from failure (mistakes)	2	5	2	4	2	-	1	1	9	4
31	Have a schedule for study	5	6	3	1	-	4	5	4	2	-

Students use metacognitive strategy to control and evaluate their own learning. As the reading frequency in Table 16 shows, the majority of the high achievers i.e. nine and three of them respectively “frequently” and “sometimes” test themselves to check their vocabulary knowledge, while only one and three of the low achievers respectively test their vocabulary knowledge using word tests frequently and always. On the other hand, only two high achievers rarely test himself or herself, his/her vocabulary knowledge while seven of the low achievers “frequently” and “always” do so. Hence, from the result, more high achievers frequently test themselves than their counterparts (i.e. low achievers).

During interviews, the majority of high achievers reported that they test themselves with word tests. This strategy was their common practice since vocabulary test questions are included in their college exams (or class tests). On the other hand, only a few of the low achievers said so. However, if teachers or other concerned people prepare tests, which encourage students to use different vocabulary learning strategies it seems that students can use vocabulary-learning strategies.

As Table 16 indicates, relatively the majority of high achievers use English media to improve their vocabulary knowledge. As the reading frequency in the table above reveals, six and two of the high achiever students respectively "frequently" and "always" listen to radio, watch TV, read magazines or fictions to develop their vocabulary knowledge in the target language, while none of the low achievers do so. The majority of the low achievers i.e. eight and six of them respectively "rarely" and "never" use the strategy. Thus, more of the high achievers "frequently" use English media than the low achievers.

The information from interview confirmed that a lot of the high achievers reported that they listen to Ethiopian English Radio Broadcast to improve their English language. In contrast, almost all of the low achievers replied that they do not use English media at all. Hence, the low achievers do not do their best to improve their English in general and their vocabulary knowledge in particular.

As the reading frequency in Table 16 depicts, high achievers tend to "frequently" exploited mistakes as a vocabulary learning strategies. As indicated in the above table, the majority of high achievers, i.e. nine and four of them respectively, "frequently" and "always" learn and consolidate meanings of words from their own mistakes while only six and two low achievers do so.

During interviews, the majority of high achievers claimed that they usually remember a word, which was used wrongly in their speech or writing or in their vocabulary tests. They added that committing mistakes help them to remember words for a long time. The low achievers reported that they learn words while they did not do the possible answer correctly on vocabulary tests. From this, we can infer that the low achievers were not courageous to use and make mistakes in their speech and writing.

According to table 16, five and six of the low achievers and four and five of the high achievers respectively claimed that they "never" and "rarely" plan to study vocabularies. On the other hand, four and two of the high achievers plan their time to

study vocabulary "sometimes" or "frequently" while three and one of the low achievers "sometimes" or "frequently" do so. Therefore, from the data, we can summarize that both high and low achievers do not use the strategy.

The information taken from interviews indicated that both high and low achievers claimed that they do not plan their time to study only vocabularies but they do for their overall study. However, the researcher believed that students should have a plan to study vocabularies since they are basic unit of a language.

Table 17: Group Statistics

Group of Students		N	Mean	Std. Deviation	Std. Error Mean
Metacognitive	High Achievers	15	2.5333	.43164	.11145
	Low Achievers	15	2.0833	.29378	.07585

Table 18:Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Metacognitive	Equal variances assumed	1.569	.221	3.338	28	.002	.45000	.13481	.1738	.72615
	Equal variances not assumed			3.338	24.68	.003	.45000	.13481	.1722	.72784

As the Group statistic above displays, there is a mean score difference. The mean score of high achievers is 2.5333 while the mean score of low achievers is 2.0833. As a result, high achievers' mean score is greater than low achievers'. From this, we can say that the majority of high achievers "frequently" or "always" use meta cognitive strategies, i.e. evaluating and controlling their own learning by having an overview of the learning or schedule while the majority of low achievers do so "rarely" or "never".

In order to see significant difference between high and low achievers, the t-obtained value (2.048) and the t-critical value (3.338) at $P < 0.05$ were observed. T-obtained value is greater than t-critical value. Therefore, from this we can say that there is relationship between language achievement and vocabulary learning strategies. This implies that more successful language learners (i.e. high achievers) “frequently” or “always” use meta cognitive strategies than less successful language learners (i.e. low achievers)

The open ended question requested respondents if they have any additional strategies which were not included on the questionnaire.

The following are some of the vocabulary strategies that high achievers use:

- posting on the wall cards that contain very important words and read them daily until they understand them.
- write important words anywhere (on wall, table, pole and so) to remember them.
- rehearse words while they walk, play or do any.
- word lists to discover meaning
- record key words on tape recorder and listen to them until they understand them.
- affixes and roots to consolidate meaning.
- underlining or encircling the key words they meet while they read

In interviews a few high achievers also said that they prepare themselves in advance for the new words they are going to learn. However, they do this only if their teachers tell them that the next lesson would be on vocabulary. They added that they pay attention to new words or expressions when someone speaks. Only a student from low achievers reported that she records very important words on tape recorder and listen to words until she understands them.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

From data presentations and discussions, the following conclusions have been made.

- At the individual vocabulary learning strategies level, high achievers frequently use the strategies under investigation while the low achievers rarely use them.
- Greater overall use of vocabulary learning strategies are noted among high achiever students than low achiever ones.
- Except in social strategies as consolidating strategies, significant differences between high and low achiever students in all sub categories have also been noted.
- In brief, there is a relationship between language learning achievement and vocabulary-learning strategies, i.e. high achievers frequently or always use more wide range of vocabulary learning strategies than low achievers.

5.2. Recommendations

Based on the above conclusions, the following recommendations have been made.

- There is a gap between high and low achievers in using appropriate vocabulary learning strategies. High achievers use almost all the vocabulary learning strategies whereas low achievers do not use most of the strategies” frequently” and “always “. Therefore, teachers should consider this issue and give special support to low achiever students to use varieties of vocabulary learning strategies like the high achievers in order to develop their vocabulary and their English language knowledge as a whole.
- Curriculum designers should consider the varieties of strategies to be used when preparing materials.
- It is also recommended that more research is needed to investigate the similarities and differences between high and low achievers in using vocabulary-learning strategies to arrive at more reliable conclusions.

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Appendix - 1

Dear student! This questionnaire is designed for a study purpose. Each statement has five options to choose from. There are 'never' 'rarely' 'frequently' and almost always. These are provided in the columns right in form of the statement and are represented by number ranging from 1-5 as follows:

1. 'I Never do it'
2. 'I do it Rarely'
3. I do it only "sometimes"
4. I 'use the it "frequently"'
5. 'I use it "almost always"

Please read each statement very carefully and then put a tick (✓) against each statement to indicate how often you do the strategies described by the statement. There are no right or wrong answers, and you are not evaluated based on your responses.

No	Statements	1	2	3	4	5
1	I analyze part of speech of a new word to discover it's meaning					
2	I analyze affixes and roots to it's meaning					
3	I guess the meaning of a new word from the context when I read.					
4	I use English-English dictionary.					
5	I use English-Amharic dictionary.					
6	I ask classmate (friends) to explain the meaning of new words					
7	I ask teachers for paraphrase or synonymy of a new word in the target language.					
8	I work in group to discover meaning of words					
9	I create mental image of the word's meaning					
10	I associate new words with objects refer to so I can easily remember them.					
11	I connect a word to my personal experience to remember a word					
12	I group words to their synonyms (happy-glad) and antonyms (happy-sad)					
13	I use semantic maps to remember new English words (e.g. Fruits-bananas, mangoes etc).					
14	I connect unrelated word with rhyme so I can remember them (e.g. one is bun, two is a shoe etc).					
15	<i>I remember a new word by remembering its location on a page, on a board or a street sign where I first saw or heard it .</i>					
16	I use new words in sentences and in conversations so I can remember them					
17	I study the spellings of a word					

18	I try to identify a familiar word in Amharic language that sound like or other wise resembles the new word. E.g. the English word “shy” for an Amharic word (ሻይ)					
19	I use physical action when learning to remember new words					
20	I study and practice meaning in a group					
21	I interact with fluent speakers					
22	I use word lists to study and remember words					
23	I use flashcards to study and remember words					
24	I say a new English word several times					
25	I write a new English word several times					
26	I take vocabulary notes in class					
27	I use the vocabulary sections (glossary) in my module					
28	I test my self with word test					
29	I listen to English radio or television programs, or read books, magazines or fictions and the likes to develop my English vocabulary knowledge					
30	I learn from my failure (mistakes)					
31	I plan my schedule so I will have enough time to study vocabulary					

32. If you use any technique or strategies of learning words, write it here:

Appendix - 2

መመሪያ

ውድ ተማሪዎች! ይህ መጠይቅ የተዘጋጀው ለጥናት ጉዳይ ነው። እያንዳንዱ ማ/ነገር አምስት አማራጮች አሉት። እነሱም፡-

- 1- ማለት ዘዴውን « ፈፅሞ/Never /» አልጠቀምበትም፤
- 2- ማለት « አልፎ አልፎ/ Rarely / » ብቻ እጠቀምበታለሁ፤
- 3- ማለት «እንዳንድ ጊዜ /sometimes / » እጠቀምበታለሁ፤
- 4- ማለት « ብዙ ጊዜ /frequently /» እጠቀምበታለሁ፤
- 5- ማለት «ሁል ጊዜ /almost always / » እጠቀምበታለሁ።

እያንዳንዱ ዐ.ነገር በሚገባ ከነጠባችሁ በኋላ ከተገለፁት ዘዴዎች/መላውች ውስጥ በተጠቀማችሁበት አማራጭ ትክክል ይህንን ምልክት(✓) አድርጉ። ትክክል የሆነ ወይም ያልሆነ መልስ ስለሌላ እናንተ በስጣችሁት መልስ የማትገመገሙ መሆኑን እገልጻለሁ።

አመስገናለሁ!

ቁ.	ዓረፍተ ነገሮች	1	2	3	4	5
1	የንግግር ክፍልን (Parts of speech) በመጠቀም የአዳዲስ ቃላትን ትርጉም እማራለሁ (አውቃለሁ)::					
2	ቅጥያውችንና የቃላትን ስር በመጠቀም የቃላትን ትርጉም እማራለሁ:: ለምሳሌ:- ‘unhappy’ የሚለውን የእንግሊዝ ቃል ‘Un’ ቅጥያ እና ‘happy’- ስር በማድረግ ሙሉውን ቃል ለመረዳት እሞክራለሁ::					
3	አውደ ንባባዊ ትርጉምን (context) በመጠቀም የአዲስ ቃላትን ትርጉም እፈልጋለሁ::					
4	የእንግሊዝኛ መዝገብ ቃላትን በመጠቀም የቃላትን ትርጉም እማራለሁ					
5	የእንግሊዝኛ በአማርኛ (L1) መዝገብ ቃላትን በመጠቀም የቃላትን ትርጉም እማራለሁ::					
6	የክፍል ጓደኞቹ የአዲሱን ቃል ትርጉም እንዲገልጹልኝ ጠይቃለሁ::					
7	አስተማርዬን የቃላቱን አቻ ትርጉም እንዲነግረኝ (እንዲያብራራልኝ) እጠይቃለሁ::					
8	የአዲሱን ቃል ትርጉም ለማወቅ ከጓደኞቹ ጋር እሰራለሁ::					
9	የአዲሱን ቃል የሚውክለው ትርጉም በአዕምሮዬ በመሳል የቃሉን ትርጉም እማራለሁ					
10	አዳዲስ ቃላቶችን በቀላሉ ላስታውሳቸው ከሚችል ነገር (object) ጋር አያይዘዋለሁ					
11	ቃሉን ለማስታወስ ከራሴ ተሞክሮ (experience) ጋር አያይዘዋለሁ:: ለምሳሌ:- ‘breast’ የሚለውን ቃል በልጅነቴ የእናቴን ጡት ስጠባ ከነበረኝ ተመክሮ (experience) ጋር አገናኘው አለሁ::					

12	የአዲሱን ቃል ትርጉም ለማስታወስ የቃሉን ተመሳሳይ ትርጉሞች (happy-glad) ወይም የቃሉን ተቃራኒ (happy-sad) እጠቀማለሁ።					
13	በአንድ ትልቅ ትርጉም ውስጥ ሊካተቱ የሚችሉትን ተመሳሳይ ቃላትን በማጥናት ቃላቱን አስታውሳለሁ። ለምሳሌ በፍራፍሬ ሥር ሊመደቡ የሚችሉት እንደብርቱካን፣ ማንጎ ወዘተ.					
14	ተመሳሳይ ቅላዩ ያላቸውን ቃላት በማዛመድ አስታውሳለሁ። ለምሳሌ፣ one is a bun, two is a shoe three is a tree.					
15	ቃላቶች የት የት እንደሚገኙ (እንዳየኋቸው) በማስተዋል የቃላትን ትርጉም አስታውሳለሁ። ለምሳሌ፡ በመፅሀፍ ገፅ ላይ፣ በጥቁር ሰሌዳ ወይም በመንገድ ማስታወቂያ ላይ የተጻፈን በማስታወስ					
16	ቃላትን በንግግርና በዐነገር በመጠቀም ቃላቱን አስታውሳለሁ።					
17	የቃሉን ፊደላት በማጥናት ቃሉን አስታውሳለሁ። በቡድን በመሆን የአዲስ ቃልን ትርጉም እማራለሁ(አጠናለሁ)።					
18	የቃሉን ትርጉም ለማስታወስ አቻ የአማርኛ አነባበብ ካላቸው ቃላት ጋር አዛምዳለሁ። ምሳሌ፡ ‘ shy’ የሚለው የእንግሊዝኛ ቃል ‘ሻይ’ ከሚለው የአማርኛ ቃል ጋር በማዛመድ					
19	የቃሉን ተግባራዊ(physical action) መገለጫ በመጠቀም (በመፈፀም) ለማስታወስ ሞክራሉ፡፡ ለምሳሌ፡- ‘Laugh’ የሚለው የእንግሊዝኛ ቃል በመሳቅ።					
20	በቡድን በመሆን አዳዲስ ቃላትን አጠናለሁ እለማመድለሁ					
21	ከጥሩ የእንግሊዝኛ ቋንቋ ተናጋሪዎች ጋር እናገራለሁ (እግባባለሁ)።					
22	የቃላት ዝርዝርን (word list) በመጠቀም አዳዲስ ቃላትን አጠናለሁ (አስታውሳለሁ)።					
23	ቃላት የተጻፉባቸውን ካርዶች (flash card) በመጠቀም ቃላትን አጠናለሁ (አስታውሳለሁ)።					
24	አዲሱን ቃል በተደጋጋሚ በመጻፍ የቃሉን ትርጉም አስታውሳለሁ።					
25	ቃሉን በተደጋጋሚ በማንባብ የቃሉን ትርጉም አስታውሳለሁ።					
26	ክፍል ውስጥ ማስታወሻ በመያዝ ቃሉን አጠናለሁ (አከልሳለሁ)።					

27	በመማርያ መፅሃፍ ውስጥ ያሉትን የቃላት ዝርዝር (glossary) በማየት (refer በማድረግ) የቃሉን ትክክለኛ ትርጉም አጠናልሁ (አስታውሳለሁ)።					
28	የቃላት ብቃቴን ለማረጋገጥ እራሴን በራሴ እፈትናለሁ።					
29	ንግሊዝኛ የሚተላለፍ ፕሮግራሞችን በማዳመጥ/የቴሌቪዥን ፕሮግራሞች በማየት ወይም መፅሔቶችን ወይም ልብወለዶችን ወዘተ. በማንበብ የቃላት እውቀቴን አደብራለሁ።					
30	ካለፈው ስህተቴ በመማር የቃላት እውቀቴን አዳብራለሁ።					
31	የእንግሊዝኛ ቃላት እውቀቴን ለማሻሻል በትልም (አቅድ) መሰረት እማራለሁ።					

32. ቃላትን ለመማር ወይም ለማስታወስ ተጠቅሜባቸው አለሁ ብለህ/ሽ የሚታስባቸው/ የምስቢያቸው ቃላትን የመማሪያ ዜዳዎች (strategies) ካሉ እዚሁ ዘርዝር(ሪ)።

Appendix-3

Semi-structured Interview Guide

1. Do you have a plan (schedule) for studying English words to improve your vocabulary knowledge?
2. What are the strategies or techniques that you use to study and remember words?
3. What are the vocabulary learning strategies that you use to guess meaning of new words in reading and listening?
4. What do you do to remember a word forever or for a long time?
5. Do you ever read books or consult people to obtain information that can help to improve your vocabulary knowledge?
6. Do you seek any opportunities to practice your English vocabulary?
7. Do you work with friends to learn and improve your vocabulary knowledge ?
8. Do you take notes and keep a record of vocabulary items you think you should learn and study?
9. 9. DO you review the words you have learned in order to remember them easily?
How do you review them?

Appendix - 4

Lists of Sample Students

LOW ACHIEVERS (LA)

REGISTRATION NO Cumulative Results of six courses in five semesters

LR-98/001	43.05
LR-98/004	40.07
LR_98/006.....	37.5
LR-98/008	45.83
LR-98/022	48.61
LR-98/027	40.27
LR-98/034	36.11
LR-98/039	48.61
LR-98/040	48.61
LR-98/051	40.27
LR-98/060	43.05
LR-98/061	45.83
LR-98/067	43.05
LR-98/076	40.27
LR_97/187.....	36.11

HIGH ACHIEVERS (HA)

REGISTRATION NO Cumulative Results of six courses in five semesters

LR-98/012	97.22
LR_98/013.....	87.5
LR-98/15	84.72
LR-98/018	81.94
LR-98/020	97.22
LR-98/027	100
LR-98/030	84.72
LR-98/036.....	88.88
LR-98/04 2	81.72
LR-98/046	100
LR-98/053	97.22
LR-98/0 59	81.94
LR-98/0 63	87.5
LR-98/068	94.44
LR-98/72.....	100

Abstract

The main purpose of this study was to investigate vocabulary-learning strategies used by high and low achiever students. The focus was to see similarities and differences between high and low achiever students in using vocabulary-learning strategies. To this end, a questionnaire was designed using Schmitt (1997) model. The questionnaire was administered to 30 students (15 high achievers and 15 low achievers) from Gondar College of Teacher Education. The frequency and t-test were used to analyze the data. The frequency was used to describe the information taken from the questionnaire. The t-test (with significant difference level $P < 0.05$) was applied to check if there was a statistically significant difference between ‘high’ and ‘low’ achievers in using each sub-category of vocabulary learning strategies.

The finding shows that there was a relationship between vocabulary learning strategy use and language learning achievement. The more successful language learners (i.e. high achievers) use more vocabulary learning strategies than the less successful learners (i.e. low achievers).

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