

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

**A STUDY OF VOCABULARY LEARNING STRATEGY  
USE BY GOOD AND POOR ACHIEVERS: NEW ERA  
PUBLIC SCHOOL STUDENTS IN FOCUS**

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**DINKU GEBEYEHU**

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**JUNE 2008  
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PUBLIC SCHOOL STUDENTS IN FOCOUS**

**DINKU GEBEYEHU**

**A Master's Thesis Presented to the Department of Foreign  
Languages and Literature (Graduate Programme)**

**In Partial Fulfillment of the Requirements for the Degree  
of Master of Arts in Teaching English as a Foreign  
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Approved by Examining Board:



Advisor



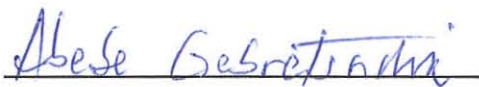
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## **Abstract**

The purpose of this study was to investigate relationship between L2 learning achievement and the vocabulary learning strategies. To this end, fifteen high and fifteen low achievers of grade 10 students were selected in New Era Public School based on their first semester performance.

A questionnaire was designed to gather data on their vocabulary learning strategies. Interviews were also conducted. T-test and descriptive statistics were used to analyze the data. Based on the data, it was found out that there was no significant difference between high and low achievers in use vocabulary learning strategies. Only slight differences were observed in frequency use of the strategies; high achievers tend to use vocabulary learning strategies more often than low achievers. In planning and memory strategies both groups seem use the strategies similarly.

Based on these findings conclusion and recommendations were forwarded, with reference to the theoretical aspects in the literature.

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# CHAPTER ONE: INTRODUCTION

## 1.1 Background of the Study

There has been a prominent shift within the field of language learning and teaching over the last twenty years with greater emphasis being put on learners and learning rather than on teachers and teaching. This implies that teacher dominant class is not encouraged. 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 researchers dealing with the area of foreign language learning.

Research in language learning strategies began in the 1960s with the developments in cognitive psychology that influenced much of the research done on language learning strategies. Rubin conducts research focusing on the strategies of successful learners and stated that once identified, such strategies could be made available to less successful learners. In addition, many scholars, such as Tarone (1977) Bialystock (1979) Cohen and Apeh (1981) Wenden (1982) Chamot and O'Malley (1987) Polizerr and McGroat (1985) and others studied strategies used by learners during the process of foreign language learning.

In most of which, the primary concern has been on identifying what 'good' learners report and they do in learning a second or foreign language (Chamot and O'Malley, 1987). This is because learners adopt a number of strategies in coping with language learning. However, not all learners are equally 'good' at maximizing their strategic resources as different students use different strategies to learn the language (McCarthy, 1990:124). This implies that the 'poor' language learners can have benefit from the report of 'good' language learners' strategies.



Psychologists, linguists and language teachers have been interested in vocabulary learning strategies for a long time (Levenston, 1979). Numerous studies have been conducted on the effects and different vocabulary learning strategies in learning a foreign language. For example, Medani (1989), as cited in McCarthy, 1990 studied vocabulary learning strategies of both ' good ' and ' poor ' (in the sense of under-achieving) Arabic learners of English.

It has been argued that is impossible to teach all English words in the classroom because of time constraint, the English word increment, due to technological advancement, the extended nature of the language in borrowing words from other languages, and meaning complexity. Therefore, it is imperative to learners find the meaning of words by themselves.

## **1.2 Statement of the Problem**

It seems that research on vocabulary learning strategies is scanty in Ethiopia. To the researcher's knowledge, only (Abebe, 1997; Jeylan, 1999 and Mulugeta 2006) studied on vocabulary learning strategies. These studies try to assess learner's vocabulary learning strategies. All the above studies show that a few memory strategies were used by the learners. However, the studies, do not identify learning strategies used by ' good ' and ' poor ' (in the sense of under-achieving) learners. In addition, the relationship between learner's strategy use and learning achievement is not seen. Therefore, it is believed that, there is a knowledge gap on vocabulary learning strategies used by ' good ' learners and ' poor ' learners in the Ethiopian context. The need to identify the strategies used by ' good ' and ' poor ' learners is desirable as learners adopt a number of strategies in coping with new vocabulary ( McCarthy 1990:124).

Thus, this study attempts to identify vocabulary learning strategies that ' good ' and ' poor ' achievers use. It also tries to see the relationships between strategy uses and learning achievement. The research, therefore, will attempt to provide answers to the following specific questions.

- What strategies do ' good ' and ' poor ' students use to learn vocabulary?
- Is there a significant difference between ' good ' and ' poor ' students in using vocabulary learning strategy?
- Is there any relationship between strategy use and learning outcome?

### **1.3 Objectives of the study**

#### **1.3.1 Main objective**

The main objective of this study is to identifying vocabulary learning strategies used by ' good ' and ' poor ' learners and see the relationship between learner's strategy use and learning achievement.

#### **1.3.2 Specific objectives**

- Identify the vocabulary learning strategies that ' good ' and ' poor ' learners use.
- See similarities and differences of vocabulary learning strategies used by ' good ' and ' poor ' students.
- Find out the relationship between the vocabulary learning strategies and learning achievement.

#### **1.4. Significance of the study**

It is hoped that, the finding of this study would help EFL curriculum developers and material writers to consider effective vocabulary learning strategies in the design. As a result, it is assumed, the language teacher may guide his/her students to use effective vocabulary learning strategies.

#### **1.5. Limitations of the study**

The present research is limited to see if there is any performance effect on vocabulary learning strategies. Therefore, the other factors like types of task, family background, and cultural background are not considered. Moreover, the research is limited to study in a high school participating only 30 students in the study due to time constraints. Because of the above reasons, it would be difficult to make conclusions that would apply to all students in other high schools based on the findings of this research.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1. Language Learning Strategies**

The term language learning strategy has been defined by many researchers. Wenden and Rubin (1987:19) define learning strategies as "... any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information." Richards and Platt (1992:209) state that learning strategies are "intentional behavior and thoughts used by learners during learning so as to better help them to understand, learn, or remember new information." According to Stern (1992:261), the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals, and learning strategies can be regarded as broadly conceived intentional directions and learning techniques. Oxford (1990:8) describes learning strategies as "specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed more effective and more transferable to new situations."

From the above definitions, we can understand that, all language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom or outside classroom. Language learners use language learning strategies during the act of processing, storage and retrieval of the new information (Brown 1994:114).

Since the information to be processed by language learners is high in language classroom, learners use different language learning strategies in performing the tasks and processing the new input they face. Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. According to Fedderhodt (1998) a language learner capable of using a wide variety of

language learning strategies appropriately can improve his/ her language skills in a better way. Oxford (1990:1) states that language strategies are important for language learning because they are tools for active, self directed movement, which is essential for developing communicative competence. Research on good language learning strategies revealed a number of positive strategies so that such strategies could also be used by ' poor ' language learners trying to become more successful in language learning (Lessard and Clouston, 1997).

According to Oxford, (1990:2) learning strategies enable students to achieve success not only in the new language but also in a wide range of other subjects. Similarly (Rubin 1987:15) argues that all other things being equal, some students will be more successful than others in learning a foreign language which is attributed to particular sets of learning strategies which students employ.

## **2.2 The Role of Vocabulary in Language Learning**

Oxford and Scarcella (1994:232) say that vocabulary teaching and learning has been neglected particularly in second language classes. They argue that "vocabulary is not explicitly taught in many second language classes." However, nowadays, vocabulary is accepted as part of syllabus and a well-planned and regular basis. McCarthy (1990: viii) stated that many language teachers feel that vocabulary should have a central role in language courses. He continues that meaningful communication in a foreign language depends mostly on vocabularies and argues that structures make up the skeleton of language, and then it is vocabulary that provides flesh. An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used. McCarthy (1990: viii) concludes that mastering the grammatical rules does not help since language depends mostly on vocabularies.

Vocabulary is, therefore, central to language and has great significance to language learners. Words are the building blocks of a language since they label objects, actions, ideas without which, people can not convey the intended meaning. The prominent role of vocabulary knowledge in foreign language learning has been recently recognized by theorists and researchers in the field. Accordingly, numerous types of approaches, techniques, exercise and practice have been introduced in to the field to teach vocabulary (Hatch and Brown, 1995). It has been suggested that teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge (as Hulstjin, 1993 is cited in Morin and Gobel, 2001).

From the above discussion, one can deduce that vocabulary learning is important during the process of learning a language. One way to assist students in becoming independent learners during the process of foreign language vocabulary learning is applying ' good ' vocabulary learning strategies as efficiently as possible.

### **2.3. Vocabulary Learning Strategies**

Vocabulary Knowledge is important for both production and comprehension in a foreign language. Knowing a word involves:

- A great deal about word's general frequency of use, syntactic and situational limitations on its use.
- Word's underlying form and the forms that can be derived from it
- The network of word's semantic features and
- The various meanings associated with the item.

(Richards, 1976)

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

In recent years, there has been a general shift of focus from the teacher center to students' center approach in vocabulary learning. The traditional approach to vocabulary teaching and learning has been criticized among many things, for its failure to address the importance of the learners' active involvement in the process (Oxford and Scarely, 1994; Sherman 1998). To support student centered approach Alemu, (1994:1) writes "current practices in vocabulary teaching emphasized how learners learn rather than what they learn."

It has been suggested that one way to accelerate the learning of a second or a foreign language is to identify ways in which learners learn more efficiently and effectively. Training learners in vocabulary learning strategies can help EFL students become better learners. In addition, skill in using learning strategies assists students in becoming independent, confident learners (Chamot, 2001:1). Research has also demonstrated that there is a relationship between strategy use and success in second or foreign language learning. For instance, (Cohen and Apehek 1981 as cited in Chamot, 2001) taught students of Hebrew to remember vocabulary items by making paired mnemonic association and found that those who made associations remembered vocabulary more effectively.

Empirical evidence showed that strategy use results in more effective vocabulary learning and recall among L<sub>2</sub> learners. Moreover, the

significance of strategy is pointed out even by scholars like (Gairns and Redman, 1986; McCarty 1990; Long and Richards, 2001) who believe that context is a major source of vocabulary learning. These scholars have expressed their concern over how well students can handle context on their own. Therefore, they have strongly emphasized learner in vocabulary learning strategies to make students effectively learn from context.

Practicing one's English in a variety of ways is believed to be highly important in vocabulary building. According to Oxford (1990:40-44), practicing strategies are one of the most important cognitive strategies for language learners. The vocabulary of any language is huge and its acquisition takes time. Thus, research recommends how words are learnt rather than on what should be taught.

Cohen (1990) provides useful suggestions for helping learners on how they use strategies which best enable them to learn vocabulary which are discussed in details in the subsequent section.

#### **2.4. Taxonomies of Vocabulary Learning Strategies**

Second and foreign language researchers have made various attempts to classify vocabulary learning strategies employed by foreign and second language learners.

In the 1980s and early 90s, research mainly focused on categorizing the strategies found in the studies of the previous decade. As a result, several taxonomies were proposed to classify strategies, including classifications of language learning strategies in general and language sub-skills strategies in particular. O'Malley and Chamot (1990), for instance, have divided vocabulary learning strategies in to three main branches: cognitive, metacognitive, and socio-affective, each of which has lots of sub-

strategies such as rehearsal, organization, summarizing, deducing and imagery. Other instances of vocabulary learning strategies classifications are the taxonomies proposed by GU and Johnson (1996); Schmitt (1997); Nation (2001) and Oxford (1990) which are briefly discussed below.

#### **2.4.1. GU and Johnson's Taxonomy of Vocabulary Learning Strategies**

According to GU and Johnson (1996) second/foreign language vocabulary learning strategies include: metacognitive, cognitive, memory and activation strategies. Metacognitive strategies consist of selective attention and self-initiation strategies. Foreign/second language learners who employ selective attention strategies to 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 in GU and Johnson's taxonomy entail guessing strategies, skillful use of dictionaries and note-taking strategies. Learners using guessing strategies draw up on their background knowledge and use linguistic clues like grammatical structures of a sentence to guess the meaning of a word.

Memory strategies are classified in to rehearsal and encoding categories. Word lists and repetition are instances of rehearsal strategies. Encoding strategies encompass 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 include those strategies through which the learners actually use new words in different contexts. For instance, learners may set sentences using the words they have just learned.

## **2.4.2. Schmitt's Taxonomy of Vocabulary Learning Strategies**

A comprehensive inventory of vocabulary learning strategies is also developed by Schmitt (1997). His taxonomy has two groups. These are determining the meaning of new words when encountered for the first time, and those that consolidate meaning when encountered again. The former contains determination and social strategies and the latter containing cognitive, metacognitive, memory and social strategies. Schmitt includes social strategies in both categories since they can be used for both purposes (i.e. determination and consolidation).

To Schmitt, determination strategies are used when "learners are faced with discovering a new word's meaning without recourse to another person's experience" (p.205). Hence, learners try to discover the meaning of a new word by guessing it with the help of context, structural knowledge of language, and reference materials. For Schmitt, the second way to discover a new meaning is through employing the social strategies, asking, someone for help. Besides 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 through which learners study and practice the meaning of new words in a group is an instance of social strategies for consolidating a word. Memory strategies, traditionally known as mnemonics, 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 note books to study words. Finally metacognitive strategies in Schmitt's

taxonomy are defined as strategies used by learners to control and evaluate their own learning. 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, 1997:216).

### **2.4.3 Nation's Taxonomy of Vocabulary Learning Strategies**

In a more recent attempt, Nation (2001) proposes taxonomy of various vocabulary learning strategies. Vocabulary learning Strategies in Nation's taxonomy are divided in to three general classes: "Planning" "sources" (learning) and "Processes" (recalling) each of which divided in to a subset of key strategies. Nation's taxonomy separates different aspects of vocabulary knowledge (i.e. which is involved in knowing a word). Planning category involves deciding on where, how and how often to focus attention on vocabulary item. Strategies in this category include choosing words, choosing aspects of word knowledge and choosing strategies as well as planning repetition. The second category in Nation's taxonomy sources involves getting information about the word. This information may include all the aspects involved in knowing a word that may come from the word form itself, from the context, from a reference source like dictionaries, glossaries and from analogies and connections with other languages. Process is the last category in Nation's (2001) taxonomy of vocabulary learning strategies that includes establishing word knowledge through noticing, retrieving and generating strategies.

According to Nation, noticing involves seeing the word item to be learned. Strategies at this level include putting the word in a vocabulary note book or list; putting the word on to 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 deep processing of words. Retrieval involves recalling the items met before which includes 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 (Nation, 2001:222)." Generating strategies include rule-driven generation, such as creating context, collocations and sentences containing new word. Besides, the mnemonic strategies and using the word in different context through four skills are also defined as generating strategies.

#### **2.4.4 Oxford's Taxonomy of Vocabulary Learning Strategies**

Oxford (1990) has also proposed a more comprehensive model in which six categories are classified in to two groups; direct and indirect strategies. Direct strategies include memory, cognitive, and compensation while indirect strategies include metacognitive, affective and social. Each category is briefly discussed below.

##### **2.4.4.1 Direct strategies**

According to Oxford (1990:37) direct strategies are those directly contribute to the learning of the target language by involving learners directly in working on the target language. Direct strategies include the following.

##### **2.4.4.1.1 Memory Strategies**

These strategies enable students to remember and retain vocabulary more effectively. The following are among important memory strategies.

- Grouping -Ordering words according to topic relationship, parts of Speech, synonym, antonym...
- Associating/elaborating-Linking the new word to something already in memory.
- Placing new word in to a context - Putting the new vocabulary in to meaningful oral and written.
- Using imagery- Relating the new items to visual images
- Using key words - Linking the new word with a familiar word that has similar sound.
- Semantic mapping - An arranging concepts and relationships on paper to create a semantic map, a diagram in which the key concepts (stated in words) are high lighted and linked with concepts via arrows or lines. Such a diagram visually shows how ideas fit together.
- Using key words- Combining sounds and images so that learners can more easily remember what they hear or read in the new language. The strategy has two steps; identifying a familiar in one's own language or another language that sounds like the new word and, generating a visual image of the new word and the familiar one interacting in some way.
- Structured reviewing- Reviewing already learnt material at different intervals with an intention to enhance long term memory.
- Using physical response - Acting out physically the meaning of the new word.
- Using mechanical techniques - Writes new words one side and their definition on the other.



#### **2.4.4.1.2. Cognitive Strategies**

These strategies are employed by students when the students are directly involved on the target language tasks. The following are among important cognitive strategies

- Repeating - Saying or Writing the new items again and again, listening to them several times.
- Formally practicing with sounds- Practicing on pronunciation, intonation, and so on.
- Recognizing and using formal and pattern Unanalyzed expressions with patterns with slots that can be filled with and alternative words.
- Recombining-Constructing a meaningful sentence by combining, in a new way, using already learned words.
- Practicing naturalistically-Practicing the new words in an authentic way (by taking part in conversation, listening to the radio, reading news papers...)
- Using resources for receiving messages-Using target language reference materials such as the dictionary or asking someone to help with the meaning of unfamiliar words.
- Reasoning deductively-Consciously using general rules to work out the meaning of unfamiliarly vocabulary items (e.g. looking for the meaning of disagree from the meaning of the prefix dis-and the meaning of agree)
- Analyzing expressions-Trying to understand something spoken in the new language by breaking down a new word, phrase, sentence or even paragraph in to its component parts.

- Translating-Changing the meaning of a new word to native language word.
- Transferring-Using previously acquired knowledge of words from one language to understand the meaning of the new language words.
- Taking notes-Keeping a record of new vocabulary in some ways, for instance, in one's vocabulary note book.
- Highlighting-Underling (identifying) the new words in reading text and finding their meanings.

#### **2.4.4.1.3 Compensation Strategies**

Compensation strategies are also called guessing strategies. Guessing can be applied using linguistic and non-linguistic information to deduce the meaning of unknown words which include:

- Using linguistic clues-refers to previously gained knowledge of the target language, the learners own language, or some other language can provide linguistic clues to the meaning of what is heard or read. Prefixes, suffixes and word order are useful linguistic clues for guessing meanings.
- Non-linguistic clues-refer to clues that are related to forms of address such as titles or nicknames and nonverbal behavior such as speaker's tone of voice or facial expression, which help learners guess the meaning of what they hear or read.

#### **2.4.4.2. Indirect Strategies**

These strategies contribute to vocabulary development indirectly. Thus, they assist the students to manage their vocabulary learning in a variety of ways. They consist three sets of strategies: metacognitive, affective, and social strategies.

#### **2.4.4.2.1. Metacognitive Strategies**

These strategies refer to students planning, monitoring, evaluating of their learning. The following are included in metacognitive strategies.

- Over viewing and linking with already known material-over viewing comprehensively the key vocabulary items to be learned in upcoming vocabulary lessons and associating them with the words already learned.
- Paying attention-pay attention to vocabulary learning-select and focus on relevant vocabulary tasks or items.
- Finding out about language learning-Seeing for a better understanding of how language is learned by reading or asking.
- Organizing-Creating favorable physical environment to one's vocabulary learning or study.
- Identifying the purpose of a language task-Identifying the relevance of a particular vocabulary task to one's purpose (s) in specific situations.
- Seeking practice opportunities-Exploiting all accessible opportunities to practice one's vocabulary in a natural way.
- Self-monitoring-Identifying one's errors in the course of vocabulary learning by checking whether one is learning correctly or wrongly.
- Self-evaluating-Evaluating the outcome of one's vocabulary learning by checking whether or not one has made more progress than before.

#### **2.4.4.2.2. Affective Strategies**

These strategies are related to learner's emotion, attitude and motivation. They are employed by students to overcome anxiety, negative attitude, and feelings of frustration. Oxford (1990:140) writes, " 'good' language learners are often who knows how to control their emotions and attitudes about learning."

Some affective strategies related to vocabulary learning are;

- Using progressive relaxation-Relaxing oneself mentally and physically to reduce exhaustion, boredom and so on before working on vocabulary tasks.
- Making positive statements-Saying 'positive statements about oneself and one's ability in learning new vocabulary items as a way of encouraging oneself, especially before attempting a potentially difficult task.
- Taking risks wisely-Having courage to wisely involve oneself in performing difficult tasks regardless of the possibility of making mistakes or errors.
- Discussing your feelings with someone-Discussing your feelings in vocabulary learning with your classmates, teacher...

#### **2.4.2.3. Social Strategies**

These strategies are related to learner's social interactions to assist learning. Some of the social strategies include:

- Asking for clarification-Seeking help from others to clarify the meaning of new item or to be corrected.
- Cooperating with peers-Working with one's peer group for improving one's vocabulary knowledge.
- Cooperating with proficient users of English-Making friendship with proficient speakers of English to improve one's knowledge of English vocabulary.
- Developing cultural understandings-Developing interest to understand the culture and ways of living of English speaking people.

In general, although the taxonomies proposed by GU and Johnson (1996), Schmitt (1977), Nation(2001) and Oxford (1990) may slightly differ in terms of strategies they categorize, they all provide a list of

widely applicable vocabulary learning strategies. Nation's (2000) is the one favored in this study since it is recent and systematic.

There are many words on which teachers may not be able to spend time within the class time limits. Thus, if students are equipped with a number of the strategies mentioned in the taxonomies, they can deal with these words on their own and as a result have access to a large number of target language words.

## **CHAPTER THREE: METHODS OF THE STUDY**

### **3.1. Sampling**

#### **3.1.1. School**

New Era Public School was selected for the study purpose, because of the researcher's familiarity to the school. He was felt that this familiarity would help to have access to the documents needed for the study.

#### **3.1.2. Students**

Thirty grade 10 students from the school were selected data sources for this study. Grade 10 was selected because of its convince to the researcher. The researcher taught at that grade level which would help him to conduct this study. Students were selected using purposive sampling technique. The students were selected based on their performances in the first semester examinations. From five sections the top fifteen and the least fifteen were taken for sampling to include students with various learning experiences.

### **3.2. Instruments**

#### **3.1.1. Questionnaire**

Questionnaire was the main instrument used for data collection in this study. The questionnaire contained twenty-three questions accompanied by three response categories in which the students would be asked to rate. Since it would be difficult for the students to understand the English version, the researcher translated items in to Amharic to gather data. The questionnaire was designed to gather data on student's use of vocabulary learning strategies.

After distributing the questionnaire, the students were asked to study the questions from the beginning to the end. Then, the students were made to fill in the questionnaire with the help and guidance of the

researcher (each item was briefed as the respondents filled the questionnaire). The researcher decided to brief the questions because he realized that students had problems in understanding them.

The researcher collected all of the question papers administering because the respondents filled in the questionnaire in his presence. All copies were filled properly and returned. Information gathered from thirty students was used for data analysis.

### **3.2.2. Interviews**

Interviews were conducted with purposely selected 10 students (5 ' good ' achievers, and 5 ' poor ' achievers). The interview was conducted with in two days. Five students were interviewed per a day at the researcher's office. The contents of the interview were the same as that of the questionnaire as it was used to gather additional data for cross-checking.

In this study, the researcher conducted semi-structured interviews. That is, before conducting the interviews, the researcher prepared questions to be asked. However, during the interviews, he did not necessarily stick on asking only those questions. The researcher preferred to conduct semi-structured interviews for its flexibility.

### **3.3. Data Organization**

With an employment of the frequency scale, the planning, learning and memory strategy each was tabulated. Following this, the data were analyzed and interpreted. To check whether there existed significant strategy use difference between ' good ' and ' poor ' achievers, t-test results were made and statistically analyzed.

The qualitative analysis of interview results was made together with questionnaire results which were tabulated.

## CHAPTER FOUR: DATA PRESENTATIONS AND DISCUSSIONS

### 4.1. Plan for Learning New Items

An attempt was made to gather data on the plan that 'good ' and ' poor ' achievers use in learning new words.

**Table 4.1.A. Plan to learn new words**

Items	Sub- Strategies	Group of Respondents					
		' good ' achievers			' poor ' achievers		
		Frequency			Frequency		
		Always	Some times	Never	Always	Some times	Never
1	I set place and time to study new words	-	9	6	-	12	3
2	I set goals and objectives for learning vocabulary items	10	4	1	12	2	1
3	I consider as a student who can successfully learn new vocabulary items	9	4	2	5	9	1
4	I Try to improve vocabulary knowledge by reading	-	12	3	-	13	2
5	I listen to other people (teachers) to learn new words	5	10	-	6	6	3
6	I listen to English radio or TV programs to improve my English vocabulary	5	9	1	5	8	2

As can be seen from the above table, six sub strategies were included under planning strategies. In item 1, students were asked to indicate how often they do set time and place to study new words. Accordingly, nine respondents from ' good ' achievers said that they ' sometimes' set time and place to study new words, while six claimed that they ' never'

set time and place to study new items. The table also shows that twelve of the 'poor' achievers reported that they 'sometimes' set time and place to study new words, and three of them said that they 'never' do so. From the data, it is possible to conclude that 'poor' achievers tend to set more time and place to study compared to high achievers. Data from the interview also show that 'poor' achievers usually set time and place to study vocabulary items.

In item 2, students were asked to show how often they set goals and objectives for learning vocabulary items. Ten of the 'good' achievers reported that they 'always' set goals and objectives for learning vocabulary items and four said that they 'sometimes' do so. Likewise, twelve of the 'poor' achievers reported that they 'sometimes' set goals and objectives for learning vocabulary and two of them claimed that they 'sometimes' set goals and objectives for learning vocabulary. From this, it is possible to conclude that 'poor' achievers seem to be better than 'good' achievers in setting goals and objectives for learning vocabulary items. During the interviews, most of the 'poor' achievers and a few of 'good' achievers said that they set goals and objectives for learning new vocabulary items.

In item 3, students were asked to indicate how often they consider themselves as students who could successfully learn new vocabulary items. Nine of the 'good' achievers reported that they 'always' considered themselves as students who could successfully learn new vocabulary items and four of them claimed that they 'sometimes' thought so. However, only five of the 'poor' achievers, said that they 'always' considered themselves as students who could successfully learn new vocabulary items and nine of them indicated that they 'sometimes' do so. This shows that 'good' achievers seem to be better than 'poor' achievers in considering themselves as students who could successfully

learn new vocabulary. The result of the interview also highly supported the above idea.

An attempt was made to investigate efforts that 'good ' and 'poor ' achievers make to improve their vocabulary knowledge by reading. As shown in Table 4.1.A. twelve of the ' good ' achievers reported that they ' sometimes' try to improve their vocabulary knowledge through reading, while three of them said that they 'never' read to improve their vocabulary knowledge. Likewise, thirteen of the ' poor ' achievers said that they ' sometimes' try to improve their vocabulary knowledge through reading, while two claimed that they ' never' read to improve their vocabulary knowledge. From the data one might conclude that there is no significant difference between ' good ' and ' poor ' achievers in efforts they make to improve their vocabulary via reading. In the interview, both of the groups said that they ' sometimes' employ the strategy.

In item 5, students were asked to indicate how often they listen to people to learn new words. Accordingly, five of the ' good ' achievers said that they ' always' listen to other people to learn vocabulary and ten of them claimed that they ' sometimes' do so. Similarly, six of the 'poor ' achievers reported that they 'always' listen to people to learn and six claimed that they sometimes do. From the data, it might be said that ' good ' achievers seem to be better than 'poor' achievers in learning new words by listening to people. In the interview, most of the ' good ' achievers said that they use this strategy compared to the ' poor ' achievers.

In item 6, students were asked to indicate how often they listen to English radio or TV programs to improve their vocabulary. In response to this, five of the 'poor ' achievers stated that they 'always' listen to English radio or TV programs to improve their vocabulary knowledge and nine of them claimed that they 'sometimes' do so.

In like manner, five of the 'poor' achievers claimed that they 'always' listen to English radio or TV programs to improve their vocabulary knowledge, and eight of them said that they 'sometimes' do. From this, it is possible to conclude that the majority of the both groups listen to English radio or TV programs to improve their English vocabulary, though 'good' achievers seem to be better than 'poor' achievers in listening to English radio or TV programs to improve their vocabulary.

**Table 4.1.B. Planning strategies in descriptive statistics**

In analyzing student's responses descriptively, values were given to the options. The values were

- 2 = always
- 1 = sometimes
- 0 = never

Achievers	N	Mean	Std. deviation	Variance	t-value
Good	15	7.07	1.71	2.92	0.13
Poor	15	7.00	1.65	2.71	

From Table 2.6, we can see that good achievers seem slightly better than poor achievers (mean 7.07 Vs 7.00) respectively in using planning strategies to learn new vocabulary items. However, the t-test analysis showed that this difference between the two groups was not statistically significant ( $t=0.13$ ,  $p>0.05$ ,  $df=28$ ).

**4.2. Strategies in Learning New Words**

An attempt was made to gather data on the strategies that "good" and "poor" achievers use in learning new words.

**Table 4.2.A. Strategies in learning new words**

Items	Sub -Strategies	Group of Respondents					
		' good ' achievers		' poor ' achievers			
		Frequency		Frequency			
		Always	Some times	Never	Always	Some times	Never
7	I ask their classmates ( teachers) to learn the new word meaning	9	5	1	2	10	3
8	I use an English dictionary and learn new words	8	5	2	10	3	2
9	I use English L <sub>1</sub> dictionary and learn new words	1	11	3	7	7	1
10	I workout the meaning of unfamiliar word by examining its component parts	9	5	1	6	7	2
11	I underline, the new words I meet while I read and later find their meanings	2	4	9	1	5	9
12	I read a text or listen to someone, try to guess the meaning of unfamiliar words from their context	8	7	-	5	7	3

As can be seen from the above table, six sub strategies were included under learning strategies.

In item 7, students were asked to show how often they ask their classmates for learning vocabulary items. Accordingly, nine of the ' good ' achievers said that they 'always' ask for learning vocabulary items and five reported that they ' sometimes' ask their classmates for learning new vocabulary items. The table also shows that two of the ' poor ' achievers said that they ' always' ask their classmates for learning new words, while ten of them claimed that they 'sometimes' ask for learning new words and three of them said that they ' never' do so. From the data, it is possible to conclude that " good " achievers tend to ask their classmates to learn new vocabulary items compared to the " poor " achievers. Data

from the interview also show that ' good ' achievers usually ask their classmates (teacher) for learning new vocabulary items.

In item 8, students were asked to indicate how often they use English dictionary for learning vocabulary items. Eight of the ' good ' achievers reported that they 'always' use the English dictionary for learning new vocabulary items and five of them said they ' sometimes' do so. Likewise, ten of the 'poor' achievers reported that they 'always' use English dictionary for learning vocabulary items, while three of them claimed that they ' sometimes' do so. From this, it is possible to conclude that ' poor ' achievers seem to be better than 'good' achievers in using English dictionary to learn new words. During the interview, most of the ' poor ' achievers and a few of the ' good ' achievers show that they use English dictionary for learning new vocabulary items.

In item 9, students were asked to indicate how often they use English L1 dictionary for learning new vocabulary items. Eleven of the 'good' achievers reported that they 'sometimes' use English L1 dictionary for learning new vocabulary items and three of them claimed that they 'never' do so. However, seven of the 'poor' achievers said that they 'always' use English L1 dictionary for learning vocabulary and seven of them indicated that they ' sometimes' use so. This shows that 'poor' achievers seem to be better than 'good ' achievers in using English L1 dictionary for learning new vocabulary items. The result of the interview also highly supported the above idea.

An attempt was made to investigate how often ' good ' and ' poor ' achievers try to know the meaning of unfamiliar word by examining its component parts. As shown in Table 4.2.A, nine of the ' good ' achievers reported that they 'always' try to know the meaning of unfamiliar vocabulary items by examining its component parts and five of them said that they 'sometimes' do so. Similarly, six of the 'poor ' achievers said

that they 'always' try to know the meaning of unfamiliar words by examining its component parts and seven of them said that they 'sometimes' do so. From the data one might conclude that 'good' achievers seem to be better than 'poor' achievers by examining the components of unfamiliar vocabulary items to know its meaning. In the interview, most of the 'good' achievers said that they examine the components of unfamiliar words to know their meaning compared to the 'poor' achievers.

In item 11, students were asked to indicate how often they underline the new words in order to find their meaning. Accordingly, four of the 'good' achievers indicated that they 'sometimes' underline new words to find their meaning, while nine of them claimed that they 'never' do so. Similarly, five of the 'poor' achievers reported that they 'sometimes' underline the new words to find their meaning and nine of them said that they 'never' underline. From the data, one might conclude that there is no significant difference between 'good' and 'poor' achievers in underlining new words in order to find their meaning. In the interview, both of the groups said that they 'sometimes' underline new words so as to find their meaning.

In item 12, students were asked to indicate how often they try to guess the meaning of unfamiliar words. Eight of the 'good' achievers reported that they 'always' guess the meaning of unfamiliar vocabulary items and seven of them said that they 'sometimes' guess. The table also shows that five of the 'poor' achievers said that they 'always' guess and seven of them claimed that they 'sometimes' guess the meaning of unfamiliar words from context. This shows that 'good' achievers seem to be better than 'poor' achievers in guessing from context. Data from the interview also show that 'good' achievers usually guess to know the meaning of the new vocabulary items.

**Table 4.2.B. Learning strategies use in descriptive statistics**

Achievers	N	Mean	St. deviation	Variances	t-valve
Good	15	7.40	1.88	3.54	0.94
poor	15	6.73	2.02	4.07	

From Table 4.2.B, it might be estimated that good achievers seem better than poor achievers (mean 7.40 Vs 6.73) respectively in using vocabulary learning strategies to learn vocabulary items. The t-test result depicted that this difference between two groups was not significant statistically ( $t=0.94, p>0.05, df=28$ ).

### 4.3. Memory strategies to remember new words

**Table 4.3.A. Strategies to remember new words.**

Items	Sub Strategies	Group of Respondents					
		'good' achievers			'poor' achievers		
		Frequency			Frequency		
		Always	Some times	Never	Always	Some times	Never
13	I find an L1 word that has a similar sound (pronunciation) to the new word	4	5	6	2	8	5
14	I act out physically the meaning of the new word	-	7	8	5	5	10
15	I write new words again and again looking at them carefully	4	7	4	6	8	2
16	I use new words in conversation	7	6	2	6	8	1
17	I use new words in writing	5	10	-	6	8	1
18	I take notes of unfamiliar words, came across and keep their record on vocabulary note book	4	9	2	3	4	8
19	I group words according to their parts of speech.	-	4	1 1	-	9	6
20	I place words in group with other words that are similar to it in some ways	2	6	7	4	5	6
21	I group words according to their similarity in meaning	6	6	6	3	6	6
22	I group words according to their dissimilarity in meanings	4	4	7	1	7	7
23	I try to remember the new words, by remembering their location on the page, on blackboard, or on a street sign	4	7	4	9	5	1

As can be seen from the above table, eleven sub strategies were included under memory strategies. In item 13, students were asked to show how often they find L1 word that has similar pronunciation to the new words. Accordingly, four respondents from 'good' achievers said that they 'always' find L1 word that has similar pronunciation to the new words and five of them reported that they 'sometimes' do so. Based on the data, it would be possible to say that 'good' achievers seem to be slightly better than 'poor' achievers in finding L1 word that has similar pronunciation to the new words. The result of the interview also supported the above idea.

In item 14, students were asked to show how often they act out physically the meaning of the new word. Seven of the 'good' achievers said that they 'sometimes' act out physically the meaning of the new words while eight of them claimed that they 'never' act out. Similarly, five of the 'poor' achievers reported that they 'sometimes' act out physically the meaning of the new words while ten of them said that they 'never' act out. From the data, one might conclude that there is no significant difference between 'good' and 'poor' achievers in acting out physically the meaning of the new words. In the interview both of the groups said that they 'never' act out physically the meaning of the new vocabulary items.

In item 15, students were asked to show how often they write new words again and again. In response to this, four of the good achievers said that they always write new words repeatedly and seven of them reported that they 'sometimes' write new vocabulary items again and again, likewise, four of the 'poor' the achievers reported that they 'always' write new words again and again and eight of them said that they 'sometimes' do so. From the data, it is possible to conclude that 'poor' achievers tend to write more new words repeatedly compared to 'good' achievers. Data from

the interview also show that 'poor' achievers usually write new words to remember.

In item 16, students were asked to indicate how often they use new vocabulary items in their conversation. In response to this, seven of the 'good' achievers reported that they 'always' use new words in their conversation. While six of them said that they 'sometimes' do so. Similarly six of the 'poor' achievers indicated that they 'always' use new vocabulary items in their conversation and eight of them claimed that they 'sometimes' do this. The above data show that there is no significant difference between 'good' and 'poor' achievers in using new words in their conversation. The results of the interview also yielded similar results.

In item 17, students were asked to show how often they use new words in their writing. Accordingly, five respondents from 'good' achievers said that they 'always' use new words in their writing and ten of them reported that they 'sometimes' do so. In the same manner, six of the 'poor' achievers replied that they 'always' use new words in their writing while eight of them said that they 'sometimes' do so. The data show that there is no visible difference between 'good' and 'poor' achievers in using new words in their writing. However, during the interviews, most of the 'good' achievers and a few of 'poor' achievers said that they use new words in their writing. Thus, it might be said that 'good' achievers seem to be better than 'poor' achievers in using new words in their writing.

In item 18, students were asked to indicate how often they take notes of unfamiliar words on their vocabulary note book. In response to this, four of the 'good' achievers said that they 'always' take notes of unfamiliar words on their vocabulary note book and nine of them indicated that they 'sometimes' do so. However, only three of the 'poor' achievers said that they 'always' write the new vocabulary items on their vocabulary

the interview also show that 'poor' achievers usually write new words to remember.

In item 16, students were asked to indicate how often they use new vocabulary items in their conversation. In response to this, seven of the 'good' achievers reported that they 'always' use new words in their conversation. While six of them said that they 'sometimes' do so. Similarly six of the 'poor' achievers indicated that they 'always' use new vocabulary items in their conversation and eight of them claimed that they 'sometimes' do this. The above data show that there is no significant difference between 'good' and 'poor' achievers in using new words in their conversation. The results of the interview also yielded similar results.

In item 17, students were asked to show how often they use new words in their writing. Accordingly, five respondents from 'good' achievers said that they 'always' use new words in their writing and ten of them reported that they 'sometimes' do so. In the same manner, six of the 'poor' achievers replied that they 'always' use new words in their writing while eight of them said that they 'sometimes' do so. The data show that there is no visible difference between 'good' and 'poor' achievers in using new words in their writing. However, during the interviews, most of the 'good' achievers and a few of 'poor' achievers said that they use new words in their writing. Thus, it might be said that 'good' achievers seem to be better than 'poor' achievers in using new words in their writing.

In item 18, students were asked to indicate how often they take notes of unfamiliar words on their vocabulary note book. In response to this, four of the 'good' achievers said that they 'always' take notes of unfamiliar words on their vocabulary note book and nine of them indicated that they 'sometimes' do so. However, only three of the 'poor' achievers said that they 'always' write the new vocabulary items on their vocabulary

note book and four reported that they 'sometimes' do so. This shows that 'good' achievers seem to be better than 'poor' achievers in writing new vocabulary items on their vocabulary note book. The data of the interview also highly supported the above idea.

In item 19, students were asked to show how often they group new words according to their parts of speech. Accordingly, four respondents from 'good' achievers said that they 'sometimes' group words according to their parts of speech and eleven of them claimed that they 'never' do so. However, nine of the 'poor' achievers said that they 'sometimes' group words based on their parts of speech while six reported that they 'never' group words based on their parts of speech. From the data, one might conclude that 'poor' achievers seem to be better than 'good' achievers in grouping words based on their parts of speech. Data from the interview also show that 'poor' achievers usually group words according to their parts of speech.

In item 20, students were asked to indicate how often they group new words based on their topic relationship, to answer this, two of the 'good' achievers reported that they 'always' group new words according to their topic relationship and six of them said that they 'sometimes' group new vocabulary items based on their topic relationship, while seven claimed that they 'never' do so. Likewise, four of the 'poor' achievers said that they 'always' group new words in accordance with their topic relationship and five reported that they 'sometimes' group new vocabulary items based on their topic relationship, while six claimed that they 'never' do so. From the data, one might conclude that 'good' achievers seem to be slightly better than 'poor' achievers in grouping new words based on their topic relationship. The result of the interview also supported the above idea.

In item 21, students were asked to show how often they group words based on meaning similarity. Accordingly, six of the 'good' achievers said that they 'always' group words based on meaning similarity and six respondents from the same group indicated that they 'sometimes' group words according to meaning similarity while three of them claimed that they 'never' group based on meaning similarity. However, only three of the 'poor' achievers said that they 'always' group words according to meaning similarity and six reported that they 'sometimes' group words based on meaning sameness, while six of them claimed that they 'never' do so. This shows that 'good' achievers seem to be better than 'poor' achievers in grouping new words based on meaning similarity. In the interview, most of the 'good' achievers said that they use this strategy compared to 'poor' achievers.

In item 22, students were asked to indicate how often they group words based on meaning dissimilarity. In response to this, four of the 'good' achievers said that they 'always' group words according to meaning dissimilarity and four respondents from the same group reported that they 'sometimes' group words based on meaning dissimilarity, while the remaining seven claimed that they 'never' do so. However, seven of 'poor' achievers reported that they 'sometimes' group words based on meaning dissimilarity and seven respondents from the same group said they 'never' do this. From this it is possible to conclude that 'good' achievers seem to be better than 'poor' achievers in grouping words according to meaning dissimilarity. Data of the interview also highly supported the above idea.

In item 23, students were asked to indicate how often they try to remember new vocabulary items using visual imagery. Accordingly, four of the 'good' achievers indicated that they 'always' use visual imagery strategy and seven of them reported that they 'sometimes' use the

strategy, while four claimed that they 'never' do so. However, nine of the 'poor' achievers said that they 'always' use visual imagery strategy and five of them indicated that they 'sometimes' use the strategy. Based on the data, it might be said that 'poor' achievers seem to be better than 'good' achievers in using visual imagery strategy to remember the new vocabulary items. During the interview, most of the 'poor' achievers and a few of the 'good' achievers said that they use visual imagery strategy to remember new words.

**Table 4.3.B. Memory strategies use in descriptive statistics**

Achievers	N	Mean	St. deviation	Variance	t-value
Good	15	10.07	3.92	15.35	0.09
Poor	15	9.93	3.26	10.64	

Table 4.3.B, Indicated good achievers seem better than poor achievers (mean 10.07 Vs 9.93) respectively in using memory strategies to learn vocabulary items, however, the result of t-test (0.09) showed that the difference between good and poor achievers was not statistically significant ( $t=0.09$ ,  $p>0.05$ ,  $df=28$ ).

## CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

### 5.1. Conclusions

Based on the above findings and their discussions, the following conclusions have been drawn.

- Good achievers consider themselves as students who can successfully learn new words; listen to other people ( teachers) and English radio or TV program to improve their English vocabulary while poor achievers set time, place, goals and objectives for learning vocabulary to improve their English vocabulary.
- Both good and poor achievers almost equally try to improve their vocabulary knowledge by reading.
- Good achievers ask their classmates ( teachers); workout the meaning of unfamiliar word by examining its component parts; guess the meaning of unknown words from context and learn the meaning of new words while poor achiever rely on only on monolingual and bilingual dictionary and learn the meaning of unknown words.
- Good achievers use new words in conversation; take notes of unfamiliar words on their vocabulary note book; group words according to their synonym and antonym; use new words in their writing and conversation to remember new words while poor achievers write new words again and again; place words based on topic relation; group words according to their parts of speech, remembering words based on visual imagery; find

an L1 word that has similar sound to the new word to remember new words.

- Both good and poor achievers do not act out physically the meaning of new words to remember.

## **5.2. Recommendations**

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

- Students need to be introduced to various vocabulary learning strategies in different activities.
- It would be helpful if curriculum developers be a ware of the vocabulary learning strategies students use during learning vocabulary and should include vocabulary learning strategies used by good learners that enable poor students to develop their vocabulary knowledge.
- It seems profitable if teachers who prepare supplementary teaching materials make use of the out put in this research that enable students to be effective in learning vocabulary.
- Poor students should be helped or advised to consider themselves as students who can successfully learn new words.
- Poor students should be advised to listen English radio or TV programs to improve their English vocabulary. In addition, they should be encouraged to ask their teachers and classmates; guess meaning from context; write unfamiliar words on their note book.

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## **Appendix A**

**Addis Ababa University**  
**School of Graduate students**  
**Department of foreign languages and literature**

### **A questionnaire to be completed by students**

#### **Dear Student.**

This questionnaire is designed for a study purpose. Study each item in the questionnaire and answer it in the spaces provided based on the instruction given. Success of the study depends on the genuine answers you give to the questions. Thus, you are asked to answer the questions frankly and honestly.

Read each statement given in the following table carefully. Then, tick (√) as appropriate to you from the options given to indicate how often you do the activity described when you learn new English words.

Item	When I learn new English words :	I almost always do this	I sometimes do this	I never do this
1	I set time and place to study new vocabulary			
2	I set goals and objectives for learning vocabulary items. (Eg. Whether it is for improving my English, or for studying my subjects, or passing an exam and so on).			
3	I consider myself as a student who can successfully learn new vocabulary items.			
4	I try to improve my vocabulary knowledge by reading			
5	I listen to other people ( teachers) and learn new words			

No	When I learn new English words :	I almost always do this	I sometimes do this	I never do this
6	I listen to English radio or television programs to improve my English vocabulary knowledge.			
7	I ask my classmates (teacher) to learn the new word meaning.			
8	I use an English dictionary and learn new words.			
9	I use English - L1 dictionary and learn new words.			
10	I work out the meaning of unfamiliar word by examining its component parts. (eg. I try to guess the meaning of unhappy from un-and happy).			
11	I underline the new words I meet while I read and later find their meanings.			
12	Whenever I read a text or listen to someone I try to guess the meaning of unfamiliar words from their context.			
13	I find an L1 word that has a similar sound (pronunciation) to the new word (eg. If the new word is camel, I relate it with the word "Kamil" a name of a person, and then visualize " Kamil" riding a camel).			

No	When I learn new English words :	I almost always do this	I sometimes do this	I never do this
14	I act out physically the meaning of the new word (eg. I move my head up and down to learn the meaning of 'nod')			
15	I write new words a gain and a gain .			
16	I use new words in my conversation.			
17	I use new words in my writing sentences.			
18	I take notes of unfamiliar words on my vocabulary note book.			
19	I group words according to their parts of speech. (eg. Verbs on one side and nouns on the other side).			
20	I place words in a group with other words that are similar to it in some ways. (eg. I group together words related to FURNITURE, such as table, chair etc)			
21	I group words according to their similarity in meaning. (eg. Happy, glad)			
22	I group words according to their dissimilarity in meaning. (eg. Happy, sad).			
23	I try to remember the new words, by remembering their location on the page, on the black board, or on a street sign.			

## Appendix B

አዲስ አበባ ዩኒቨርሲቲ  
የቋንቋዎች ጥናት ተቋም  
የድህረ ምረቃ ት/ቤት

በተማሪዎች የሚሞላ መጠይቅ /Questionnaire/

ውድ ተማሪ

ይህ መጠይቅ የተዘጋጀው ለጥናት አላማ ነው። እያንዳንዱን ጥያቄ ካነበብክ/ሽ በኋላ በመመሪያው /በትዕዛዙ/ መሠረት በተሰጠው ቦታ መልስ/ሽ። የዚህ ጥናት ስኬታማነት በአንተ/አንቺ ትክክለኛ መልስ ይወስናል። ስለሆነም ጥያቄዎቹን በግልጽነትና በታማኝነት መልስ/ሽ።

በሠንጠረዥ የተሰጡትን አረፍተ ነገር በጥንቃቄ አንብቢ/ቢ። ከዚህ የ/ህ/ ምልክት ከተሰጡት አማራጮች ላይ በማድረግ ለምን ያህል ጊዜ የተገለጹትን ድርጊቶች አዲስ የእንግሊዘኛ ቃላትን ለማወቅ እንደምትፈጽም/ሚ አምልክት /ቺ።

ተ.ቁ	አረፍተ ነገር	ሁልጊዜ(always) አደርጋለሁ	አልፎ አልፎ (sometimes) አደርጋለሁ	በፍጹም (never) አላደርግም
7	የአዲስ ቃላትን ትርጉም ለማወቅ የክፍል ጓደኞቼን ወይም መምህራን እጠይቃለሁ።			
8	የአዲስ ቃላትን ትርጉም ለማወቅ የእንግሊዘኛን ቃል በእንግሊዘኛ የሚፈቃ መዝገበ ቃላትን /dictionary //ን እጠቀማለሁ።			
9	አዲስ ቃላትን ለማወቅ የእንግሊዘኛን ቃል በፍ መፍቻ ቋንቋዬ የሚተረጎም መዝገበ ቃላትን / dictionary ን እጠቀማለሁ።			
10	የአዲሱን ቃል የተለያዩ ቅጥያዎች ትርጉም በመጠቀም የቃሉን አጠቃላይ ፍቺ ለመገመት እሞክራለሁ። (ለምሳሌ ከ un- እና happy በመሳት የunhappyን ትርጉም ለመገመት እንደመምከር ማለት ነው)።			
11	በማነብበት ጊዜ የሚያጋጥሙኝን አዲስ ቃላት አስምርባቸዋለሁ / ምልክት አድርገባቸዋለሁ። ከዚያም ትርጉቸውን ከአወዳቸው /context / ተነስቼ ትርጉሙን አፈልጋለሁ።			
12	ሳነበም ሆነ ሳዳምጥ አዲስ ቃላት ካጋጠሙኝ ከቃሉ አገባብ (አውድ) ተነስቼ ለመገመት እሞክራለሁ።			

ተ.ቁ	አረፍተ ነገር	ሁልጊዜ (always) አደርጋለሁ	አልፎ አልፎ (sometimes) አደርጋለሁ	በፍጹም (never) አላደርግም
7	የአዲስ ቃላትን ትርጉም ለማወቅ የክፍል ጓደኞቼን ወይም መምህራን እጠይቃለሁ።			
8	የአዲስ ቃላትን ትርጉም ለማወቅ የእንግሊዘኛን ቃል በእንግሊዘኛ የሚፈታ መዝገበ ቃላትን /dictionary //ን እጠቀማለሁ።			
9	አዲስ ቃላትን ለማወቅ የእንግሊዘኛን ቃል በዩፍ መፍቻ ቋንቋዬ የሚተረጎም መዝገበ ቃላትን / dictionary ን እጠቀማለሁ።			
10	የአዲሱን ቃል የተለያዩ ቅጥያዎች ትርጉም በመጠቀም የቃሉን አጠቃላይ ፍቺ ለመገመት እሞክራለሁ። (ለምሳሌ ከ un- እና happy በመሳት የunhappyን ትርጉም ለመገመት እንደመምክር ማለት ነው)።			
11	በማነብበት ጊዜ የሚያጋጥሙኝን አዲስ ቃላት አስምርባቸዋለሁ / ምልክት አድርገባቸዋለሁ። ከዚያም ትርጉቸውን ከአወዳቸው /context / ተነስቼ ትርጉሙን እፈልጋለሁ።			
12	ሳነብም ሆነ ሳዳምጥ አዲስ ቃላት ካጋጠሙኝ ከቃሉ አገባብ (አውድ) ተነስቼ ለመገመት እሞክራለሁ።			

ተ.ቁ	አረፍተ ነገር	ሁልጊዜ (always) አደርጋለሁ	አልፎ አልፎ (sometimes) አደርጋለሁ	በፍጹም (never) አላደርገም
13	አዲስ ቃል ለማጥናት ከቃሉ ጋር በደምጽ / በአጠራር/ የሚመስለውን ሌላ ቃል ከአፍ መፍቻ ቋንቋዬ ወይም ከሌላ ቋንቋ እወስዳለሁ። ከዚያ ሁለቱን ቃላት ክሌላ ነገር ጋር አያይዛለሁ። (ለምሳሌ አዲስ ቃል /Camel/ /ግመል/ ቢሆን ከዚህ ቃል በአጠራር የሚመሳሰለውን ካሚል (የሰው ስም ) እወስዳለሁ። ከዚያም ካሚል የሚባል ሰው ግመል /Camel / ላይ ተቀምጦ ሲሄድ በአእምሮዬ ውስጥ አቀርቦታለሁ)።			
14	የአዲሱን ቃል ትርጉም የሚገልጽ ድርጊት /Physical action / እፈጽማለሁ (ለምሳሌ /nod / ለሚለው ቃል ትርጉም ጭንቅላቱን ወደ ላይና ወደታች ማንቀሳቀስ እንደማለት ነው)።			
15	አዲስ ቃላትን ደጋግሜ በመጻፍ ።			
16	አዲስ ቃላትን በንግግራ ውስጥ አጠቀማለሁ።			
17	አዲስ ቃላትን በመጠቀም አረፍተ ነገር አጽፋለሁ።			
18	ያጋጠሙኝ እንግዳ /አዲስ / ቃላት በቃላት /vocabulary/ ማስታወሻ ደብተራ ላይ አጽፋለሁ።			
19	ቃላትን ለማስታወስ በየንግግር ክፍላቸው /parts of speech / እከፋፍላቸዋለሁ። (ለምሳሌ ስሞችን /nouns/ በአንድ ወገን ግሦችን /verbs / ደግሞ በሌላ ወገን እከፋፍላቸዋለሁ።)			
20	አዲስ ቃላትን ለማስታወስ እንደየርዕሳቸው እያለድላቸዋለሁ። ለምሳሌ / furniture / ከሚለው ቃል ጋር ሲሄዱ የሚችሉትን እንደ /table, chair / ያሉትን ቃላት አንድ ላይ አመድላቸዋለሁ።			

ተ.ቁ	አረፍተ ነገር	ሁልጊዜ (always) አደርጋለሁ	አልፎ አልፎ (sometimes) አደርጋለሁ	በፍጹም (never) አላደርግም
21	ቃላትን ለማስታወስ በትርጉም የሚመሰግኑትን አንድ ላይ እመድባቸዋለሁ። (ለምሳሌ /happy, glad/ ወዘተ)			
22	ቃላትን ለማስታወስ በተቃራኒ ትርጉማቸው አንድ ላይ እመድባቸዋለሁ። (ለምሳሌ /happy, sad / ወዘተ)			
23	አዳዲሶቹን ቃላት የት የት እንዳየኋቸው ለማስታወስ እጥብቅራለሁ። (ለምሳሌ በመጽሐፍ ገጽ ላይ፣ በጥቁር ሰሌዳ ላይ፣ በመንገድ ማስታወቂያ ላይ) ወዘተ			

## **Appendix C**

### **Some leading questions during interview**

1. How do you plan to learn new vocabulary?
2. How do you learn new vocabulary?
3. What do you do in order to remember new vocabulary items?

## Appendix D

Good achievers respondents' result towards their planning strategies.

Items	1	2	3	4	5	6	sum		
1	0	1	0	1	1	1	4	0	27
2	1	2	1	1	2	1	8	0	13
3	1	2	1	1	1	2	8	0	13
4	1	2	2	1	1	1	8	0	13
5	1	2	2	1	1	2	9	0	6
6	1	1	2	0	2	1	7	0	47
7	1	2	2	1	2	1	9	0	6
8	0	2	2	1	1	2	8	0	13
9	1	1	0	1	0	0	3	0	2
10	1	0	2	1	1	1	6	0	4
11	0	1	2	1	2	1	7	0	47
12	1	2	1	0	1	1	6	0	4
13	0	2	2	0	1	2	7	0	47
14	0	2	1	1	2	2	8	0	12
15	1	2	2	1	1	1	8	0	13
Total							106		4.65

**Poor achievers respondents' result towards their planning strategies.**

Items	1	2	3	4	5	6	sum		
1	1	2	1	1	1	1	7	0	47
2	0	2	1	1	1	1	6	0	4
3	1	2	1	0	1	0	5	0	33
4	1	2	1	1	2	2	9	0	6
5	1	2	1	1	0	2	7	0	47
6	0	1	0	1	0	1	3	0	2
7	1	2	2	1	2	0	8	0	35
8	1	2	1	1	0	2	7	0	47
9	1	2	2	1	2	2	10	0	67
10	1	2	1	1	1	1	7	0	47
11	1	2	2	0	1	1	7	0	47
12	1	2	1	1	2	1	8	0	53
13	0	1	2	1	2	1	7	0	47
14	1	0	2	1	2	2	8	0	13
15	1	2	0	1	1	1	6	0	4
							Total	105	

**Good achievers respondents' result towards their learning strategies.**

Items	7	8	9	10	11	12	sum		
1	2	0	1	1	0	1	5	0	33
2	0	1	0	2	2	2	7	0	47
3	2	2	1	2	2	2	11	0	73
4	2	1	1	2	1	2	9	0	6
5	1	0	1	2	0	2	6	0	4
6	2	1	0	2	0	1	6	0	4
7	2	1	1	1	0	2	7	0	47
8	1	2	1	2	0	2	8	0	53
9	2	2	1	1	0	1	7	0	47
10	1	2	1	2	0	2	8	0	53
11	2	2	1	2	1	1	9	0	6
12	2	2	2	1	1	2	10	0	67
13	2	2	0	2	1	1	8	0	53
14	1	2	1	1	0	1	6	0	4
15	1	1	1	0	0	1	4	0	27
Total							111		7.2

**Poor achievers respondents' result towards their learning strategies.**

Items	7	8	9	10	11	12	sum		
1	0	1	1	0	0	2	4	0	27
2	1	2	1	1	2	0	7	0	47
3	1	2	2	2	0	1	8	0	53
4	2	2	2	2	1	2	11	0	73
5	0	1	1	2	1	1	6	0	4
6	1	0	0	1	1	1	4	0	27
7	0	2	2	1	0	0	5	0	33
8	1	2	1	1	1	2	8	0	53
9	1	2	1	0	0	2	6	0	4
10	1	1	1	1	0	0	4	0	27
11	2	2	1	2	0	1	8	0	53
12	1	2	2	2	1	1	9	0	6
13	1	0	2	1	0	2	6	0	4
14	1	2	2	1	0	1	7	0	47
15	1	2	2	2	0	1	8	0	53
							Total	101	

**Good achievers respondents' result towards their memory strategies.**


Items	13	14	15	16	17	18	19	20	21	22	23	sum		
1	0	0	1	1	1	0	0	0	1	0	0	4	0	27
2	0	0	2	1	2	1	0	1	1	1	1	10	0	62
3	0	0	2	2	2	1	0	1	2	2	1	13	0	87
4	0	0	1	2	1	2	0	0	0	0	1	7	0	47
5	0	1	0	0	1	1	1	0	0	0	0	4	0	27
6	0	0	1	1	2	1	0	0	1	1	1	8	0	53
7	1	2	1	2	2	1	0	0	2	2	0	13	0	87
8	1	1	0	1	1	1	1	1	2	0	2	11	0	73
9	2	1	1	2	1	2	1	2	2	2	2	18	0	2
10	2	1	2	1	2	0	1	1	2	2	1	15	0	
11	1	1	1	2	1	1	0	0	1	0	2	10	0	67
12	2	0	1	0	1	2	0	0	1	0	2	9	0	6
13	2	1	0	2	1	1	0	1	2	1	0	11	0	73
14	1	0	0	1	1	2	0	0	0	0	1	6	0	4
15	0	1	2	2	1	0	0	2	1	1	2	12	0	8
Total												151		

**Poor achievers respondents' result towards their memory strategies.**

Items	13	14	15	16	17	18	19	20	21	22	23	sum		
1	0	0	1	1	1	2	1	0	1	1	2	9	0	6
2	1	1	0	2	1	1	0	1	0	0	1	9	0	6
3	1	0	1	1	1	2	0	1	0	0	1	8	0	54
4	2	1	2	1	2	0	1	0	0	0	2	11	0	73
5	1	0	1	2	2	0	1	2	1	1	2	13	0	87
6	0	0	1	1	0	0	0	0	0	0	0	2	0	13
7	1	0	1	0	2	0	0	1	0	0	2	7	0	47
8	0	2	1	1	2	2	0	2	1	1	2	14	0	93
9	1	0	2	2	1	2	1	0	0	0	2	11	0	73
10	0	0	0	2	1	0	1	1	1	1	1	8	0	53
11	2	0	1	0	0	1	1	0	2	2	2	9	0	6
12	1	0	2	2	1	1	0	2	2	0	2	13	0	87
13	1	0	1	1	2	0	1	0	1	1	1	8	0	53
14	2	1	2	1	2	0	1	1	1	0	1	13	0	87
15	0	1	2	2	1	1	0	2	2	1	2	14	0	93
Total												149		

## 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 information used for the thesis have been duly acknowledged.

Name	Dinku Gebeyehu
Signature	
Place	Addis Ababa University
Date of Submission	16 June 2008

**Table 8 duration of the training**

		How long was the training?			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2 weeks	18	25.7	30.5	30.5
	2-4 weeks	8	11.4	13.6	44.1
	4-6weeks	8	11.4	13.6	57.6
	More than 6 weeks	25	35.7	42.4	100.0
	Total	59	84.3	100.0	
Missing	System	11	15.7		
Total		70	100.0		

**Table 9 Conductor of the training**

		The training was conducted by;			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Local Higher Institutions	9	12.9	15.3	15.3
	Local Government Offices	49	70.0	83.1	98.3
	Foreign Training Center	1	1.4	1.7	100.0
	Total	59	84.3	100.0	
Missing	System	11	15.7		
Total		70	100.0		

Table 9 shows, by whom the training was conducted. As to the data, 49 (83.1%) of the respondents answer by saying, by local government offices, 9 (12.9%) answer, by local higher institutions, and only one (1.4%) of the respondents answer as he/she receive the training in the foreign training center.

Table 10 (below) shows the data of trainers. Accordingly, 29(49.2%) Of 59 respondents are trained by government officials, 26 (44.1%) by both officials and professionals, whereas, only 4 (6.8%) are trained by professionals.

**Table 10 the trainers**

**The trainers were;**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Professionals and Instructors	4	5.7	6.8	6.8
	Government Officials	29	41.4	49.2	55.9
	Both of them	26	37.1	44.1	100.0
	Total	59	84.3	100.0	
Missing	System	11	15.7		
Total		70	100.0		

**Table 11 Political Participation**

**Are you a member of political org?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, I am	38	54.3	55.1	55.1
	No, I'm not	8	11.4	11.6	66.7
	Yes, I was, but not now	1	1.4	1.4	68.1
	I want to be	2	2.9	2.9	71.0
	No answer	19	27.1	27.5	98.6
	6	1	1.4	1.4	100.0
	Total	69	98.6	100.0	
Missing	System	1	1.4		
Total		70	100.0		

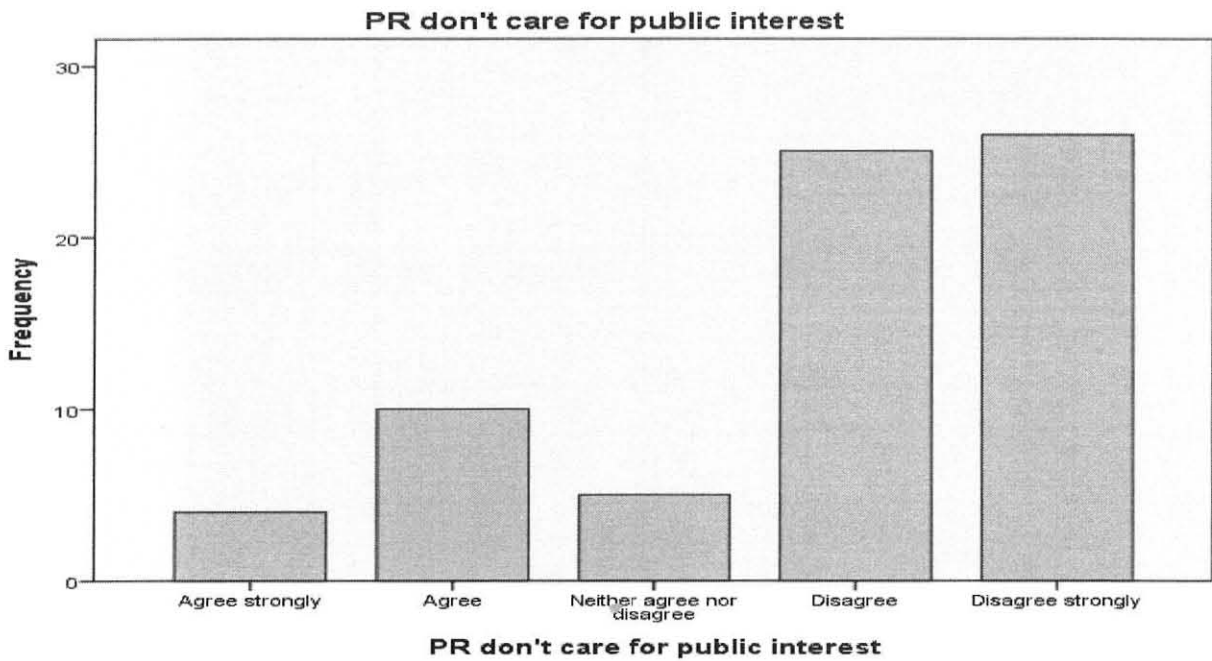
Table 11 shows the respondents' political participation. Accordingly, the data shows as most of them are party members. Hence, 38 (55.1%) are active members, whereas, 8 (11.6%) are not members. 19 (27.5%) did not respond. 2 (2.9%) show as they want to be a party member, and only 1 (1.4%) remain unidentified.

**Section Two Issues Related to Public relations Objectives and practice**

**Table 12 respondents view towards public interest**

		PRs don't care for the public interest			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Agree strongly	4	5.7	5.7	5.7
	Agree	10	14.3	14.3	20.0
	Neither agree nor disagree	5	7.1	7.1	27.1
	Disagree	25	35.7	35.7	62.9
	Disagree strongly	26	37.1	37.1	100.0
	Total	70	100.0	100.0	

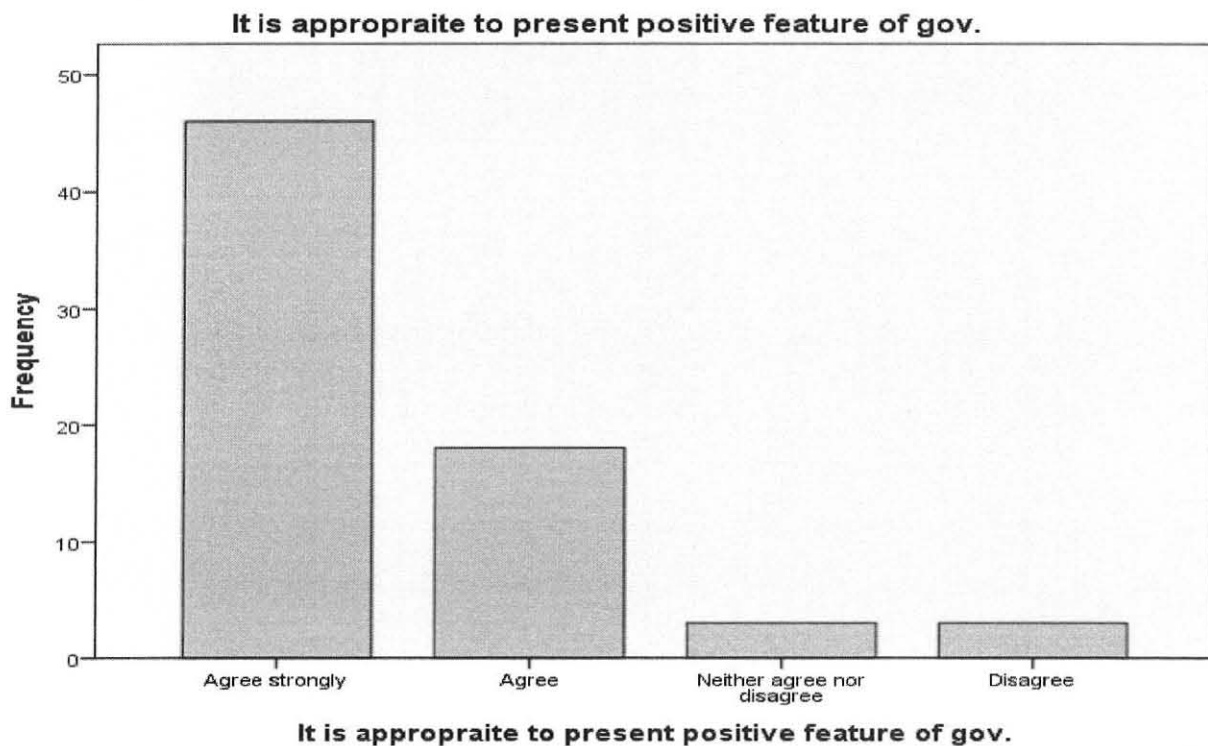
**Chart 1 Respondents view towards public interest**



**Table 13 Respondents view about positive of the government**

It is appropriate to present positive feature of gov.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree strongly	46	65.7	65.7	65.7
	Agree	18	25.7	25.7	91.4
	Neither agree nor disagree	3	4.3	4.3	95.7
	Disagree	3	4.3	4.3	100.0
	Total	70	100.0	100.0	

**Chart 2 Respondents view about positive of the governments**



According to data shown in table 12, 51(72.8%) respondents disagree with the idea that describes as “PRs don’t care for the public interest ” whereas, in table 13, 64(91.4%) respondents show their agreement as it is appropriate to present the positive feature of the government. This shows that there is an incongruity with the response of the respondents.

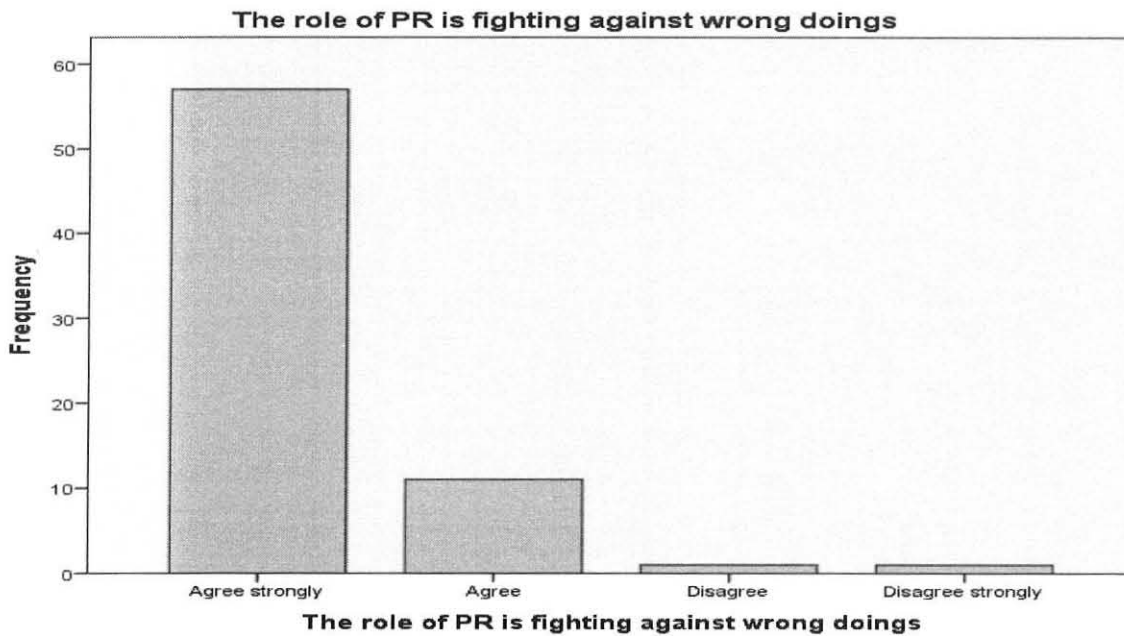
**Section Three Issues related public relations key roles in communication**

**Table 14 Respondents view about the role of PR**

**The role of PR is fighting against wrong doings**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree strongly	57	81.4	81.4	81.4
	Agree	11	15.7	15.7	97.1
	Disagree	1	1.4	1.4	98.6
	Disagree strongly	1	1.4	1.4	100.0
	Total	70	100.0	100.0	

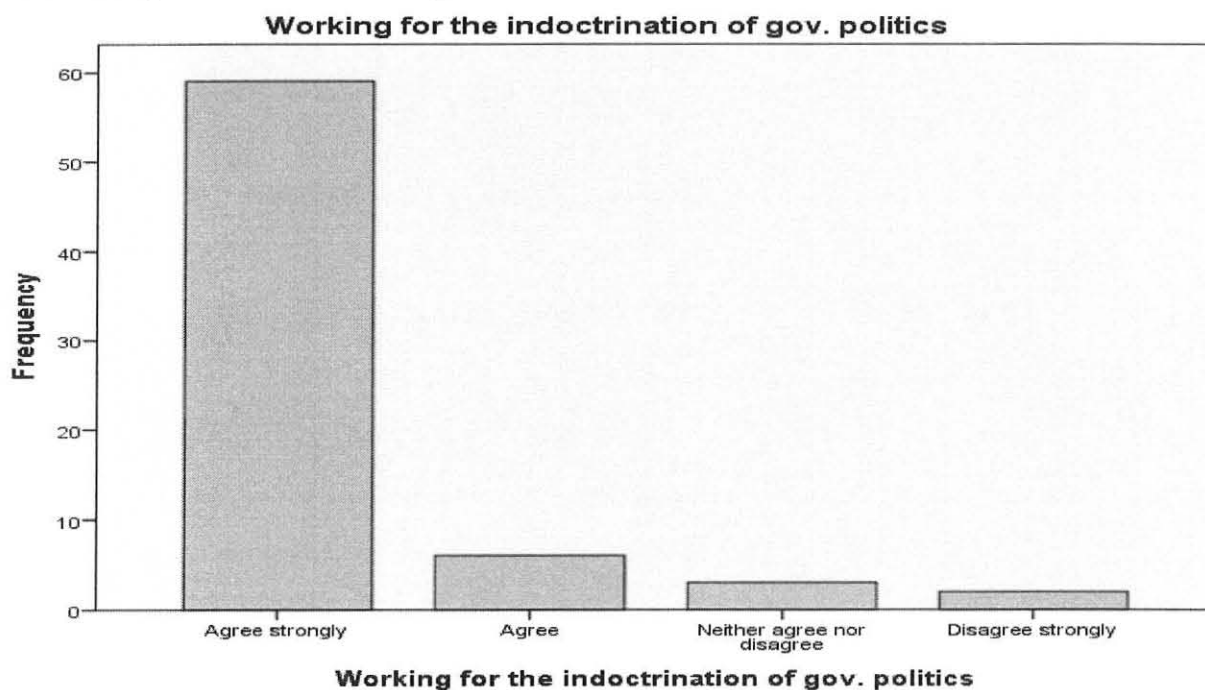
**Chart 3 Respondents view about the role of PR**



**Table 15 Respondents view about political mission**

		Working for the indoctrination of gov. politics			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree strongly	59	84.3	84.3	84.3
	Agree	6	8.6	8.6	92.9
	Neither agree nor disagree	3	4.3	4.3	97.1
	Disagree strongly	2	2.9	2.9	100.0
	Total	70	100.0	100.0	

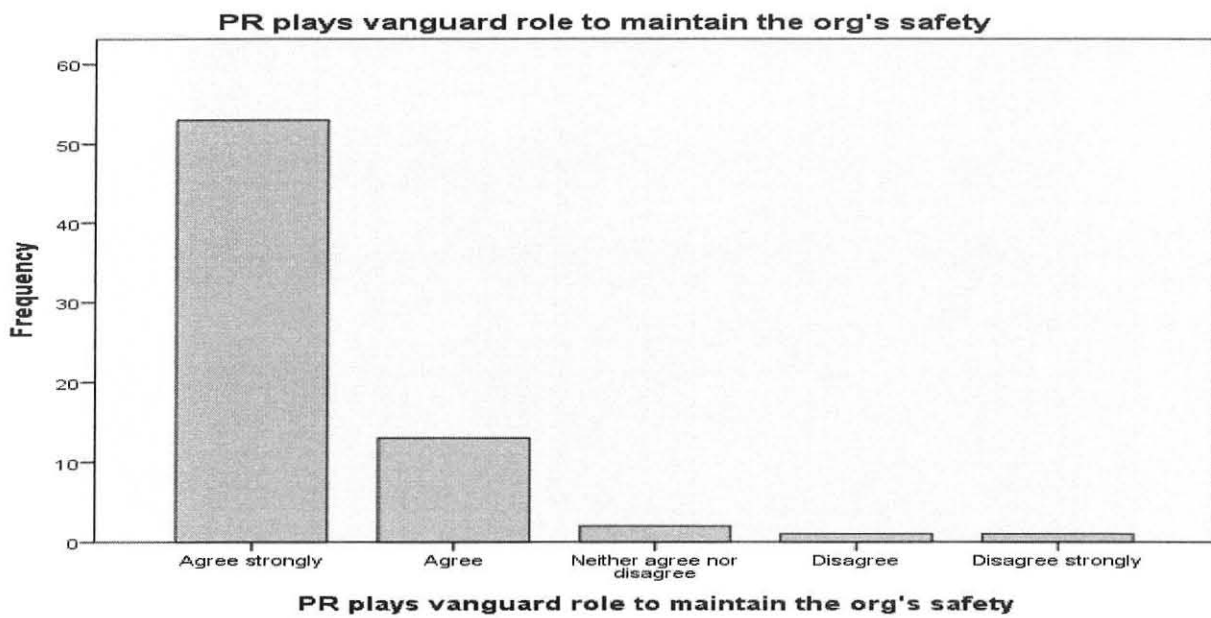
**Chart 4 Respondents view about political mission**



**Table 16 Respondents view of PR role towards organizational safety**

		PR plays vanguard role to maintain the org's safety			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Agree strongly	53	75.7	75.7	75.7
	Agree	13	18.6	18.6	94.3
	Neither agree nor disagree	2	2.9	2.9	97.1
	Disagree	1	1.4	1.4	98.6
	Disagree strongly	1	1.4	1.4	100.0
	Total	70	100.0	100.0	

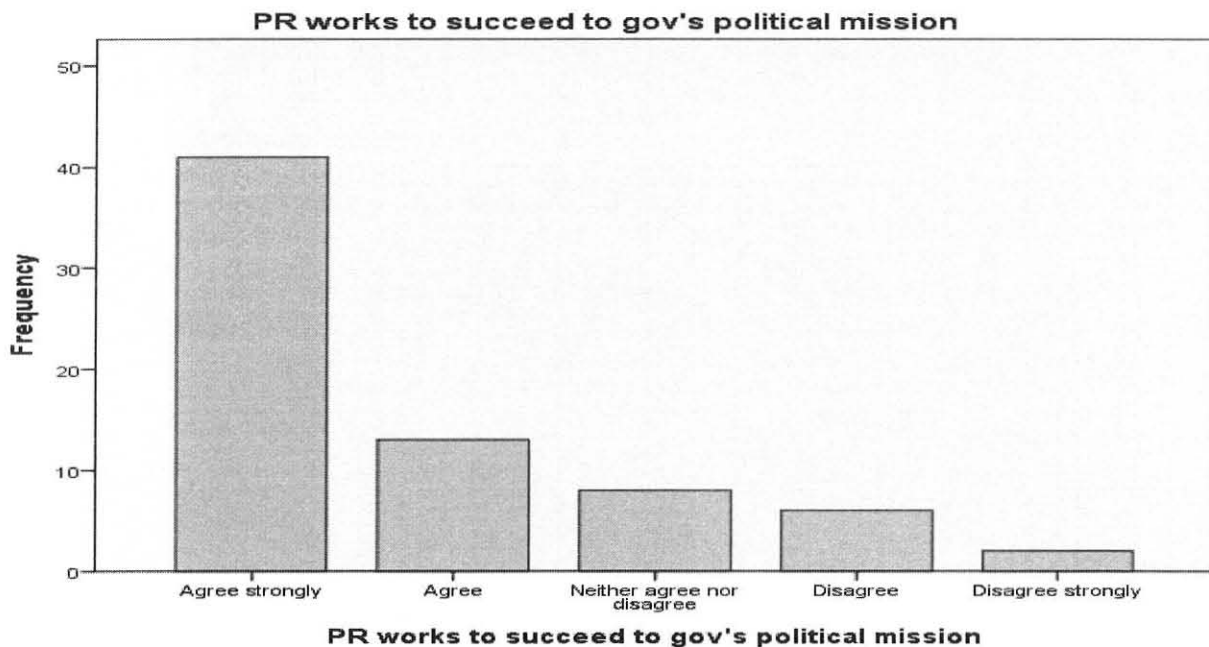
**Chart 5 Respondents view of PR role towards organizational safety**



**Table 17 Respondents view about the role of PR to succeed political mission**

PR works to succeed to gov's political mission					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree strongly	41	58.6	58.6	58.6
	Agree	13	18.6	18.6	77.1
	Neither agree nor disagree	8	11.4	11.4	88.6
	Disagree	6	8.6	8.6	97.1
	Disagree strongly	2	2.9	2.9	100.0
	Total	70	100.0	100.0	

**Chart 6 Respondents view about the role of PR to succeed political mission**



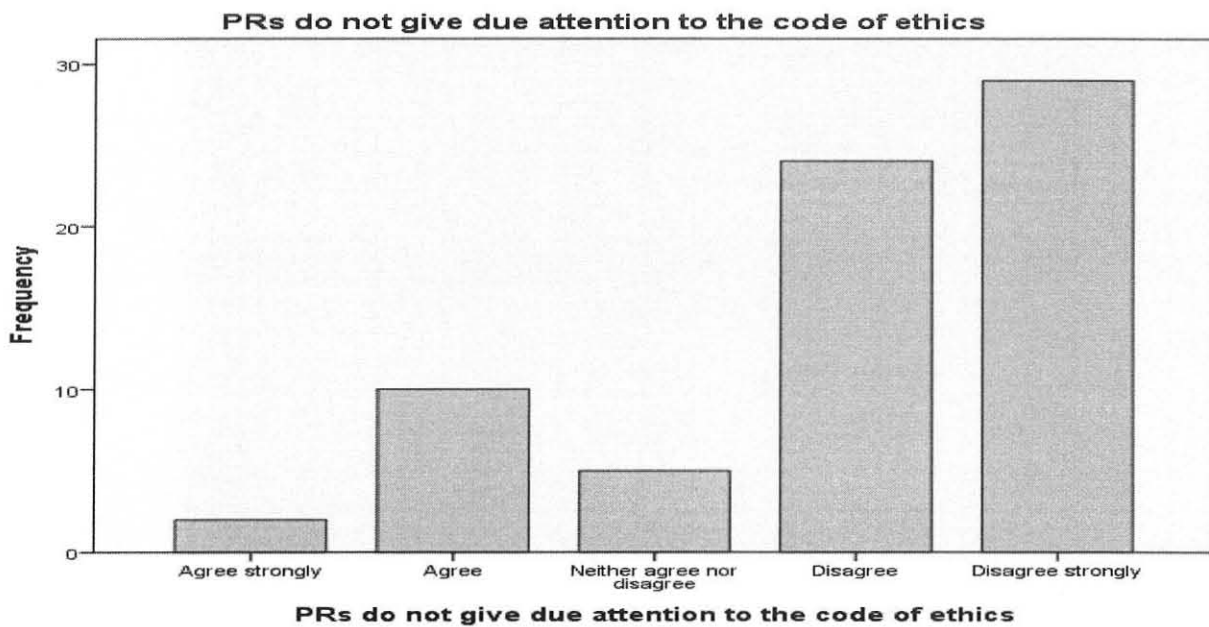
Tables 14 – 17 deal with the role of PR. According to the data, most of the respondents respond as the key role of PR should be fighting against wrong doings(T.14), work for the indoctrination of government politics(T.15), PR plays vanguard role for the organizational safety(T.16), and PR works to succeed political mission(T.17). This implies that instead of professionalism, the trend of PR in Ethiopia is mission oriented.

**Section Four Issues related to Public relations Codes of Ethics**

**Table 18 Respondents view towards PR's code of ethics**

		PRs do not give due attention to the code of ethics			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree strongly	2	2.9	2.9	2.9
	Agree	10	14.3	14.3	17.1
	Neither agree nor disagree	5	7.1	7.1	24.3
	Disagree	24	34.3	34.3	58.6
	Disagree strongly	29	41.4	41.4	100.0
	Total	70	100.0	100.0	

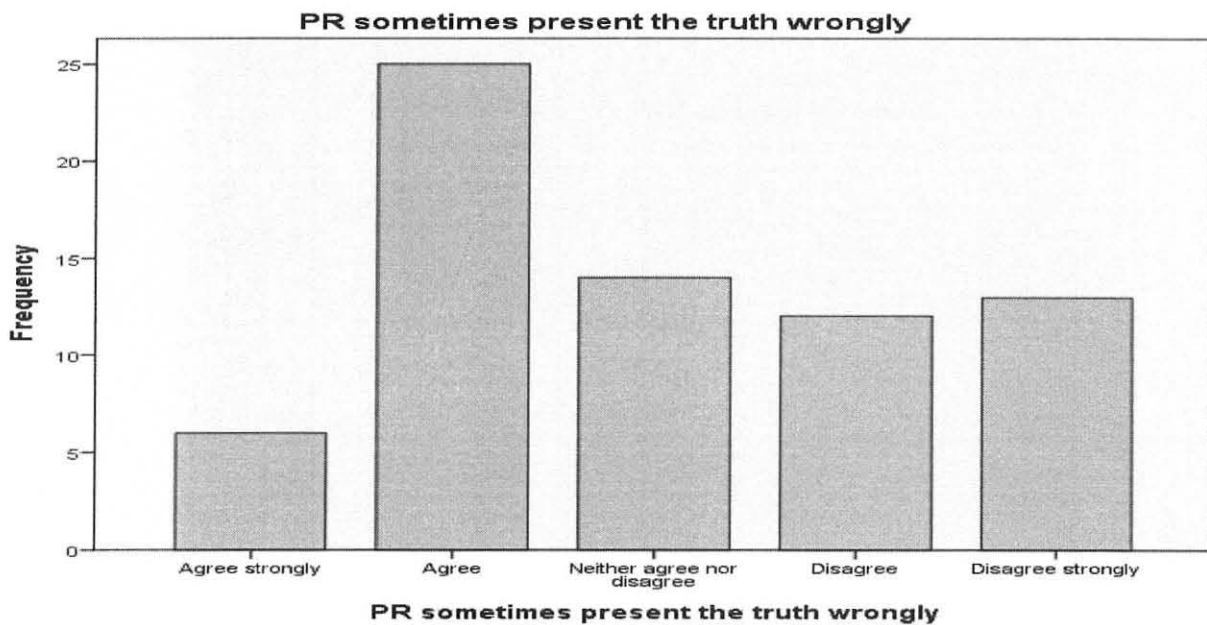
**Chart 7 Respondents view towards PR's code of ethics**



**Table 19 Respondents view about presenting the truth wrongly**

		PR sometimes present the truth wrongly			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree strongly	6	8.6	8.6	8.6
	Agree	25	35.7	35.7	44.3
	Neither agree nor disagree	14	20.0	20.0	64.3
	Disagree	12	17.1	17.1	81.4
	Disagree strongly	13	18.6	18.6	100.0
	Total	70	100.0	100.0	

**Chart 8 Respondents view about presenting the truth wrongly**

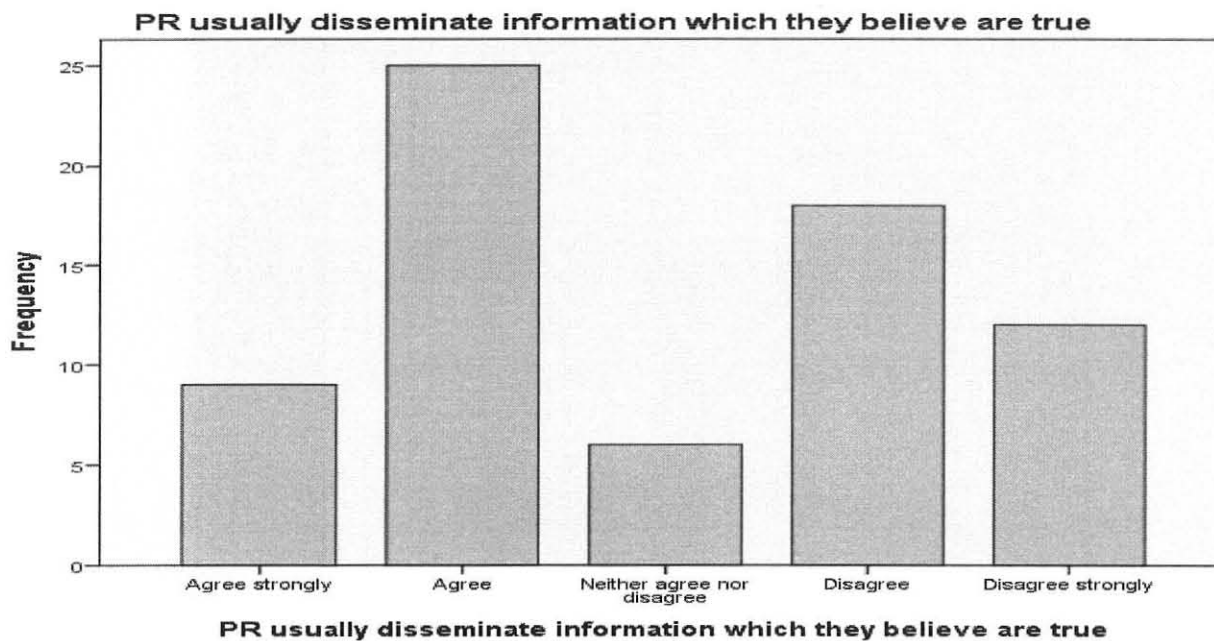


As it is shown on table 18, 53(75.7%) of the respondents show their disagreement on the idea that says “PRs don’t give due attention to the code of ethics”, whereas, on table 19, 31(44.3%) of them respond as they agree on the idea that PR sometimes present the truth wrongly. In this case, the discrepancy in shown in the response indicates that they do not have professional basis.

**Table 20 Respondents view about information dissemination**

		PR usually disseminates information which they believe are true			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree strongly	9	12.9	12.9	12.9
	Agree	25	35.7	35.7	48.6
	Neither agree nor disagree	6	8.6	8.6	57.1
	Disagree	18	25.7	25.7	82.9
	Disagree strongly	12	17.1	17.1	100.0
	Total	70	100.0	100.0	

**Chart 8 Respondents view about information dissemination**



## **CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS**

### **5.1 CONCLUSION**

This chapter presents that major finding of the study. Major effort has been paid by the researcher to address the basic research questions. As a result, based on the analysis of the study discussed in chapter four the finding will be discussed ahead.

The finding shows that public relations practitioners, for the most, who have joined federal institutions', have developed a good self-perception of themselves despite the fact that they faced resistances while joining to the newly assigned positions and during their stay as well. They faced no good response as officials are not aware of their assigned role. As widely told by the respondents, they were assumed as spies or political mercenaries for the government and lost trust as they thought they would be replacing working public relation officers in those institutions. Surely, this has happened later as they replaced the previous workers.

Public relations practitioners in federal institutions assumed that the structure of public relations departments at federal institutions is not good as they joined the positions from the regional and zonal offices. Despite their previous experience of the management role, of course, some assumes that the short term training was insightful; however, they have faced challenges to practice what they have got during the training. Something worth mentioning here would be why they were selected from regional offices and with party membership as well? Certainly, this could show that the EPRDF has trust in its members than others as it is widely stated in the document used for this research.

On the other hand, the public relations practitioners do blame the government for not providing them a conducive environment to better empower themselves with education. Hence, they recommend that the GCAO has to have its own school that gives a formal education which is enriched with developmental state philosophy. This could be seen as public relations practitioners are party affiliates by themselves.

More importantly, they do assume they have a better knowhow and knowledge of public relation than the host workers for the reason that they do believe the government has little trust on previous workers since they failed to address and impose government policies and issues inside

the people. Suffice to say, they believe that they are the right person for the position, citing it is the top government officials who had trained them.

Public relations in federal institutions in Ethiopia assume that they are politically well-informed and had some sort of experience in management previously in such a way they are courageous to bring the new communication sphere that was not there before. However, the previous challenges they have faced is getting improved and they are progressing their relationship with the media, employees, management workers and other stakeholders as the time went by. This is not without challenges as they told the researcher that lack of manpower, budget and facility are still there are challenges to discharge their role.

Most probably, public relations practitioners develop their self perception for two reasons. The main factor would be cited to the background they had developed before they joined the federal public relations departments. This shows that their origin is political orientation. The other reason would be the three month long training conducted by government communication affairs office. Previously, some of them have a background at regional level with the same duty, however, it is with the selection of regional political parties that formed EPRDF they came to join federal level communication offices. In such a way, they get a chance to develop their perception they have developed now. Concomitantly, the training has played a lot to develop their perception, especially for those, mostly; who were new to the profession despite the fact that they are all selected either with the loyalty to the government or with their will to serve the position. The fact that they are trained by top government officials is also worth mentioning to develop the self-perception they have developed now. Due to this, the role of public relations practitioners in federal institutions in Ethiopia has surpassed the advocacy role and joined a mission oriented asks to please every aspect of the government. This implies that they have a problem of professionalism from the onset.

The self-perception of public relations practitioners in federal institutions in Ethiopia is playing a pushing factor to execute the new role assigned to them. Basically, they are pushing institutions to see the profession of public relations as a management role than a mere protocol. In addition, as the training was given by top government officials and they have got a short but insightful training, thus, they assumed that they are confident to realize the policies, strategies, and missions of the ruling party. This would be possible, most of them argue that if at all they are

members of the party and get formal education in public relation from school other than the training they have got is not enough.

This is not without challenges as most of them faced hardships when they joined the federal institutions. They assumed that they are well equipped with public relations; however, they are not providing research based practices other than day to day activities that are short in their nature. It is during this time they came to understand that their expectation and the reality out there in those institutions have a collision. Due to this, the turnover is increasing in federal institutions of Ethiopia. In addition, they are getting frustrated for the fact that they are professionally disunited and assuming they have not secured their position.

## 5.2 RECOMMENDATIONS

Based on the finding of the study, the following recommendations are given:

- The public relations practitioners have developed a self-perception that is capable to discharge their responsibility; however, they faced hardships to address. Seen broadly, it seems that they have given themselves an exaggerated expectation. Therefore, this has to be rectified so as to provide what is expected from them.
- Although they are politically oriented from the very beginning they joined public relations, they are recommending the government to let them have a formal education while recognizing, for the most, membership of political party still is essential to address the role of public relations in Ethiopia. This shows that they are spinning around the confused understanding of public relations. Hence, public relations practitioners have to identify what their role should be and in what way that would happen as well.
- The government is training its own people to have a know how of public relations, mainly, by giving training with its top officials. However, since the training is taken as not as sufficient as it ought to be. Thus, a question of professionalism is arising among the practitioners. Therefore, care should be taken by the government to make professionalism happen in the public relations industry in Ethiopia.
- After six years of service, the practitioners are still at the beginner level of the job, while the job and public relations seek advanced knowledge and expertise. Therefore, in order to enhance the quality of public relations practice, the government should take the lead on the ways out how the practitioners can get formal education.
- As the practitioners indicate in the discussion part of the study, even though they are civil servants, they rely more on the political position than the profession. Hence, they feel as they have no security on their job. And they are looking for public relation association or trying to leave for another profession other than PR to find a security. As this would be

one aspect of maintaining professionalism in the discipline, the PR practitioners have to take the lead to enable this to happen.

- As widely known, there is no any school in Ethiopia that provides formal education with public relations. Nevertheless, the government is training its personnel, albeit the political affiliation is impacting the profession. Therefore, higher institutions in Ethiopia have to visit their curriculum and open public relations department.

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“የአብዮታዊ ዲሞክራሲ አመራር ጥያቄ” ሚያዚያ 1999 አዲስ አበባ (ያልታተመ)

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**APOENDICES A**  
**INTERVIEW QUESTIONS**  
**(English version)**

1. How did you join to PR profession? Is there any training you receive? What is your perception about the profession?
2. How do you explain the current government public relations practice? Point out the challenges.
3. What do you think are very essential matters for government public relations practice?
4. What do think are precedences in government public relation?
5. How do you explain the perception that government high official have towards PR profession and practitioners in the Federal Government Institutions?
6. How is your relation between/with the management, employees, stakeholders, and the media?
7. How do you explain Public relations education/training in Ethiopia?
8. What do you suggest are basic issues to enhance government PR practice? Please indicate points concerning education/training, ethics, and attitude
9. How do you explain the relationship and the difference between public relations and politics? What are the significances for both the government and the society?

Appendix B

የቃለ-መጠይቅ ጥያቄዎች

1. ወደ ሕዝብ ግንኙነት ሥራ (ሙያ) እንዴት ገቡ? የትምህርት፤ የስልጠናና በሥራው ላይ የቆዩበትን ጊዜ ተመርኩዘው በአጠቃላይ ስለሙያው ያለዎን ግንዛቤ ይግለጹልኝ?
2. አሁን ያለውን የመንግስት የሕዝብ ግንኙነት ሥራ እንዴት ይገልጹታል? አሉ የሚሏቸው ችግሮችስ ምንድን ናቸው?
3. በእርስዎ ግንዛቤ ለአንድ የሕዝብ ግንኙነት (በተለይ የመንግስት) ባለሙያ አስፈላጊ ናቸው የሚሏቸውን ቁልፍ ጉዳዮች ቢያብራሩልኝ?
4. በእርስዎ ግንዛቤ የመንግሥት ሕዝብ ግንኙነት ተቀዳሚ ተግባሩ ምንድነው ይላሉ?
5. የእርስዎን መስሪያ ቤት ተሞክሮ መሰረት በማድረግ የፌዴራል መንግሥት መ/ቤቶች የበላይ ኃላፊዎች ለሕዝብ ግንኙነት ሙያና ለባለሙያው ያላቸውን አመለካከት እንዴት ይገልጹታል?
6. ግንኙነትን በተመለከተ፤ የመንግስት ሕዝብ ግንኙነት፤ ከመስሪያ ቤቱ የበላይ ኃላፊዎች፤ ከመስሪያ ቤቱ ሠራተኞች፤ ከደንበኞች/ባለድርሻ አካላትና ከሚዲያ ጋር ያላቸው ግንኙነት ምን ይመስላል?
7. የሕዝብ ግንኙነት ሙያ በተመለከተ በአገራችን ያለውን የትምህርት/የስልጠና ሁኔታ እንዴት ይገልጹታል?
8. የመንግሥትን የሕዝብ ግንኙነት ሥራ ውጤታማ ለማድረግ (ከትምህርት/ስልጠና፤ ከስነ-ምግባር፤ ከአመለካከት አንጻር) አስፈላጊ ናቸው የሚሏቸውን ጉዳዮች
9. ቢዘረዝሩልኝ?ከእርስዎ ግንዛቤና ተሞክሮ በመነሳት የሕዝብ ግንኙነት ሙያና ፖለቲካ/የፖለቲካ አመለካከት፤ስለአላቸው ግንኙነት/ልዩነት - ለመንግስትና ለህ/ሰቡ ያላቸውን ቁብ ቢያብራሩልኝ