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**A STUDY ON VOCABULARY LEARNING STRATEGIES  
EMPLOYED BY GRADE 10 STUDENTS ON THE PLASMA  
TV WITH PARTICULAR REFERENCE TO CHERCHER  
JUNIOR HIGH SCHOOL**

**A THESIS PRESENTED TO THE SCHOOL OF GRADUATE  
STUDIES OF ADDIS ABABA UNIVERSITY**

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THE DEGREE OF MASTER OF ARTS IN TEACHING ENGLISH  
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**BY  
\* MULUGETA SHUMYE**



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**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

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**BY**  
**MULUGETA SHUMYE**

**Approved by:**

Gessesse Tadesse (Dr.)

**Advisor**

Mulugeta Shumye

Dejenie Leta (Dr.)

**Examiner**

Dejenie Leta

Alemu Hailu (Dr.)

**Examiner**

Alemu Hailu

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## **Abstract**

The aim of the study is to assess the vocabulary learning strategies employed by grade ten students at Chercher Junior High School during their plasma television English lesson.

In the study, 120 samples of students are used. Besides, three instruments, namely a questionnaire, an interview and a supplementary test were used. The questionnaire was administered to the 120 sample of students, while the interview and the supplementary test were administered to 25 samples of students each. The 25 samples for the interview and the test were selected from the 120 sample students using systematic sampling method.

The result of the study shows that students are using metacognitive and cognitive strategies 'frequently', while the other strategies are 'rarely' used.

Based on the findings, it is recommended that class-teachers should further strengthen the efforts students make on the use of vocabulary learning strategies. Besides, it is recommended that class teachers should inform their students about the uses of resources that can help them solve the problems they face during the plasma TV vocabulary lesson.

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## **CHAPTER ONE**

### **BACKGROUND OF THE STUDY**

#### **1. Introduction**

In the forthcoming sections of Chapter One, the statement of the problem, objectives of the study, (general and specific) significance of the study and its limitations will be discussed briefly.

#### **1.1 Statement of the Problem**

McCarthy (1990), with respect to the importance of vocabulary teaching and learning says that the single, biggest component of any language course is vocabulary teaching and learning. Likewise, Oxford and Scarcella (1994) say vocabulary is such an important aspect of the language that without it the learning of other aspects of the language is almost impossible.

Allen (1983: 1) also writes that experienced teachers of English as a second language know very well how important vocabularies are. They know students must learn thousands of words that speakers and writers of English use. Fortunately, the need for vocabulary is one point on which teachers and students must agree.

The teaching and learning of the vocabulary of a language, especially, that of the second language or foreign language is, not a simple task. Van Parrern (1989), for example, says that one of the main difficulties facing second language/foreign language students in language learning lies in the huge number of words students are required to learn. Another problem related with vocabulary learning is the lack of knowledge or skills on how successful students learn vocabulary (Porte 1988).

Moreover, Wilkins (1982) writes that there are so many different factors which affect SL vocabulary acquisition, for example, factors such as learners' first language, their age, and amount of exposure, motivation and their culture. Because of these factors, it is very difficult to formulate a theory of vocabulary acquisition which can account for all of these variables. Therefore, it seems important to consider all these factors when we think of methodology of teaching and learning vocabulary. This is because the methods we use should address the needs and levels of students in addition to factors that affect vocabulary learning and teaching. As O'Malley and Chamot (1990) suggest, meaningful learning and teaching take place when there is an active involvement of learners in the language learning process.

Focusing on strategies which will help students learn on their own can be one such solution. For instance, Schmitt (2000) says, there comes a point where words occur infrequently and this causes problems. Therefore, it is better to use teaching time to help students acquire the strategies necessary to learn words on their own. Regarding strategies, Wenden and Rubin (1987) say that it has been acknowledged that language processing strategies do exist and they influence SL acquisition significantly.

According to Atkins et al (1995), Ethiopian students need to attain a reasonable degree of mastery of the language to successfully acquire the vocabulary needed to respond to their academic demands. Besides, when it comes to the role of English as an international language, it is apparent that students do want to learn about the culture and ways of living of English speaking countries so that they are able to see how the words are used. In order to fulfill the above needs, therefore, the most available opportunity for them is to learn the language at schools. That is, they have no access to the language and its vocabulary except for what they learn in classroom.

Most of our students, especially those who attend their education at government junior or senior secondary schools, have much difficulty in learning the vocabulary of English language. They have also difficulty to use the vocabulary for various purposes (Jelan 1990). Even in many English as Second Language classes, where students have been exposed much to the learning of English, the results have been disappointing. Sometimes after months or years of English-many of the vocabularies most needed have never been learned (Allen 1983: 5).

McCarthy (1990) also says among the various factors which contribute to successful learning is that students use varieties of language learning strategies in general and vocabulary learning in particular. Learners use various techniques to overcome these problems. For example, Ababe (1997) in his study indicates that students use a wide range of second language vocabulary acquisition strategy. For instance, in his study it is stated that 143 of the subjects use various types of vocabulary learning strategies.

In an attempt to assess students' effort in using vocabulary learning strategies, a few research works have been conducted by Ethiopians (Tesfaye 1992, Alemu 1994, Dessie 1998, Jeilan 1999). All of them address different areas of vocabulary. However, as far as the present researcher knowledge goes, none of this works were conducted on grade ten, and more importantly after the introduction of the plasma television for classroom learning.

As a result, in the light of the above discussion, this study attempts to investigate how grade ten students make efforts to learn English vocabularies during the plasma television English lessons.

## **1.2 Objectives of the Study**

O'Malley and Chamot (1990) say that research has shown that learners do apply different strategies while learning second Language (. Thus, in order to assess the strategies assumed to be used by students, this study has the following general and specific objectives.

### ***1.2.1 General Objective***

The general objective of the study is to assess the range of vocabulary learning strategies employed by Grade Ten Students at Chercher Junior High School during their English Plasma television Vocabulary lesson.

### ***1.2.2 Specific Objective***

This research aims to find answers to the following research questions.

- What kind of vocabulary development strategies do Grade Ten Students of Chercher Junior High School students use?
- What strategies/techniques do these students employ to overcome problems of vocabulary learning on the plasma television?

## **1.3 Significance of the Study**

Hatch and Brown (1995) indicate that words will make basic communication possible. However, if learners have little knowledge of the new language and its vocabulary they could face problems. In line with this, Allen (1983) suggest that lexical problems frequently interfere with communication; and communication breaks down when people do not have enough words (Allen 1983).

To overcome this problem, Oxford (1990) suggests that the most significant needs of learners is to increase Second Language vocabulary with which they might make communication possible. With regards to this, the need for bringing to students' attention about the importance of learning strategies becomes essential.

On the basis of the above discussions, this research is assumed to have the following contributions:

- a) The result of the study is expected to help teachers to understand how students make efforts to approach their vocabulary lesson on the plasma television.
- b) It also helps classroom teachers identify the types of vocabulary learning strategies employed by students and to train students with the ones that they are not using.
- c) The study might also provide insight into the problems faced by students during the plasma television lessons for course producers.
- d) The study would also inform teachers and students about research findings undertaken on learning strategies that assist vocabulary and language learning, especially using plasma television.

#### **1.4 Limitation of the Study**

To investigate the vocabulary learning strategies used by students who learn on the plasma TV, a sample of 120 grade ten students are selected using systematic random sampling technique randomly from four sections of Chercher Junior High School which is found in West Hararge Zone. Students could use learning strategies to facilitate their learning of other skills like reading, speaking, etc... However, this study was limited to vocabulary learning strategies only.

Another limitation of the study was only 25 items of vocabulary learning strategies are used. This had been mainly because most other strategies were not applicable on plasma television vocabulary learning. Moreover, the present researcher expected that the sample of students would not be aware of them. Besides, the number of questions used in the interview and the test were six items each. The reason for this had been to use one item for each strategy.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2. Introduction**

Unit two has three sections which are further divided into several sub-sections each. In the first section, an attempt is made to define vocabulary and to discuss its place in second language learning. Besides, trends in vocabulary instruction and the role of Instructional Television in vocabulary teaching and learning are reviewed.

#### **2.1 Vocabulary and its Place in Second Language Learning**

Hatch and Brown (1995) define the term 'Vocabulary' as a list or set of words for a particular language or set of words which individual speakers of a language might use. Ur (1996) also defines vocabulary as the words we teach in the foreign language classroom.

McCarthy (1990), on the other hand, emphasizing its role in language learning, writes that it is the experience of most language teachers that the single, biggest component of any language course is vocabulary. No matter how well the students learn grammar, no matter how successful the sounds of second languages are mastered, without words to express a wide range of meanings, communication in second language (L2) just cannot happen in any meaningful way. Likewise, Celci Murcia (1991:297) indicates that words should be perceived as the building blocks upon which the knowledge of the second language can be built. Therefore, in the following section, it is essential to put vocabulary learning in historical perspective to see its place in language learning.

### **2.1.1 Past Trends in Vocabulary Instruction**

Schmitt (2000:10), for instance, tries to show us that people have attempted to learn L2 from at least the time of the Romans and perhaps before. Since then, there have been numerous different approaches to language learning, each with a different perspective on vocabulary.

Scholars including Allen (1983), Carter and McCarthy (1988) and Taylor (1991) equally affirm that at times vocabulary has been the center of attention in teaching methodologies and at other times neglected. Various reasons are forwarded concerning the neglect of vocabulary instruction. Allen, for instance, summarizes the reasons for the neglect of vocabulary instruction as follows:

- i. Many who prepared teachers felt that grammar should be emphasized more than vocabulary because vocabulary is already being given too much time in language classrooms in the past.*
- ii. Specialists in methodology believed that the meanings of words could not be adequately taught: therefore, it is better not to try to teach vocabulary.*
- iii. Some who give advice to teachers believe that word meanings can be learned only through experience. That is, they cannot be adequately taught in classrooms.*

*(Allen 1983:3)*

### **2.1.2 Present Trends in Vocabulary Instruction**

Despite the occasional neglect, vocabulary teaching has been going on, in the second language classroom. Celci Murcia explains a typical vocabulary classroom in this way:

*Walk into almost any English as a second language class and you will doubtless find the board covered with words that have arisen during the lesson. Listen into the lesson for a while and you will hear the students and teachers discussing the meanings of words. Look on the students' desks and you will see papers filled with new words to be learned. Vocabulary, then is being taught in the ESL classroom, albeit for the most part unsystematically.*

*(Celci Murcia 1991:299)*

Although vocabulary instruction suffers neglect for a long time, its pedagogy has benefited in the last few decades from theoretical advances in linguistic, psycholinguistics and from the development of computers. Above all, theoretical advances in the communicative trend have helped bring the learner into focus (Carter and McCarthy 1988). In line with the above discussion, Peter Gu writes the following comment:

*With in the field of education over the last few decades, a gradual but significant shift has taken place resulting in less emphasis on teachers and teaching and greater stress on learners and learning. And this change has been reflected in various ways in language education and applied linguistics....*

*( Peter Gu 2003:2)*

The vocabulary study of the new direction has been discussed in various ways by scholars. For instance, Hatch and Brown (1995:368) indicate that discussions of vocabulary learning are often divided between “Intentional Learning” and “Incidental Learning”. They define intentional learning, ‘as being designed, planned for, or intended by teachers for students’. They also define incidental learning as, “the type of learning that is a by product of doing or learning something else”.

Schmitt (2000:145) on the same issue writes that in any well structured vocabulary program there needs to be the proper mix of explicit vocabulary teaching and activities from which incidental learning can occur. Explicit approaches to vocabulary teaching have focused on activities for the explicit study of vocabulary. In contrast, the key to incidental learning approach is to make sure that learners get maximum exposure to language.

With regards to recent techniques of vocabulary learning, Hatch and Brown (1995) indicate that there is also the division between receptive vocabulary and productive vocabulary. Receptive vocabulary includes “words that the student recognize, and understand, when they occur in a context, but which they

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With regards to recent techniques of vocabulary learning, Hatch and Brown (1995) indicate that there is also the division between receptive vocabulary and productive vocabulary. Receptive vocabulary includes “words that the student recognize, and understand, when they occur in a context, but which they

cannot produce correctly”, and productive vocabulary includes “words which the students understand, pronounce correctly and use constructively in speaking and writing”.

With respect to classroom vocabulary instruction, Nattinger (1980) suggests that vocabulary acquisition and language performance in general need to draw clear distinction between comprehension and production. According to him distinction is important because there seem to be different skills that require the use of various methods in the classroom. For instance, comprehension of vocabulary relies on strategies that permit one to understand words and to store them, so that they will be committed to memory. That is, production concerns strategies that activate one’s storage by retrieving these words from memory, and by using them in appropriate situations. Thus, the object of vocabulary lesson is one of enhancing the different strategies for comprehension and production (Ibid).

### ***2.1.3. Instructional Television and Language Learning***

Quite recently, the instruction of lessons through television has been introduced in all government high schools in Ethiopia. Thus, in both the first cycle (grades nine and ten) and second cycle (grades eleven and twelve) of secondary level, most subjects are conducted through television programs known as instructional television. As a result, the following section of this paper is dedicated for scholars’ discussion on instructional television.

Sherrington (1975) writes that television is applicable in many areas for different purposes. This character of a television makes it dominant over other communication media. Dale (1963:316) points out that television is said to be one of the finest media of communication. This is because it transmits pictures and sounds together.

Television has a wide range of applicability. According to Dale (1963:358) we find educational and instructional uses of television among others. Educational television produces general educational enhancement programs while instructional television is the use of television for teaching formal courses.

Brinton (1991:456) adds instructional television as a medium has been facilitating the task of language learning. It helps the classroom teacher to motivate students by bringing real life situations. This potential of instructional television is very important because it makes the teaching of English realistic. It can also assist the classroom teacher by showing what the teacher cannot show to the students.

Hall (1986:24), remarks that instructional television can be used for teaching major skills like reading, writing, listening and sub skills like vocabulary or grammar. For example, students may learn how to listen and grasp meaning of words in English. It can also help students develop their writing skills by serving as a source of ideas or words. In short, there is no aspect of language teaching that cannot be taught by television, though the medium is more effective in some areas than the others.

“Instructional television,” according to Dale (1963), “can be used as a total instruction (as major sources) and as supplement or enrichment of instruction.”

### ***2.1.3.1 The Role of Instructional Television in English Classes***

Instructional television has some special values in the language classes. The following are some of them:

- Instructional television is important for vocabulary teaching classes because it offers visual and audio clues to word meaning. Students do

not only listen to language but see contexts in which language is used (Tomlin 1986).

- Through television lessons, the culture of native English speakers can be introduced. As Tomlin (1986) puts it, instructional television offers students the opportunity to see and hear how natives use words for various purposes in different situations.
- Instructional television programs can present vocabulary rules and games in an interesting way through stories and dramas.
- Instructional television programs can also present techniques related with guessing or inferencing for meaning (Hall 1986: 24).

Research conducted by Oxford et al (1993) indicate that television language lessons are used as a means to increase students vocabulary and intonation by exposing them to words and utterances which they will not normally use.

Other research has shown that many factors influence success in vocabulary classes taught by a single teacher, particularly in regular non-satellite television classrooms than in classrooms conducted with the help of instructional television. Especially, important are learning strategies and learning styles among other student related behaviors (Oxford 1990).

### ***2.1.3.2 Limitations of Instructional Television***

Like every other media, instructional is not without its limitations. Some of its limitations, among others, include the following:

- One limitation of instructional is its demand of concentrated attention. The television lesson deserves the whole attention of the learner since the lesson depends on watching. Even a little inattention or involvement in any other activity could result in no understanding.
- Since it is a one way communication device, it reduces the learner to only a passive viewer. There is the lack of immediate feedback.

- Another problem of instructional television is that of its scheduling. The schedule of the broadcasters sometimes may not fit the timetable of local schools and specific classes.
- In addition to the incorrect time and size of concepts it gives, instructional is also implemented with high cost.

(Dale 1963:288)

The limitations mentioned above, however, are insignificant when they are seen in relation to the advantages instructional television provides. Instructional television has so many opportunities that the obstacles and limitations are dwarfed in comparison with its uses, writes Dale (1963). In short as Dawes and Wiseman (1976:20) point out, there is no aspect of language teaching that can not be taught by television though the medium is more effective in some areas than others.

## **2.2 Vocabulary Learning Strategies**

In this section, activities and techniques for enhancing vocabulary learning, and typologies of vocabulary strategies will be reviewed.

According to Oxford and Scarcella (1994:236) vocabulary learning strategies (VLS) make learners more independent of the teacher and serve as useful tools that can be used both inside and outside of classes. Guided practice with these strategies gives learners the skills to use them effectively. Schmitt (2000:135) indicates that there are numerous different vocabulary learning strategies which can be categorized into two ways. These are:

- i) Vocabulary learning strategy that are useful for the initial discovery of word meanings, and
- ii) Those useful for remembering those words once they have been introduced.

O'Malley and Chamot (1990:43) said that vocabulary learning strategies have learning facilitation as a goal and are intentional on the part of the learner. The goal of strategy use is to "affect the learners' motivational or affective state" or the way in which the learners select, acquire, organize or integrate new knowledge.

"Learners adopt a number of strategies for coping with new vocabulary", writes McCarthy (1990:125), "but not all learners are equally good at maximizing their strategic resources". Besides, Oxford (2000: 12) writes that it seems that many learners do use strategies for learning vocabulary, "especially, when compared to language tasks that integrate several linguistic skills (e.g. oral presentation that involves composing the speech content, or producing comprehensible pronunciation, etc...). This could be due to the relatively discrete nature of vocabulary learning compared to more integrated language activities, making it easier to apply strategies effectively".

Schmitt (2000:132), also says that the commonly used vocabulary learning strategies seem to be simple memorization, repetition and taking notes on vocabulary. These more mechanical strategies are often found over more complex ones requiring significant active manipulation of information (imagery, inferencing, key word method, etc...).

Similarly, McCarthy provides the following remarks concerning VLS that second language learners use:

*Among the most common vocabulary learning strategies that students employ are making guesses and inferences about new words. Inferencing involves creating a schemata for unknown word(s) based on world knowledge and previous experiences, both of the world and the text. It means drawing conclusions as to word meaning by following certain rational steps in the face of the evidence available.*

( McCarthy 1990:126 )

One of the most useful vocabulary learning strategy is guessing from context add Oxford and Scarcella (1990). Moreover, they suggest various contextual cues to guess the meaning and function of words which include temporal cues, spatial cues, value cues, descriptive cues, functional cues, causal cues, class membership cues and meaning cues which can equally be helpful to students while dealing with guessing the meaning of vocabularies.

### **2.2.1 Activities for Vocabulary Strategy Use**

Cohen (1990) provides useful suggestions for helping learners use strategies which best enable learner to acquire vocabulary. One of these is to give variety of activities. This research based approach offers a wide range of variety of activities which could be taught depending on learning goals and learning styles of students. Within these activities, we find several types of contextual guessing strategies namely *decontextualized*, *partially-contextualized* and *fully-contextualized* activities. The three of them are discussed hereunder:

- *Decontextualized activities for vocabulary use are those that remove the word as completely from any communicative, meaningful context that might help the learner remember the word. These activities fall into such category as, word list, flash card and dictionary use.*
- *In partially-contextualized activities, teachers use a number of partially contextualized activities for second language vocabulary instruction. This includes word groupings, word concept association, visual imagery, aural imagery, key word, physical response and semantic mapping. Each of these activities provide some degree of context.*
- *Fully contextualized activities help students practice the four language skills of reading, listening, speaking and writing in authentic communication tasks since they provide complete context. That is, when students read or listen to real texts, they participate in conversation, and write purposeful messages or essays. What they are doing is completely meaningful and therefore fully-contextualized.*

(Cohen 1990: 237)

Oxford and Scarcella (1994) suggest that Strategies for learning vocabulary also include paraphrasing, using word parts and mnemonic activities. Wenden and Rubin (1987) add that mnemonic techniques which means aiding memory or often referred to as “memory tricks” play an important role in vocabulary learning.

They have also indicated that there are several mnemonic techniques which can assist vocabulary instruction. Thus, we find the following mnemonic techniques as illustrated by Wenden and Rubin:

#### 1. Linguistic Mnemonic

- The *peg method*-allows unrelated items such as words in a word list to be recalled by linking them with earlier memorized pegs or hooks.
- *Key word method*-calls for the establishment of, and for the acoustic and imaginable link between second language words to be learned; and a word in first language, which sounds similar.

#### 2. Spatial Mnemonic

- *Spatial grouping*-involves words on a page to form patterns such as triangles. Also found in this groups are ‘*loci*’ method which involves the imagination of familiar location; and the ‘finger method’ which helps associate the item to be learned with fingers in the hand.

#### 3. Verbal Elaboration Method

- *Grouping*- involves bringing materials to be memorized to get organized in some fashion.
- *Word chain*-each item in a list is associated with the preceding and following one.
- *Narrative chain*-used to link the words in a list together by a story.

#### 4. Visual Method

- *Pictures*-pairing pictures with words in second language results in a better recall

- *Visualization*—instead of using real pictures a word or the constituent of a passage may be visualized.

#### 5. Physical Response Method

- Physically enacting the information in a sentence results in a better recall than simple repetition.

Other memory enhancing techniques include self-testing, spaced practice and real-life practice.

(Wenden and Rubin 1987: 43-8)

### **2.2.2 Typologies of Vocabulary Learning Strategies**

Various typologies of vocabulary learning strategies have been proposed by scholars including Wenden and Rubin (1987), O'malley and Chamot (1990), Rausch (2000), Schmitt (2000), Oxford (2003, 1990) and Chamot (2004). However, in the following section, we will consider six typologies for vocabulary learning strategies and their definitions as it is given by Oxford (1990). They are grouped as direct and indirect.

#### **2.2.2.1 Direct Learning Strategies**

Direct Learning strategies, developed by Oxford (1990), are assumed to contribute to learning the vocabularies of target language directly. They also engage learners in working on the target language. Direct learning strategies relevant for vocabulary learning are Memory strategies, Cognitive strategies and Compensation strategies.

##### **2.2.2.1.1. Memory Strategies**

It is difficult to think of any educational goal for which the ability to retain information is unimportant. Human memory is crucial to the concept of learning. Since language learning is another instance of learning in general, memory is also central to the acquisition of vocabularies (Wenden and Rubin 1987: 43). Memory strategies help learners to link one vocabulary item or concept with another. Besides, these strategies enable students to learn and

retrieve vocabulary items in an orderly string. A good example is acronyms, and still other techniques include, learning and retrieval via sounds, images, or combination of sounds and images, body movements or location (Oxford: 2003). Memory-related strategies have been shown to relate to language proficiency in a course developed for memorizing large number of words.

Memory strategies refer to strategies which focus on the storage and retrieval of language items. They also involve the kind of elaborative mental processing that facilitate long term vocabulary retention (Oxford 1990; Schmitt 2000). Specific memory strategies useful for vocabulary learning include the following types:

- **Word grouping:** this involves dividing a longer word list into shorter lists by classifying words according to a given attribute.
- **Word association:** (sometimes called elaboration) involves making association between the new word and any words already found in the learners' memory.
- **Visual imagery:** links a picture in the mind or on paper-with a new word.
- **Aural imagery:** links the new word with information in the memory by means of rhymes, acronyms or any other auditory means.
- **Key word method:** combines visual and aural imagery to remember words and is useful for many types of learners.
- **Physical response:** involves physically acting out a new second language expression, or vocabulary, thus providing a certain measure of context.
- **Semantic mapping:** arranging the words into a diagram with the key word at the top and related words as branches linked to the key word and to each other.
- **Auditory representing:** planning back in one's mind the sound of a word, a phrase or longer language sequence.

- **Reviewing:** the key to successful vocabulary study is a regular reviewing of previously learned material.

### **2.2.2.1.2 Cognitive Strategy**

Cognitive strategies enable learners to manipulate the language material vocabulary in a direct way. This is possible, for example, through resourcing, analysis, note taking, summarizing, synthesizing, outlining, recognizing information to develop stronger schemas (knowledge structures) by practicing in naturalistic settings, and using sounds formally (Oxford 2003). Cognitive strategies are useful if they are applied in specific types of vocabulary tasks during learning some activities (O'Malley and Cahmot 1990:45).

According to Brown (1994) cognitive strategies relate to specific vocabulary learning tasks and involve more direct manipulation of the learning material itself- vocabulary in this case. Wenden and Rubin (1987) also add that cognitive strategies refer to steps or operations used in learning new vocabularies or problem solving during vocabulary tasks that require analysis, transformation or synthesis of learning materials. Some cognitive strategies for vocabulary study include the following among others:

- **Note taking:** writing down key words or concepts in abbreviated verbal, graphic or numerical form while listening or reading.
- **Transfer:** using previous linguistic knowledge or prior skills to assist comprehension or production of vocabulary tasks.
- **Translation:** rendering ideas from one language to another in a relatively verbatim manner.
- **Recombining:** constructing a meaningful sentence or larger language sequence by combining known vocabulary items in a new way.
- **Deductive reasoning:** a problem-solving strategy in which the learner looks for and uses general rules in approaching vocabulary tasks.

- **Repetition:** repeating a chunk of language (a word or phrase) in the course of performing a vocabulary tasks.
- **Resourcing:** using available reference sources of information about the new items of vocabularies, including dictionaries, textbooks and prior work.
- **Practice:** refers to techniques which contribute to the storage and retrieval of new items of vocabularies using such skills as repetition, rehearsal, experimentation and application of rules, imitation and attention to detail.

### **2.2.2.1.3 Compensation Strategies**

Schmitt (2000) writes that compensation strategies help learners make up for missing knowledge. Some of the most common techniques of compensation strategies include guessing from context, using synonyms and using gestures or pause words. Besides, Cohen (1990) tries to demonstrate that compensatory strategies are significantly related to vocabulary learning in his study, which he conduct on English-speaking foreign language students.

These are intended to make up for an inadequate repertoire of grammar and especially of vocabulary (Oxford 2003). Compensation strategies which are most relevant to vocabulary learning are called guessing or inferencing strategies. They enable the learners to use linguistic and non-linguistic information to guess the meaning of unknown words (McCarthy 1990).

### **2.2.2.2 Indirect Strategies**

Indirect strategies do not directly involve the subject matter itself, but are essential to language learning nonetheless. They assist learners to manage and facilitate learning in a variety of ways by creating for them favorable learning conditions. Metacognitive strategies, Affective strategies and Social strategies are typical examples of this group.

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### **2.2.2.2.1 Metacognitive Strategies**

O'Malley and Chamot (1990) say, Metacognitive strategies are employed for managing the over all learning process. These strategies are higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity. According to Oxford (2003), Metacognitive strategies are applicable to a variety of vocabulary learning tasks. They include gathering and organizing materials for vocabulary study. The strategy is also applicable in monitoring or evaluating success and setting goals for vocabulary study. Directing attention during vocabulary learning on the plasma television and making plans for doing vocabulary tasks are also parts of it (Oxford 2003).

Applicable to a variety of learning tasks, Metacognitive strategies are used to oversee, regulate or self-direct vocabulary learning. They involve a conscious overview of the learning process and making discussions about monitoring or evaluating the best ways to study the newly learned vocabulary items, (Oxford 1990; Schmitt 2000).

Wenden and Rubin (1987: 23) conclude that students without metacognitive approaches are essentially learners without directions and ability to review their progress, accomplishment and future of vocabulary and language learning directions. They try to provide the following list of metacognitive strategies for vocabulary learning:

- **Directed attention:** deciding in advance to attend in general to vocabulary learning task and to ignore irrelevant distracters.
- **Goal setting:** setting goals or plans for sequencing timing and completing vocabulary activities.
- **Organizing and transferring:** rearrangement of instructional materials to improve vocabulary learning (covert or covert).

- **Self-monitoring:** correcting one's use of appropriate words for accuracy in pronunciation, or grammar for appropriateness related to the setting or to the people who are present.
- **Self-evaluating:** checking the outcomes of one's own vocabulary learning against an internal measure of completeness and accuracy.
- **Finding about Vocabulary Learning:** seeking for a better understanding of how vocabulary is learned by reading books or getting information from people.

#### **2.2.2.2.2 Affective Strategies**

Cohen (1990) also, indicates that affective strategies, such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance and using positive self-talk have been shown to be significantly related to second language learning.

Affective strategies for vocabulary learning are found in the exercises of "self-talk" which is indicated in the redirecting of negative thoughts about one's capability to perform a task with assurance that the task performance is within reach (O'Malley and Chamot 1990). Good language learners are often those who know how to control their emotion and attitudes about learning. Negative feelings can hinder progress, while positive feelings can make learning much more successful and enjoyable (Oxford 1990). The following are affective strategies useful for vocabulary learning:

- **Self-talk:** using mental control to assure oneself that a vocabulary learning activity will be successful or to reduce anxiety about a task.
- **Self-reinforcement:** providing personal motivation by arranging rewards for oneself when a vocabulary activity has been successfully completed.
- **Taking risks wisely:** having courage to wisely involve oneself in performing vocabulary tasks regardless of the possibility of making mistakes or errors.

- ***Making positive statement:*** making positive statements about oneself and one's ability in learning new vocabulary item as a way of encouraging oneself, especially before attempting a potentially difficult task.
- ***Rewarding yourself:*** rewarding oneself for one's achievements (e.g., appreciate one's successes in vocabulary task or examination).
- ***Discussing your feeling with someone else:*** discussing your feeling in vocabulary learning, (e.g., whether you are interested or disinterested) with your classmates, your teachers or with others.

### **2.2.2.2.3 Social Strategies**

Social strategies help learners work with others and understand the target culture as well as its vocabularies. Specific strategy types of these categories include asking questions to get clarification, asking for help in doing a vocabulary task, talking with native speaking conversation partner, and exploring cultural and social norms (Oxford 2003).

Using interaction with other people to improve vocabulary language is one of the strategies. One can ask teachers or classmates for information about a new word, and they can answer in a number of ways (synonyms, translations etc...). One can also study and consolidate vocabulary knowledge with other people using these strategies. The following are some of them:

- ***Questioning for clarification:*** asking for explanation verification, rephrasing or examples about the material; asking for clarification about vocabulary task, posing question to the self.
- ***Co-operating with peers:*** working with peers to solve a problem, pool information, check notes or get feedback on a vocabulary learning activity.
- ***Co-operating with proficient peers:*** asking to get verification, clarification of a confusing point, asking for help in doing a vocabulary task.

- ***Developing cultural understanding:*** talking with a native speaking conversation partner, and exploring cultural and social norms.

To sum up, among the vocabulary learning activities or strategies discussed above, we will find many strategies suitable for implementing for plasma television vocabulary learning.

Within the direct strategy, for example, imagery (visual and aural), word grouping, and physical response could be useful memory strategies for plasma vocabulary learning. In cognitive strategy, note-taking, translation, and practice strategies are important in this respect. Guessing and inferencing are still other vocabulary learning strategies from compensation strategy.

We also find, useful vocabulary learning strategies from the indirect strategy sub-category for plasma television learning. For instance, from metacognitive strategy, directed attention, goal setting, monitoring or evaluating can be used. Risk-taking, self-talk and rewarding are still some of the affective strategies necessary for vocabulary learning on the plasma television. In social strategy, cooperating with peers, asking for help and cultural understanding can be included among others.

Thus, with the help of these specific strategies, an attempt will be made to assess students' efforts whether or not they use vocabulary learning strategies in their plasma television language classes.

This will be realized by including the list of strategies for constructing data collecting instruments. This means, these specific strategies will be included in the questionnaire, in the interview or in the supplementary test which we are going to consider in the next chapter.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY AND PROCEDURES**

#### **3. INTRODUCTION**

This chapter is concerned with the presentation of the research method and participants of the study. It also discusses the procedure followed in designing the instruments and in administering for data collection.

#### **3.1 Research Methodology**

The aim of the study is to assess whether students at Chercher Junior High School use vocabulary learning strategies during the plasma television English language classes. Conducting the research at Chercher Junior High School has been preferred merely for ease of obtaining access to carry out the study.

The descriptive method of research study was used in this study. Descriptive method of research is fact finding study with adequate and accurate interpretation of findings. According to Calderon and Gonzales (1993) descriptive method of research describes what is. And it describes with emphasis what actually exists such as current conditions or practices. Therefore, since the present study is concerned with investigating vocabulary learning strategies which students are using descriptive method of research is appropriate.

Then, instruments for data collection, namely a questionnaire, an interview and a supplementary test are designed. Next, from the total population of grade 10 students at Chercher Junior High School a sample of 120 students were selected using systematic sampling technique. Finally, the data obtained was analyzed with the help of statistical support.

The students' responses to each category were summed up and presented in percentages. During the analysis of the data, however, the categories were lumped into three scales; "frequently", "sometimes" and "rarely"; that is, "always" and "usually" were lumped in to 'frequently' and 'never' and 'rarely' into 'rarely' so as to make the analysis brief. This discussion was made on the basis of the analysis made by Oxford (1990).

### **3.2 Data Collection Instruments**

Three kinds of instruments had been employed to collect data. These were questionnaire, interview and supplementary test. In line with this, O'Malley and Chamot (1990: 95) say that multiple data collection procedure could be used. They said that they had used multiple data collection techniques in their own work which was consistent with the purpose of the study.

#### ***3.2.1 The Questionnaire***

##### ***3.2.1.1 Design of the Questionnaire***

The items in the questionnaire had been designed on the basis of vocabulary learning strategy inventory designed by Oxford (1990). The six vocabulary leaning strategies from direct and indirect vocabulary learning strategies were the principal strategy orientation around which the items in the questionnaire revolved. Besides, on the basis of principles from instructional TV have been incorporated in them.

According to O'Malley and Chamot (1990), a broader range of coverage for strategy use can be obtained with questionnaires and guided interviews. The questionnaire had 25 items. Each item had been provided with five response measure-frequencies. These are "Always" numbered=5, "Usually"=4, "Sometimes"=3, "Rarely" =2, and "Never"=1. Subjects were asked to rate themselves either by circling the numbers or by ticking [✓] inside the boxes

where the numbers are found. In this way, it was believed students, could indicate their vocabulary learning uses.

Every effort was made to make the task of completing the questionnaire clear and understandable. To begin with, the procedure for completing the questionnaire had been discussed before the task began. Next, while the task was underway, explanation on each item was made. Besides, the questionnaire was also accompanied by a cover letter to introduce its objectives and to seek cooperation.

### ***3.2.1.2 Administration of the Questionnaire***

In this study, the questionnaire was administered two times. It was administered a first time for the principal study. This time, two versions of the questionnaire (Amharic and Afan Oromo) were used. In addition, the population for the study had been divided into three groups of 40 members each. Programs were also set for them to undertake the task. According to the schedule, groups 'one' and 'two' had to appear during the morning while the schedule for group three had been in the afternoon.

When each group turned up, the forty questionnaires for each group were distributed; and subjects were informed to work on their won. At times, when subjects raised questions, explanations were given both by a colleague (co-worker) and the researcher himself.

Groups one and two had completed the questionnaire before and after break time, in the morning. Group three had completed the task in the afternoon. All members of the group come to complete the questionnaire except 3 students from group three. This made the total number of the population 117. Again, since five students had not responded to all items in the questionnaire, their responses were rejected. This made the total respondents 112. Thus, the study

was undertaken on only 112 samples. Then, each group was offered two periods and the whole task had been completed as per the schedule.

The next day, the same questionnaire was readministered for a second time. This time twenty five students are randomly selected from the 112 samples, who fill out the questionnaire the previous day. The aim had been to counter-check students' response consistency on the questionnaire they had completed the previous day.

### ***3.2.2 The Interview***

#### ***3.2.2.1 Design of the Interview***

The aim for designing the interview was to counter-check students' responses with respect to what they have given in the questionnaire. Therefore, attempts were made to include items from each strategy category. That is, two items from direct strategy (memory and cognitive) and three from indirect strategy (metacognitive, affective and social strategies) were included on the basis of the classification given by oxford (1990)

One item was added to the five items in the interview to bring the total number of questions to six. This had been done on the assumption that if subjects were in need of providing comments concerning their plasma television vocabulary lessons. The number of items in the interview had been limited to six for two reasons. The first one had been time constraint, and the other one was to avoid boredom. Attempts were also made to make items in the questionnaire clearly understandable and indirect.

#### ***3.2.2.2 Administration of the Interview***

The interview was conducted on 25 students, who were selected using systematic sampling method from the 112 samples of students. The venue was English language department office of the school. Subjects were interviewed

individually for 10 minutes each. The venue is English language department office of the school. Subjects are interviewed individually for 10 minutes each.

The interview was made both in Amharic and Afan Oromo. The translation of the interview was made because it had been assumed that using native language would help respondents describe the strategy they use confidently (O'Malley and Chamot 1990).

The Amharic interview was administered to 11 of selected 25 samples by the researcher. The Afan Oromo version of the interview was administered on the remaining 14 samples by a coworker in the presence of the researcher. The coworker was an English language teacher. Students' responses of the Afan Oromo interview were translated back into English by the coworker.

### ***3.2.3 Supplementary Test***

#### ***3.2.3.1 Design of the supplementary test***

The supplementary test had been given for two reasons. First, it was used to incorporate items that should have been included in the interview. However, they had been left out because it was expected that students need to find them in black- and-white in order to provide answers. Second, it was also intended to further counter-check subjects' responses provided both in the questionnaire and in the interview.

Thus, in the light of the above discussion the test was prepared in one language, English. It consisted of six items. The items are both multiple choice and open ended items. The test included items from both direct and indirect learning strategies designed by Oxford (1990). Similar to the interview, care was also taken to make each item in the test clearly understandable and indirect.

### **3.2.3.2 Administration of the Test**

The supplementary test was administered to 25 students selected from 112 samples who filled out the questionnaire. However, before the test was administered, subjects were briefed on the aim of the test and on how they should provide responses. They were also informed that the questionnaire had not relation with their exam. On the whole, the test lasted 20 minutes.

### **3.3 Subjects of the Study**

The population of interest for the study was Chercher junior High School. It has eight sections of grade 10 students. Four sections of grade 10 students were selected using simple random sampling technique, especially the lottery method. Again, samples of 120 students were selected from these 4 sections using systematic sampling technique. This was done with the help of teachers' roll-call list. Then, from each section 30 students were selected by taking every 3<sup>rd</sup> student from the name list.

Finally, the selected samples of 120 students were briefed about the procedures for completing the questionnaire and about vocabulary learning strategies.

A pilot study was then conducted for validation purpose. The questionnaire was given to twenty-five grade ten students and four English language teachers. These teachers did not participate in the study. After they had filled up the copies they were interviewed by the researcher to find their assessment of the questionnaire. All of them said the items were clear and an equivocal. However, they said that the questionnaire should be translated into Afan Oromo also.

## CHAPTER FOUR

### 4. RESULTS AND DISCUSSIONS

#### 4. Introduction

The aim in this chapter is to present the results obtained with the help of the deferent tools. It also presents discussions of the results and implication of the results.

#### 4.1 Results

##### *4.1.1 Memory Strategies*

Among the various memory strategies only five of them namely, word grouping, word association, visual imagery, aural imagery and physical response are used in the questionnaire. These groups of strategies have been used because they are the most common among learners.

The following table shows students' responses on Memory strategy.

**Table 1: Responses on the Use of Memory Strategy**

Items	Memory Strategies	Responses															
		Rarely						Sometimes	Frequently						Grand Total		
		Never		Rarely		Total			Usually		Always		Total				
		No.* of R.	%	No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%
1	Word grouping a) Arraigning words in a alphabet	34	30	24	21.4	58	51.8	18	16.1	19	16.9	17	15.2	36	32.1	112	100
	b) Grouping words under similar heading	28	25	28	25	56	50	20	17.9	17	15.2	19	16.9	36	32.1	112	100
2	a) Visual imagery relating pictures to words	3	2.7	9	8.04	12	10.7	19	17	24	21.4	57	50.9	81	72.3	112	100
	b) Aural imagery relating bounds to words	9	8	14	12.5	23	20.5	23	20.5	29	25.9	37	33.04	66	58.9	112	100
3	Physical response Acting out meanings of words to remember them	36	32	25	22.3	61	54.5	20	17.9	14	12.5	17	15.2	31	27.7	112	100

\* No. of R means = number of responses

According to students' responses in Table 1 above, a little more than half of the respondents, that is, 51.8% of them indicate that they 'rarely' group words in alphabet. Besides, 16% of the respondents indicate that they use the strategy only 'sometimes'. On the other hand, 32% of the total population agrees that they group words in alphabet to remember them 'frequently'.

If we compare the responses for 'rarely' and for 'frequently', which are 51.8% and 32% respectively, the percentage for 'rarely' is much higher. Besides 16% of the subjects have claimed that they 'sometimes' use the strategy.

In 1b, the intention is to check whether subjects try to group the vocabularies they are learning under similar heading. It also aims at assessing whether subjects associate words they think might include the meaning of other words. In such a way, it is assumed that students would not forget the newly provided words. Rather, this technique strengthens the power of retention. For example, if students come across words like, cow, horse pig, dog, cat, etc..., it would be easy for them to group the words under the super ordinate term "animal" for easy retention (Gairns and Redman 1986).

Thus, with respect to subjects' responses concerning word association, we find that 25%, that is a quarter of the population report that they 'never' use the strategy, while an equal amount of respondents, that is 25% of the samples indicate that they 'rarely' use the strategy. The total responses of the two frequency groups ('never' and 'rarely') equal 50%. This means that half of the total population doesn't employ word association strategy to remember the words they learn during the plasma television lesson.

However, subjects who claim to use the strategy "always" are 17% of the total population. Again, 15% claim that they "usually" make use of the strategy to enhance retention. The total of these two responses equals 32%. If we compare

the total responses for “rarely” which is 50% and for “frequently” 32%, we find that subjects who say they ‘rarely’ use the strategy outweighs.

In the supplementary test, which is designed to further counter-check students responses of the questionnaire (see Appendix C page 74 No. 1) nine words are given in a random order. The list includes words which we use for young, female and male of animals; that is, for cat, dog and lion. In the test, subjects are asked how they would study the list of words.

The results show that of the 25 students who take the test, 6 of them, that is 24% of the students say that they will study them by grouping the words according to some relations. The majority of the testees, which equal 19 students (76%) say they will study them as they are given in the list. Thus, the combined results from both the questionnaire and the supplementary test show that students do not use the strategies of word grouping and association in order to remember them.

In item 2a, for instance, subject are asked whether or not they try to relate new words they learn, either with the pictures or with the places when they are presented on the plasma television. In their response, 2.7% of the subjects report that they ‘never’ use this strategy, while 8.04% of them agree that they ‘rarely’ use the strategy. On the whole, 10.7% of the respondents claim that they use the strategy rarely.

On the other hand, 21.4% of the respondents report that they employ the strategy ‘usually’; and 50.8% of the respondents agree that they employ the strategy ‘almost always’. Thus, a total of 72% of the subjects have indicated that they use the strategy ‘frequently’.

Therefore, since 72% of the subjects have confirmed that they use the strategy of visual imagery, it is possible to say that subjects use the strategy. Moreover,

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according to Tomlin (1986) one of the uses of instructional television is that it presents the lesson with the accompanying picture. This assertion confirms the majority of subjects' responses given in 2a.

Item 2b has been designed to check whether or not subjects use aural imagery to remember words they learn on the plasma TV. Thus, students are asked if they relate either the meaning or sounds of words to something they know or something that will help them recall the words at will. Wenden and Rubin (1987) say that both aural and visual imagery (or key word) method helps to create a link between second language words to be learned and a word in first language which sounds similar. In their responses, for instance, 8% of the respondents say they 'never' use this strategy. 13% of the respondents also agree that they 'rarely' use the strategy. Thus, the two responses bring the total percentage of the responses to 21%.

Unlike these respondents, subjects who say they use this strategy 'usually' is 26%, while subjects who indicate that they use the strategy "always" have been 33%. Totally, what is found is that 59% of the respondents have confirmed their use of the strategy 'frequently'. As a result, since a good majority of the subjects, 59% of the total population indicate that they have employed the strategy, we can say that the strategy is used.

The item in number 3 is used to find out whether or not subject use physical responses to remember new words they are supposed to learn on plasma television. This strategy requires learners to act out meanings of the target words so that the words could not be forgotten. In their responses, 32% of the students indicate that they 'never' use the strategy. However, 22% of the respondents claim that they 'rarely' use the strategy of physical response. Thus, the sum of the two responses, that is for "never" and "rarely" become 54%.

Conversely, 13% of the respondents claim that they use the strategy 'usually', while 15% of the respondents report that they 'always' use the strategy. Thus, a total of 28% of the population have used the strategy.

In an attempt to check whether or not students are aware of the strategy of physical response five words are given to students in the test (see Appendix C page 74 No. 2). The items are suitable for physically acting out. Then, subjects are asked how they would study the words in the list. According to the responses 7 of the 25 respondents, that is 28% of them, have indicated that the list of words can be studied using alphabetical order, while 12 of the testees (48%) them agree the list is suitable to study by putting the words under the same heading. However, the truth is that the words have no relation that binds them together to be under the same heading.

Conversely, only 6 students, whose number equal 24% of the testees, report that the words can be studied by physically acting out their meanings. It seems that students' responses for the questionnaire under item number 3 and their answers for the supplementary test to number 2 relate. This implies that students do not know or use the strategy of physical response

#### ***4.1.2 Cognitive Strategies***

The following table shows students' responses concerning cognitive strategy.

**Table 2: Responses on the Use of Cognitive Strategy**

Items	Cognitive Strategies	Responses															
		Rarely						Sometimes		Frequently						Grand Total	
		Never		Rarely		Total				Usually		Always		Total			
		*No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%
4	Note taking Keeping record of useful words	8	7.1	25	22.3	33	29.5	9	8.04	12	10.7	78	69.6	90	80.4	112	100
5	Translation Translating words from second language o firs language	10	8.9	15	13.4	25	22.3	15	13.4	23	20.5	49	43.8	72	64.3	112	100
6	Deductive reasoning applying language ruler vocabulary tasks	7	6.3	22	19.6	29	25.9	23	20.5	22	19.6	38	33.9	60	53.6	112	100
7	Practice a) Orally drilling spellings of words to study them	4	3.6	13	11.6	17	15.2	18	16.1	26	23.2	51	45.5	77	68.8	112	100
	b) Writing to drill the spelling of words to study	16	14	19	17	35	31.3	23	20.5	27	24.1	27	24.1	54	48.2	112	100

\* No. of R = number of responses

The above five items, items 4-7 in Table 2 have been used to assess whether or not subjects use cognitive strategies to learn new vocabularies. The specific cognitive strategies included in this category are note-taking, translation, deductive reasoning, repetition and practice.

Item 4, for instance, is provided with an intention to find out if subjects keep records of the new vocabularies they are learning during the plasma lesson. In their responses, 7.1% of the subjects have indicated that they 'never' use the strategy, and 22.3% of them agree that they 'rarely' use this strategy. Thus, 25.9% from the total respondents say they "rarely" use the strategy. Moreover, 8.1% of them indicate they "sometimes" use that strategy. It is possible to say that subjects who 'rarely' or 'sometimes' use the strategy equal to one-third of the population. However, the total percentage of subjects who say they use the strategy 'usually' and 'always' is 80.4%.

In the follow-up interview, for example, students are asked to suggest the problem they are facing during their plasma television lessons (see Appendix B page 71 No. 6). In their responses, subjects have indicated that there are no students' textbooks for the plasma lessons, and this could be one reason for the majority of the respondents to keep records of the words they are learning.

In item 5, subjects are asked if they translate words into their native languages in order to study them. Thus, only 8.9% of them claim that they 'never' use the strategy while 13.4% of them agree they 'rarely' use the strategy. This brings the total number of student who 'rarely' uses the strategy to 22.3 %. This figure is less than a quarter of the total population for us to say the strategy is used.

Conversely, subjects who indicate that they usually employ the strategy have been 20.5% and those respondents who say they use the strategy are 43.7%. Therefore, the total numbers of respondents who say that they frequently use the strategy become 64.3%. When we compare the responses given under 'rarely', which is 22.3% and the responses for 'frequently' 64.3%, we can

The above five items, items 4-7 in Table 2 have been used to assess whether or not subjects use cognitive strategies to learn new vocabularies. The specific cognitive strategies included in this category are note-taking, translation, deductive reasoning, repetition and practice.

Item 4, for instance, is provided with an intention to find out if subjects keep records of the new vocabularies they are learning during the plasma lesson. In their responses, 7.1% of the subjects have indicated that they 'never' use the strategy, and 22.3% of them agree that they 'rarely' use this strategy. Thus, 25.9% from the total respondents say they "rarely" use the strategy. Moreover, 8.1% of them indicate they "sometimes" use that strategy. It is possible to say that subjects who 'rarely' or 'sometimes' use the strategy equal to one-third of the population. However, the total percentage of subjects who say they use the strategy 'usually' and 'always' is 80.4%.

In the follow-up interview, for example, students are asked to suggest the problem they are facing during their plasma television lessons (see Appendix B page 71 No. 6). In their responses, subjects have indicated that there are no students' textbooks for the plasma lessons, and this could be one reason for the majority of the respondents to keep records of the words they are learning.

In item 5, subjects are asked if they translate words into their native languages in order to study them. Thus, only 8.9% of them claim that they 'never' use the strategy while 13.4% of them agree they 'rarely' use the strategy. This brings the total number of student who 'rarely' uses the strategy to 22.3 %. This figure is less than a quarter of the total population for us to say the strategy is used.

Conversely, subjects who indicate that they usually employ the strategy have been 20.5% and those respondents who say they use the strategy are 43.7%. Therefore, the total numbers of respondents who say that they frequently use the strategy become 64.3%. When we compare the responses given under 'rarely', which is 22.3% and the responses for 'frequently' 64.3%, we can

observe that the responses given in 'frequently' is roughly three times higher than that of the responses given under 'rarely'.

Next, the aim for including item 6 in the questionnaire had been to check if students apply language rules, for example, spelling rule or affixes to do vocabulary tasks. From students' responses in Table 2 above, 6.3% of them say that they 'never' use the strategy. Likewise, 19.6% of the respondents claim that they 'rarely' use the strategy. As a result, a total of 25.9% of the respondents from the population indicate that they 'rarely' employ the strategy.

On the other side, 19.6% of the subject agree that they use the strategy 'usually', and 33.9% agree that they 'always' employ the strategy. The total for these responses becomes 53.8%. The sum of the two responses is well over half of the total responses obtained. Besides, in the test, (see Appendix C page 74 no. 6) subjects are asked when they will apply language rules. 5 students i.e., 20% answered that they, use rules to study words while 18 of them 72% said they use rules to do vocabulary tasks. Only 2 students say the use rules for exams. Thus, it appears clear to perceive that the majority of the subjects apply language-rule-use strategy to do vocabulary tasks.

In 7a, for instance, subjects are asked if they orally drill the spelling of words to study them. In their responses only 3.6% the samples indicate that they 'never' use this strategy, while 11.6% of the respondents also claim that they 'rarely' use the strategy. Altogether, the responses, that is, 'never' and 'rarely' account for 15.2% the population. However, only 16.1% of the respondents say that they used the strategy only 'sometimes'. Nevertheless, subjects who claim to use the strategy either 'usually' or 'always' have been 23.2% and 45.5% respectively. The total for these responses is 68.8%. This means the highest number of students have used the strategy.

In item 7b, students' responses for practice strategy has been 14% for 'never' using the strategy, while 17% is recorded for 'rarely' employing the technique to study new items of vocabularies. Totally, 31.3% of the population claims that they rarely use the strategy. On the other hand, 24.1% of the subjects report that they employ practice strategies 'usually', while 24.1% of the subjects say they employ practice strategies 'always'. The total of these two responses is 48.2%.

As a result, when we compare the total responses in 7b, for 'never' and 'rarely' taken together, we get 31.3%, while the total responses for 'usually' and 'always' taken together under 'frequently', we get 48.2%. Thus, the two responses under 'frequently' are pretty higher than that of the sum of the responses under 'rarely'. However, since the responses for the two groups, that is, for 'rarely' and "frequently" are below 50%, we cannot say the strategy is commonly used among students.

#### ***4.1.3 Compensation Strategies***

The following table shows students' responses on compensation strategies.

**Table 3: Responses on the Use of Compensation Strategies**

Items	Compensation Strategies	Responses															
		Rarely						Sometimes		Frequently						Grand	
		Never		Rarely		Total				Usually		Always		Total		Total	
		* No. of R.	%	No. of R.	%	No. of R.	%			No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%
9	a) <u>Guessing</u> Working out meanings of words from context	6	5.4	16	14.3	22	19.6	31	27.7	15	13.4	44	39.3	59	52.7	112	100
	b) <u>Dictionary use</u> Looking up meanings and use of words in dictionary	5	4.5	16	14.3	21	18.8	21	18.8	18	16.1	52	46.4	70	62.3	112	100
	c) <u>Ask help</u> Ask class-teacher or friends for meanings of words	7	6.3	39	34.8	46	41.1	30	26.8	20	17.9	16	14.3	36	32.1	112	100

\* No. of R. = number of responses

In item 8a, subjects are asked whether they try to guess the meaning of unfamiliar words from context or not. In response to item 8a, a total of 19.6% of the subjects report that they 'rarely' use the strategy. However, 52.7% of the samples report that they use the strategy 'frequently'.

In item 8b, on the other hand, students are asked if they use dictionaries to find out the meanings of unfamiliar words. Thus, 18.8% of them report that they 'rarely' use dictionaries, while 62.3% of the respondents indicate that they 'frequently' use dictionaries. Only 18.8% claim they 'sometimes' use dictionaries. Consequently, students' responses, which indicate that they use dictionaries 'frequently' is by far the largest from the other two responses given under 'rarely' and 'sometimes'.

In item 8c, the intention has been to probe if students ask friends or class-teachers for help when they come across unfamiliar words during their plasma television vocabulary classes. According to figures in Table 3, a total of 41.1% of subjects claim that they 'rarely' ask their class-teachers or friends; whereas 32.1% of the respondents say they 'frequently' ask for help.

During the follow-up interview, students have been asked to list the techniques they use to learn or guess the meanings and uses of unfamiliar words (see Appendix B page 71 No.1). Of the 25 students interviewed, 21 of them, that is, 84% claim that they use bilingual or monolingual dictionaries. Again 16 of the interviewees 64%, agree that they use context to guess meaning and 18% of them, i.e., 72% report that they ask their friends and only 5 of them, which is, 20% say they ask their teachers.

In addition, subjects have also confirmed their assertion in the supplementary test. In the supplementary test (see Appendix D page 75 No. 4 and 5). 20 of the testees, which is, 80% of them have clearly displayed that they are able to use context for identifying the target words.

#### ***4.1.4 Metacognitive Strategies***

The following table presents students' responses concerning metacognitive strategies.

In item 8a, subjects are asked whether they try to guess the meaning of unfamiliar words from context or not. In response to item 8a, a total of 19.6% of the subjects report that they 'rarely' use the strategy. However, 52.7% of the samples report that they use the strategy 'frequently'.

In item 8b, on the other hand, students are asked if they use dictionaries to find out the meanings of unfamiliar words. Thus, 18.8% of them report that they 'rarely' use dictionaries, while 62.3% of the respondents indicate that they 'frequently' use dictionaries. Only 18.8% claim they 'sometimes' use dictionaries. Consequently, students' responses, which indicate that they use dictionaries 'frequently' is by far the largest from the other two responses given under 'rarely' and 'sometimes'.

In item 8c, the intention has been to probe if students ask friends or class-teachers for help when they come across unfamiliar words during their plasma television vocabulary classes. According to figures in Table 3, a total of 41.1% of subjects claim that they 'rarely' ask their class-teachers or friends; whereas 32.1% of the respondents say they 'frequently' ask for help.

During the follow-up interview, students have been asked to list the techniques they use to learn or guess the meanings and uses of unfamiliar words (see Appendix B page 71 No.1). Of the 25 students interviewed, 21 of them, that is, 84% claim that they use bilingual or monolingual dictionaries. Again 16 of the interviewees 64%, agree that they use context to guess meaning and 18% of them, i.e., 72% report that they ask their friends and only 5 of them, which is, 20% say they ask their teachers.

In addition, subjects have also confirmed their assertion in the supplementary test. In the supplementary test (see Appendix D page 75 No. 4 and 5). 20 of the testees, which is, 80% of them have clearly displayed that they are able to use context for identifying the target words.

#### ***4.1.4 Metacognitive Strategies***

The following table presents students' responses concerning metacognitive strategies.

**Table 4: Responses on the Use of Metacognitive Strategies**

Items	Metacognitive Strategies	Responses																	
		Rarely						Sometimes				Frequently						Grand Total	
		Never		Rarely		Total				Usually		Always		Total					
		*No. of R.	%	No. of R.	%	No. of R.	%			No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%
9	a) <u>Goal setting</u> Planning in advance for vocabulary study	0	0	8	7.14	8	7.14	10	8.93	14	12.5	80	71.4	94	83.5	112	100		
	b) <u>Directed attention</u> focusing attention only on vocabulary lesson	4	3.6	4	3.6	8	7.14	6	5.36	12	10.7	86	76.7	98	87.5	112	100		
10	<u>Finding about language learning</u> a) reading references to assist vocabulary learning	5	4.5	19	17	24	21.4	21	18.8	26	23.2	41	36.6	67	59.8	112	100		
	b) watching TV and films to assist vocabulary learns	22	20	32	28.6	54	48.2	21	18.8	20	17.8	17	15.1	37	33	112	100		
11	a) <u>Self monitoring</u> assessing understands of vocabulary learns	1	0.9	13	11.6	14	12.8	19	17	25	22.3	54	48.2	79	70.5	112	100		
	b) <u>Self evaluating</u> assessing progress in vocabulary learning	39	35	34	30.4	73	65.2	26	23.2	10	8.92	3	2.67	13	11.6	112	100		

\* No. of R. = number of responses

The purpose for designing or including item 9a has been to probe whether or not subjects plan to study or learn new vocabularies. According to Table 4, we find that only 7.1% of the respondents indicate that they 'rarely' use the strategy. On the other hand, a great majority of the respondents 83.9% indicate that they employ the strategy in order to study their vocabulary studies.

The aim for presenting item 9b has been to check whether students pay attention to the plasma television teacher while the lesson is underway. Thus, in Table 4, we find that 8 students from the total respondents claim that they 'rarely' pay attention to the plasma Television teacher. This number equals only 7.1% of the total students. However, 87.5% the population claim that they 'always' focus their attention on the plasma lesson.

In the follow-up interview, subjects are asked to give reasons why it is useful to focus attention to the plasma teacher, (see Appendix B page 71 No. 3). Consequently, 23 students, that is 92% of the subjects indicate that attention is important since the lesson is given only once. They added that they say they cannot get it back once the lesson is lost. They also report that in order to get complete information of the lesson, directed attention is useful. Besides, 10 of the respondents, that is, 40% of them indicate that focusing attention helps them to do vocabulary exercises, and to take notes of new words. 8 students, which equal to, 32% indicate that they focus their attention to the lesson because the plasma television lesson has no student text.

In item 10a, for instance, subjects are asked if they read reference books to aid their language or vocabulary study. Only 4.4% of the subjects claim that they never read reference books while 17% of them claim that they 'rarely' read references. The sum of these two responses equals 21.4%.

Conversely, 23.2% of the subjects admit reading references 'usually', whereas, 36.6% indicate that they read reference books 'always'. Thus, a total of 59.8% of the respondents indicate that they 'frequently' visit the library to read references.

Under item 10b, subjects have been asked whether they watch English television programs or English films to aid their plasma television lessons. Of the whole respondent, a total of 48.2% indicate that they 'rarely' watch English television programs or films. If we consider subjects who claim that they "sometimes" watch these programs, we get another 18.8%. When we bring the two sums together, we find that 67% of the subjects 'rarely' make efforts to aid their plasma television lessons. However, some subjects totaling 33% indicate that they make efforts to watch either English television programs or films 'frequently'.

Using the follow-up interview, (see Appendix B page 71 No. 2) attempts are made to probe what effort subjects make at home or out of schools to assist their plasma vocabulary lessons. Besides, if they say they are watching television or films, they are asked which types of programs or films they watch. A variety of responses are provided. For instance, seven students (28%) claim that they watch English television programs. Still, others 11 students, that is, 44% claim that they 'sometimes' watch television programs namely, the 'quiz-contest' and English news. Their reasons for doing these have been, according to their response, to develop their skills in listening and, to cope with vocabulary lessons on the plasma.

In item 11a, samples are asked whether or not they correctly understand the vocabulary items they are learning. According to the responses in Table 4, a total of 12.5% of the respondents agree that they 'rarely' check their understanding of vocabulary items. Conversely, subjects, who claim they 'frequently' check their understanding of the vocabulary items they learn have been 70.5%. This indicates that a majority of the subjects take time to think whether they have understood the vocabularies they have learned or not.

In item 11b, on the other hand, a sum total of 65.2% of the respondents indicate that they, 'rarely' attempt to check the progress they have made with respect to their vocabulary studies. Only 11.6% of the subjects, however, indicate that they try to assess the progress they are making.

#### ***4.1.5 Affective Strategies***

The following table shows students' responses on affective strategies.

**Table 5: Responses on the Use of Affective Strategies**

Items	Affective Strategies	Responses															
		Rarely						Sometimes		Frequently						Grand Total	
		Never		Rarely		Total				Usually		Always		Total			
		*No. of R.	%	No. of R.	%	No. of R.	%			No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%
12	a) <u>Self talk</u> relaxing and controlling feeling during vocabulary lesson	66	59	17	15.2	83	74.1	11	9.8	12	10.7	6	5.3	18	16.1	112	100
	b) <u>Self reinforcement</u> appreciate oneself for progress made in vocabulary study.	39	35	19	17	58	51.8	17	15.2	18	16.1	19	16.9	37	33	112	100
13	<u>Risk taking</u> not felling afraid for making mistakes in using new vocabulary	17	15	13	11.6	30	26.8	28	25	15	13.3	39	34.5	54	48.2	112	100

\* No. of R. = Number of Responses

In item 12a, for example, the intention is to assess whether or not subjects relax and control their feelings so that they will follow the lesson properly. In this respect, 74.1% of the total samples say that they 'never' or 'rarely' employ the techniques of 'relaxation' and 'controlling' their feelings. Conversely, only 16.1% of the respondents report that they 'frequently' use the strategy and only 9.8% of the subjects say they sometimes use the strategy. In the supplementary test (see Appendix C page 73 No. 3) 16 students, that is 64% of the respondents reply that they use dictionary while 5 of them (20%) say they try to set goals. Only 4 students, that is, 16% indicate they just relax and avoid bad feelings. This figure shows that the majority of the students agree that they do not use the strategy. It seems, therefore, subjects do not have any awareness of self-talk strategy.

In item 12b, on the other hand, subjects are asked whether they appreciate themselves for the progress they are making. The responses in Table 5, above indicate that 51.8% of the subjects say they 'rarely' use the strategy, while a total of 33% of the respondents indicate that they 'frequently' employ the strategy. It seems the majority of the subjects do not use the strategies in 12b. On the whole, we can observe that samples do not apply the strategies in both 12a and 12b.

Item 13 has been designed to assess whether students take risks as they experiment with new vocabulary items they are expected to learn. In this respect, subjects who claim that they 'rarely' use the strategy account for 26.8% of the population. On the contrary subjects, who claim to use the strategy 'frequently', equal 48.2%; and only 25% of the respondents say they 'sometimes' use the strategy.

If we compare the responses for 'rarely', that is, 26.8% and for 'frequently' which is 48.2%, we will observe that more students use the strategy. However,

this doesn't imply that the strategy has been used because the responses are less than half the total population.

#### ***4.1.6 Social Strategies***

Strategies included from this category in the questionnaire are co-operation with peers, co-operation with proficient peers to develop vocabulary knowledge and understanding native speakers' culture.

The following table presents student's responses on social strategies.

**Table 6: Responses on the Use of Social Strategies**

Items	Social Strategies	Responses															
		Rarely						Sometimes		Frequently						Grand Total	
		Never		Rarely		Total				Usually		Always		Total			
		* No. of R.	%	No. of R.	%	No. of R.	%			No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%
14	a) Co-operating with peers to learn/ study vocabulary	10	8.9	19	17	29	25.9	24	21.4	21	18.7	38	33.9	59	52.7	112	100
	b) Co-operating with proficient peers to seek assistance to do vocabulary tasks	13	12	22	19.6	35	31.3	30	26.8	18	16.1	29	25.4	47	42	112	100
15	<u>Cultural understanding</u> L1 culture to see how its vocabulary is used.	51	46	23	20.5	74	66.1	10	8.9	16	14.3	10	8.9	26	23.2	112	100

\* No. of R. means = number of responses

Item 14a tries to assess whether or not students co-operate to work with friends and group members. Therefore, 25.9% of respondents claim that they 'rarely' use the strategy, while 52.7% of the subjects claim they 'frequently' cooperate with their peers and group members. However, 21.4% of the subjects indicate that they 'sometimes' use the strategy. Of the three response categories, under number 14a in Table 6, the one given under 'frequently' is by far the highest.

In the follow up interview, (see Appendix B page 71 No. 5) subject are asked to indicate whether they prefer to work in groups or alone in order to improve their vocabulary study. In this respect, 24 students, that is, 96% of them, indicate that working with group members is preferable. The reason they give has been that working in groups helps them to share ideas; and because individuals have different abilities, they believe it will help them share ideas. They also indicate that cooperating with peers, is important, especially when vocabulary tasks are difficult. However, only one student suggests that it is good to work alone at times and to cooperate with peers at other times.

Next, if we look at item 14b, only 31.3% of the respondents agree that they 'rarely' use the technique of cooperating with proficient peers while a total of 42% of the respondents say they 'frequently' use the strategy. Since the figures for the totals of 'rarely' and 'frequently' which are 31.3% and 42% respectively are less than 50%, we cannot say the strategy is employed.

In item 15, the intention has been to check whether or not students consider that the plasma television lesson introduce them with the culture of native speakers. In this respect, a total of 66.1% of the respondents indicate that they 'rarely' imagine that the plasma television introduces them with the native speakers' culture. On the other hand, only 23.2% of the respondent report that they consider the plasma television will introduce them with native speakers' cultural 'frequently'.

During the follow up interview, (see Appendix B page 71 No 4), subjects are asked to indicate whether the plasma television introduce them with the culture of native speakers of English and to suggest any points that the plasma television introduce them with. In this respect, only 3 students 12% of the respondents say it can introduce them with the culture of native speakers and with correct pronunciations of words. Only one student claims that the plasma television helps him to know some dialects of English. The rest of the respondents indicate that they do not know whether the plasma introduces them with the native speakers' culture. Consequently, it seems that subjects are not aware of the strategy.

## **4.2 Discussions**

In this section, the results obtained are analyzed and their implications are discussed. Conclusions are also drawn.

In order to obtain data for the study, the prime tool has been the questionnaire. To supplement the data obtained with the help of the questionnaire, both an interview and a supplementary test are used. Thus, the interview and the test help to provide input, which further strengthen the data obtained with the help of the questionnaire. Using these instruments, subjects have been asked to provide self-observation reports, especially retrospective reports. Thus, subjects in their reports have revealed how they try to approach their plasma television vocabulary lessons.

In the responses, which are summarized under Tables 1-6 above, subjects have indicated that they 'rarely' use the strategies for vocabulary learning during the in plasma television lessons. This may be due to lack of awareness. As Wenden (1991) puts it, for students to use a variety of strategies, it is important that they have a better understanding about the nature of language and language learning strategies.

On the other hand, students have indicated that they are using some strategies 'frequently'. This could be to cope with the burden of information or tasks they are confronted with. Oxford (1990), indicates that when students are left to their own device, and if not encouraged by the teacher, or forced by the lesson, students use certain sets of strategies.

#### **4.2.1 Direct Strategies**

In the direct strategy category, for instance, students have indicated that they employed only two of the memory strategies.

With in the Memory strategy sub-category, for example, it is evident from students' responses in Table 1 (see page 31 above) the majority of students' claim that they use visual imagery strategy 'frequently'. Besides, many respondents indicate that they 'frequently' employ the strategy of aural imagery. This could be true because as Oxford (1990) and Schmitt (2000) have indicated, visual imagery helps-to link a picture in the mind or on paper with the new word. Aural imagery links the new word with information in the memory by means of rhymes or any auditory means. Besides, Tomlin (1986) has indicated that one of the uses of instructional television is to provide the lesson with the accompanying pictures and sounds.

However, the remaining three items dealing with word grouping, that is, arranging words in alphabetical order, grouping words under the same heading and physical responses are 'rarely' used by many subjects. This may be due to lack of awareness of the strategies.

Next, in Cognitive strategy category, Table 2 (see page 36 above), a majority of students report that they 'frequently' use the strategy of note taking. Note taking is a common practice among students for storing vocabulary information. Schmitt and Schmitt (1995) indicate that in terms of vocabulary

learning, one way of giving students tools and strategies to learn independently is to have them keep notes of words they are learning. Students have also confirmed that they are using the strategy of note-taking in the responses, which they have provided in the follow-up interview and in the test.

The practice skills of drilling the spelling of words to remembers them, and applying language rules to study and do vocabulary tasks have been indicated to be used 'frequently' by the majority of students. In this respect, Wenden and Rubin (1987) write that the practice techniques contribute much to the storage and retrieval of newly learned vocabulary items.

The other strategy that subjects have claimed to use frequently has been translation. According to Wenden and Rubin (1987: 77) translation is using the first language as the base for understanding and/or producing the second language. In this respect, many of the respondents have claimed that they employ the strategy 'frequently'. Gairns and Redman (1986: 76) suggest that if used sensibly, translation is by far too useful means in vocabulary classes, yet to be exploited.

Still, another strategy claimed to be used by almost half the subjects has been deductive reasoning. As Wenden and Rubin (1987) indicate, it is the conscious applying of rules to produce or understand the second language. In this respect, at least half the subjects have claimed that they are employing the strategy, especially when they are doing vocabulary tasks. However, one item in this sub-category, which is writing the spelling of words several times to study and remember, has not been used by many subjects.

In Compensation strategies (see Table 3 page 40 above), at least half-the subjects claim that they use guessing from context 'frequently'. This has also been confirmed in both the follow-up interview and the supplementary test.

Many subjects have also indicated that they employ dictionaries to learn new or unfamiliar words 'frequently'. Gairns and Redman (1986:79) have suggested that if the student has no teacher or peer to ask, he can still solve a number of problems by using a dictionary. Besides, subjects have also confirmed that they are using dictionaries during the follow-up interview.

However, a large number of students report that they 'rarely' ask either their teachers or friends to know the uses or meanings of words. They could have done this because they have either dictionaries or context to work out meanings or uses of unfamiliar words than asking for help.

#### **4.2.2 Indirect Strategies**

In the indirect strategy category, students have claimed that they are using several strategies.

With respect to Metacognitive strategies, Table 4 (see page 42 above) many students have reported that they employ strategies namely goal setting and directed attention 'frequently'. This could be true mainly because Metacognitive strategies according to O'Malley and Chamot (1990) are applicable for variety of learning tasks. They are also used for planning, monitoring or evaluating the success of a learning activity. These ideas are essential for students' progress in their studies. In this case students' reports, which are given in the questionnaires, have also been ascertained during the follow-up interview. However, two items of strategies, watching television or films or evaluating progress are used 'rarely' by many students.

On the other hand, in the Affective strategy Table 5 (see page 45 above), all items in this category are used 'rarely' by subjects. The reason for this could be that subjects do not consider that 'affect' has use in learning the language or its vocabulary. However, as Wenden and Rubin (1987) indicate that students' belief about language learning can influence the choice of learning strategies.

With respect to Social strategies Table 6 (see page 48 above), many subjects report that they co-operated with peers to develop their vocabulary lessons 'frequently'. In the follow-up interview, for instance, many subjects report that they co-operate with peers to develop their vocabulary lessons 'frequently'. Many respondents have proved this idea during the follow-up interview, too.

However, a large number of students indicate that they 'rarely' use the strategy of co-operating with proficient peers and the strategy of cultural understanding. In the follow-up interview, subjects indicate that they are not aware of the fact that the plasma television introduces them with the culture of native speakers.

To sum up, it is clear to observe that most items in Metacognitive strategies have been employed by subjects. However, only one item from Social strategy and no item from Affective strategy are employed by subjects.

## **CHAPTER FIVE: CONCLUSION AND RECOMMENDATION**

### **5. Introduction**

The aim of this section is to present the conclusions drawn on the basis of the finding. Recommendations are also forwarded.

#### **5.1 Conclusion**

The purpose of the present study is to assess whether or not students of grade ten at Chercher Junior Secondary School use or not use vocabulary learning strategies on the plasma television. In order to arrive at a conclusion, data collected with help of three types of instruments namely, a questionnaire, an interview and a supplementary test have been used. Using these tools, strategies in both the direct and indirect strategy sub-category are assessed to draw the following conclusion as it is given hereunder.

##### **a) Memory Strategy**

Items from memory strategies namely, word grouping, word association, visual imagery, aural imagery and physical responses have been used to assess students' vocabulary strategy use. Of these strategies, only visual imagery and aural imagery have been reported to be used frequently.

##### **b) Cognitive Strategy**

Five items of cognitive strategies are treated under this category. Four of them, namely note taking, translation, deductive reasoning and oral drilling techniques are reported to be used frequently by the students. Possible reason for this could be that these strategies are also used in other subject areas. Only one strategy, which is a practice technique, has not been used frequently.

### **c) Compensation Strategies**

Two of the three techniques for Compensation strategies are reported to be 'frequently' used by students. One of them is dictionary use. Oxford (2003) writes that dictionary is amongst the first things a foreign language student purchases to use. The other is guessing from context. Students have also confirmed the use of dictionary and contextual guess in the interview and in the supplementary test. However, asking meanings of words from teachers or friends has not been used 'frequently'.

### **d) Metacognitive Strategies**

The research finding in Metacognitive strategy shows that students 'frequently' use four of the strategies from this category. They are goal setting, directed attention, using resources and self-monitoring. However, strategies of using resources and evaluating success are 'rarely' used by many respondents. Students have not used these strategies because they are not aware of them.

### **e) Affective Strategy**

In this category, the findings indicate that none of the strategies are claimed to be used by students. Strategies included in this category are self-talk, self-reinforcement and risk-taking. The strategies from this category are the least used or employed by students.

### **f) Social Strategies**

Only one strategy, which is cooperating with peers, is claimed to be used 'frequently'. This has been confirmed by students in the interview and in the supplementary test. However, the strategy of cooperating with proficient peers and cultural understanding are 'rarely' used.

On the whole, the study indicates that students have been using a number of strategies although they are not given any prior training on strategy use. 25

items of vocabulary learning strategies are used to probe students' strategy use. The study indicates that students use 13 of them.

Of the 13 specific strategies, items from metacognitive strategy are the ones, which have been used by the highest number of respondents. Cognitive and compensation strategies are also claimed to be used frequently next to metacognitive strategy. The finding also indicates that memory, affective and social strategies are not 'frequently' used by students.

## **5.2 Recommendations**

Learners come to school to study under the auspices of teachers only for a few hours, while they spend the remaining hours by studying the language on their own. Therefore, it seems useful to train learners with techniques which will help them learn the language on their own.

In this respect, trying to equip learners with strategies can help them learn the language and its vocabulary independently. Wenden and Rubin (1987) say that learning how to learn a language enhances students' active involvement in acquiring the new language, increases the responsibility they should take for their own learning; and promotes their independence.

Thus, on the basis of the findings obtained in the study, the following recommendations are forwarded to enhance students' efforts in acquiring the vocabulary of the language.

1. The study indicates that students have been using strategies. This means, they have walked one step in trying to learn on their own. If students are trained on how to use strategies properly, there will be good results in their effort to acquire the vocabularies of the second language. Therefore, classroom teachers should spare time for training learners on vocabulary and language learning strategies.

2. The study shows that students do not efficiently use resources like English television programs, English films or English radio programs. Using these resources can help them solve the problems they are facing as they learn vocabulary on the plasma television. Besides, these day resources like television, radio and films are easily accessible for most students. Therefore, classroom teachers are expected to encourage and raise students' awareness' on the uses of these resources as a support to their English language plasma television lesson.
3. The results of the study indicates that students do not use or experiment with new vocabulary items they have learned for fear they will make mistakes. Allen (1983: 55) notes that students should be given many opportunities to try to experiment with the language even when their efforts lead them to make errors in language use. Thus, class teachers should encourage learners to use the newly learned items of vocabulary in speech and writing by designing and providing exercises and tasks to work on.

Finally, if these suggestions are acted upon, students can do things independently on their own. This in turn can pave the way for their future studies when they go to higher levels of education.

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## Appendix - A

**Addis Ababa University  
School of Graduate Studies  
Department of Foreign Language and Literature  
Students' Questionnaire**

### **Dear Respondents:-**

I would like to convey my heartfelt gratitude for the cooperation you have shown to fill out this questionnaire.

The aim of this questionnaire is to study the vocabulary learning strategies you might employ in order to remember, learn or know new vocabulary during the plasma TV English lesson.

The responses you give by completing this questionnaire has much importance for the success of my study. **Therefore, please read each statement on the vocabulary learning strategy carefully. Then, provide your responses by selecting one of the numbers to show how frequently you use the strategy.**

### **Instructions**

This questionnaire has 15 sentences. Each sentence consists of one or more questions. In front of each sentence, five choices ranging from 5 to 1 are provided for use. The choices are meant to indicate how frequently you use each vocabulary learning strategy. The detail on the response frequency choice is as follows:

- "5" = means I use the strategy "**Almost always**"
- "4" = means I use the strategy "**Frequently**"
- "3" = means I use the strategy "**Sometimes**"
- "2" = means I use the strategy "**Rarely**"
- "1" = means I "**Never**" use the strategy

Therefore, please read each sentence in the questionnaire **carefully**. Then, indicate **honestly** whether or not you use each strategy. You can circle or mark (✓) to indicate your response in each box.

Thank you so much!

No.	Details	Almost always	Frequen	Some	Rarely	Never
1	To learn the lists of vocabularies provided on the plasma TV:-					
	a. I arrange them in alphabetical order (e.g., dead, death, die...)	5	4	3	2	1
2	b. I group them under similar headings (e.g., animal= cow, horse, pig, dog, cat, etc...).	5	4	3	2	1
	To remember new words I am learning:-					
3	a. I relate them with the pictures or the places they were found on the plasma TV	5	4	3	2	1
	b. I try to relate the meaning or the sound of words that have similarity (e.g. card= ካርድ = kardii)	5	4	3	2	1
4	To remember words, I act out their meanings (e.g. blind= I act out like a blind)	5	4	3	2	1
5	I try to keep record of useful words which I learn on the plasma TV.	5	4	3	2	1
6	At times, I try to translate the meanings of words into my native language (Amharic, or Afaan Oromo).	5	4	3	2	1
7	I apply language rules (e.g. spelling rule) to do vocabulary tasks	5	4	3	2	1
8	To remember new words which I learn on the plasma TV, I try to practice by:-					
	a. Orally drilling the spelling of the word repeatedly	5	4	3	2	1
9	b. Writing the spelling of the word without looking at it and see if I can do it correctly.	5	4	3	2	1
	In order to guess the meaning of unfamiliar words during the plasma lesson:-					
10	a. I try to work out their meanings from context	5	4	3	2	1

	b. I try to look them up in a dictionary.	5	4	3	2	1
	c. I ask my classroom – teacher or my friends.	5	4	3	2	1
9	To help me learn/understand the vocabulary lesson of the plasma TV properly:-					
	a. I try to study by setting goals and objectives.	5	4	3	2	1
	b. I try to focus my attention only on the plasma lesson.	5	4	3	3	1
10	To help me understand the vocabulary lesson of the plasma TV:-					
	a. I read reference books (book on the usage of the English language)	5	4	3	2	1
	b. I try to watch English TV programs and English films.	5	4	3	2	1
11	Concerning new words I am learning, I always try to check:-					
	a. If I have correctly understood the meaning and use of the words	5	4	3	2	1
	b. If I have made any progress in my vocabulary study	5	4	3	2	1
12	To help me follow the vocabulary lesson on the plasma TV:-					
	a. I try to relax and control my feelings before the lesson begins.	5	4	3	2	1
	b. I appreciate/admire myself for any progress I make	5	4	3	2	1
13	I don't feel afraid if I make any mistake in my effort to learn new words.	5	4	3	2	1
14	To improve my vocabulary knowledge and to understand the lesson on the plasma TV:-					
	a. I cooperate and work with my friends and group members	5	4	3	2	1
	b. I try to make friendship with students who are proficient in English	5	4	3	2	1
15	I consider the plasma TV lesson as a means to introduce me with the culture and way of life of native speakers of English	5	4	3	2	1

**አዲስ አበባ ዩኒቨርሲቲ**  
**ድህረ ምረቃ ትምህርት ቤት**  
**የውጭ ቋንቋዎችና ስነ-ፅሁፍ ክፍል**  
**በተማሪዎች ብቻ የሚሞላ መጠይቅ (Student Questionnaire)**

**ውድ ተማሪዎች:-**

ይህን መጠይቅ ለመሙላት ስትመረጡ ትብብራችሁን ለመለገስ ላሳያችሁት በጉፈቃደኝነት ከልብ የመነጨ ምስጋና በቅድሚያ ላቀርብ እወዳለሁ።

ይህ መጠይቅ የተዘጋጀው በካላዝማ ቴቪ እንግሊዝኛ ትምህርት ወቅት የሚቀርቡትን አዳዲስ ቃላት ለመማር (ለማጥናት/ለማወቅ) ይረዱናል ብላችሁ የምትጠቀሟቸው ዘዴዎች /ቴክኒኮች (Strategies) ምን ምን እንደሆኑ ለማጥናት ነው።

መጠይቁን በተረጋጋ መንፈስ በትክክል በመሙላት የምትሰጡት መረጃ ለዚህ ጥናት የሚሰጠው ጠቀሜታ ከፍተኛ ነው። በመሆኑም አዳዲስ የእንግሊዝኛ ቃላትን ከካላዝማ ቴቪ ለመማር እጠቀምባቸዋለሁ የምትሉትን ዘዴዎች /ቴክኒኮች በመለየት መጠይቁ በሚያዘው መሠረት በሀቅ እንድትሞሉ ይሁን።

**መመሪያ**

በዚህ መጠይቅ ሥር 15 ዐ.ነገሮች አሉ። እያንዳንድ ዐ. ነገር አንድ ወይም ከአንድ የበለጠ ጥያቄ ይዟል። እያንዳንድን ዘዴ/ቴክኒክ ምን ያህል እንደምትጠቀሙ ወይም እንደማትጠቀሙ ለማወቅ 5 አማራጮች ተሰጥተዋል። አማራጮቹም የሚከተሉት ናቸው።

- 5 ማለት ዘዴውን /ቴክኒኩን ሁልጊዜ /Always/ አጠቀምባለሁ።
- 4 ማለት ዘዴውን /ቴክኒኩን ብዙ ጊዜ /Frequently/ አጠቀምባለሁ።
- 3 ማለት ዘዴውን /ቴክኒኩን አንዳንድ ጊዜ/ sometimes/ አጠቀምባለሁ።
- 2 ማለት ዘዴውን /ቴክኒኩን አልፎ አልፎ /Rarely/ አጠቀምባለሁ።
- 1 ማለት ዘዴውን /ቴክኒኩን በጭራሽ /Never/ አልጠቀምባለሁም ማለት ነው።

እያንዳንዱን ዐ.ነገር በጥንቃቄ በማንበብ ዘዴውን/ቴክኒኩን መጠቀም አለመጠቀማችሁን ቁጥሮቹን በመክበብ ወይም በቁጥሩ አኳያ ✓/ ምልክት በማድረግ ምላሻችሁን ስጡ።

በድጋሚ አመሠግናለሁ።

ተቁ	ዝርዝር	ሁል ጊዜ Always	በተደጋጋሚ Frequently	አንዳንድ ጊዜ Some time	አልፎአልፎ Rarely	በጥሩ ምን Never
1	በኅላዝማ ቴቪ እንደሚገኝ የሚቀርቡልኝ ዝርዝር ቃላት ለማስታወስ እንድችል:- ሀ. ቃላቱን በፊደል ቅደም ተከተል ተራ በማስቀመጥ አጠናቅቀለሁ (ምሳሌ dead, death, die.) ለ. ቃላትን በርዕስ በርዕስ በመካፋፈል ተመሳሳይ የሆኑትን በአንድ ወገን በማስቀመጥ አጠናቅቀልሁ:: (ምሳሌ animal = cow, horse, pig, dog, goat, etc...)	5  5	4  4	3  3	2  2	1  1
2	የምሳሌቸውን አዳዲስ ቃላት ላለመርሳት (ለማስታወስ) እንድንችል ሀ. ቃሉ በኅላዝማ ቴቪ ሲቀርብ አብሮ ከነበረው ስዕል ወይም ከነበረበት ቦታ ጋር በማያያዝ አስታውሰዋለሁ:: ለ. ቃሉን በድምጽ ወይም በፍቺ ከሚመሳሰለው ቃል ጋር በማዛመድ ለማጥናት እሞክራለሁ (ምሳሌ card = ካርድ = kardia)	5  5	4  4	3  3	2  2	1  1
3	ቃላትን ለመያዝ እንድችል የቃሉን ፍች (ትርጉም) አካላዊ እንስሳት በመስራት ለማጥናት እሞክራለሁ (ምሳሌ:- blind እንደ ዓይነ ስውር በመሆን)	5	4	3	2	1
4	በኅላዝማ ቴቪ ከምሳሌቸው ቃላት መካከል በይበልጥ ይጠቅመኛል የምላቸውን በመመዘገብ እይዛቸዋለሁ::	5	4	3	2	1
5	አንዳንድ ጊዜ ቃላትን ወደ አፍ መፍቻ ቋንቋዬ (አማርኛ /ኦሮሚኛ) በመተርጎም ለማስታወስ እሞክራለሁ::	5	4	3	2	1
6	የቋንቋ ህግ (ለምሳሌ spelling rule) በመጠቀም የቃላት መልመጃዎችን እሠራለሁ::	5	4	3	2	1
7	በኅላዝማ የምሳሌቸውን አዳዲስ ቃላት ለመያዝ የምሞክረው:- ሀ. የቃሉን ፊደላትና አባባሉን በቃል እየደጋገምኩ በማለትና በማጥናት በመሞከር ነው ለ. የቃሉን ፊደላት ሳላይ ለመጻፍ በመሞከር መቻል አለመቻሉን በማረጋገጥ ነው::	5  5	4  4	3  3	2  2	1  1
8	አዳዲስ (የማላውቃቸው) ቃላት በኅላዝማ ቴቪ ትምህርት ወቅት ሲያጋጥሙኝ ለማወቅ የምሞክረው ሀ. በአዳዲስ ቃላት ዙሪያ ያሉና የማውቃቸውን ቃላት					

	በመጠቀም ነው	5	4	3	2	1
	ለ. የቃላቱን ፍቺ ወይም አጠቃቀም ከመገዘበ ቃላት በማየት ነው	5	4	3	2	1
	ሐ. የክፍል መምህራን ወይም ጓደኛዬን በመጠየቅ ነው።	5	4	3	2	1
9	በኛላዝማ ቲቪ የሚቀርበውን የቃላት ትምህርት በተገቢው ለመገንዘብ እንድችል፡- ሀ. ከወዲሁ እቅድና ግብ አዘጋጅቼ አጠናለሁ (ምሳሌ ፈተናና ቴስት) ለማለፍ ለ. በትምህርቱም ወቅት ትኩረቴን ወደ ኛላዝማ ቲቪ መምህሩ ብቻ በማድረግ እከታተላለሁ	5 5	4 4	3 3	2 2	1 1
10	በኛላዝማ ቲቪ የምሳሌቸውን ቃላት ለመረዳት/ለመገንዘብ እንድችል ሀ. የማጣቀሻ (reference) መፅሐፍትን አነባለሁ ለ. የእንግሊዝኛ ቲቪ ኘርግራም እንዲሁም የእንግሊዝኛ ፊልሞችን እከታተላለሁ	5 5	4 4	3 3	2 2	1 1
11	የምሳሌቸውን አዳዲስ ቃላት በተመለከተ ሀ. ቃላቱን በትክክል ማወቅ፣ አሰማውቁን አረጋግጣለሁ ለ. በቃላት ትምህርት በኩል ያደረግሁትን መሻሻል ለመለካት መከራ አደርጋለሁ (ምሳሌ፡- ምን ያህል ቃላት አውቅሁ-በዬ ራሴን እጠይቃለሁ)	5 5	4 4	3 3	2 2	1 1
12	በኛላዝማ ቲቪ የቃላት ትምህርትን በተገቢው መከታተል እንድችል፡- ሀ. ትምህርቱ ከመጀመሩ በፊት ራሴን አረጋግቼ (ወይም ዘና ብዬ) ስሜቴን ተቆጣጥሬ (ደስተኛ) በመሆን እቀርባለሁ ለ. ለማንኛውም ጥረቴ መሳካት ራሴን አሞግሳለሁ (አደንቃለሁ)	5 5	4 4	3 3	2 2	1 1
13	አዳዲስ ቃላትን በበለጠ ለማወቅ በማደርገው መከራ በቃላቱ ስጠቀም ብላላት ፍርሃት አይሰማኝም።	5	4	3	2	1
14	የቃላት ችሎታዬን (አውቀቴን) ለማሻሻልና የኛላዝማ ቲቪ ትምህርቱን በተገቢው ለመገንዘብ፡- ሀ. ከጓደኞቼና ከቡድን አባላቱ ጋር በመተባበር እሠራለሁ። ለ. የእንግሊዝኛ ቋንቋና ቃላት ጥሩ ችሎታ ካላቸው ተማሪዎች ጋር ጓደኛ በመሆን አጠናለሁ።	5 5	4 4	3 3	2 2	1 1
15	የኛላዝማ ቲቪ የቋንቋ ትምህርት ከእንግሊዝኛ ቋንቋ ተናጋሪ ህዝቦች ባህልና ልማድ፡ እንዲሁም እነጋገር ጋር ሊያስተዋውቁን እንደሚችል አስባለሁ።	5	4	3	2	1

Lak	Ibsa	Yeroo hunda	Irra dedeebi'uuudhaan	Darbeedar bee	Yerootokk otokko	Inumaa
1	Barumsa Plazmaadhaan naadhiyaatu jechoota haara barachuuf: a. Jechoota akkataa tartiiba qubeetiin tarreesuu dhaanan qu'adha (dead, death, die) b. Jachoota gosa gosaan kaa'udhaan kangosa tokko ta'an ragaan kaa'udhaanan dubbisa	5 5	4 4	3 3	2 2	1 1
2	Jechoota haaraa akkan hin daganne: a. Jechi yeroo plazmaadhaan dhiyaatu fakkii yookaan bakka jiru waliin walqabsiisudhaanan yaadadha. b. Jecha sagaleedhaan yookaankan hinkaan walfakkaatun walitti firoomsuudhaanan fu'achuu yaala (fakk card = ካርድ = kaardii)	5 5	4 4	3 3	2 2	1 1
3	Jecha qabachuudhaaf hiikaa jechaa sochii qaamaa godhuuanan qu'achuu yaala (Blind: akka nama ijja hin qabnee ta'uudhaan)	5	4	3	2	1
4	Jechoota plazmaa tiiviidhaan baradhu keessaa daran nafayada kaniin jedhu barreessudhaanan qaba	5	4	3	2	1
5	Yeroo tokko tokko afaan dhalootatti (Afaan Oromoo) hiikuudhaanan yaadachuu yaala.	5	4	3	2	1
6	Seera Afaani (spelling rule) fayyadamuudhaan gilgaala jechaa nin hojjedha	5	4	3	2	1
7	Jechoota haaraaya beekuu kanan yaalla: a. Qubeewwan jechichaa fi jecha isaa afaniin irra deddeebi' uudhaan qu'achuudhaan b. Qubeewwan jechichlchaa ol'irratti katabuudhaan yaaluu danda'uu fi dhiisuu mirkaneesuudhaan	5 5	4 4	3 3	2 2	1 1
8	Jechoota haaraa yeroo pilaazmaan baradhu na qunnaman beek kuuf itti yaalu: a. Jechootan duraan beeku jecha haaraa cinaa jiraniin fayyadamuudhaan b. Hikke jechichaa kuusaa jechootaa irraa ilaaluudhaan c. Barsiistotan fi hirriyyootan koo gaafachuudhaan	5 5 5	4 4 4	3 3 3	2 2 2	1 1 1
9	Jechoota TV pilaasmaatiin dhihaatan seeraan barachuu danda'uf: a. Durumaan karoora fi galma isaa qopheeseen qu'adha fkn. qormaata, battallee dabruuf b. yeroon barachuu ffi jiru xiyyeefannaa gara TV pilaazmaatti gochuudhaanin hordafa.	5 5	4 4	3 3	2 2	1 1

10	Jechoota pilaazmaa TV irraa baradhu kanan qalbeeffdhu:					
	a. Kitaaba wabii /reference/ dubbisum	5	4	3	2	1
	b. Saganta TV ingliffaa akkasumas filmata Ingliffaan hordofuun	5	4	3	2	1
11	Jechoota haaraa baradhee ilaalchisee:					
	a. jechoota sirritti beeku kiyya fi beeku dhabu kiyya nin mirkanessa	5	4	3	2	1
	b. barnoota jechootaan foyya' insa ani godhe madaalu fi ni yaalaa	5	4	3	2	1
12	Barnoota jechoota pilaazmaa tiiviidhan hordofu akkan danda'u:					
	a. Barnootni jalqabun duratti yaada kiyyaa qabadhee (of gamachisee) tiin dhihadha	5	4	3	2	1
	b. Tattaffiani godhee naaf mijja'eef ofitin boona	5	4	3	2	1
13	Jechoota harraa irra caalaan beekuf tattaufiin godhuf jachoota yeroon fayyadamu yonin dogoogore sodaan nattii hin dhaga'amu	5	4	3	2	1
14	Beekkonisaa jechoota fi afaanii foyyeesuu fi barnoota plaasmaa sirritti qayyebachnuf:					
	a. Hiriyyoota fi garee kiyyaa wajjii walgargarnin nidalagaa	5	4	3	2	1
	b. Beekkuumsin afaan Inglliffan dandeytii kan qaban ijoollee hiriyyoota godhachuun walin niqaba'adhaa.	5	4	3	2	1
15	Barnoonin afaanii kan plaasmaa keenamu addaa fi barmaatilee unmmataa afaanichaa dubbatuu waliin walnabrisee jeetiin yaada.	5	4	3	2	1

## Appendix - B

### Follow- up Interview

1. What techniques /means/ do you employ to guess the meanings of unfamiliar words during your plasma lesson? Tell me at least two or three of them?  
a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_
2. To help you follow the plasma vocabulary lesson better, what should you do when you are out-of-class, that is, when you are at home?  
For example:
  - If it is watching television programs, which ones do you watch?
  - If you watch films, which types of films do you watch?
  - Do you have anything to add?\_\_\_\_\_
3. During the plasma lesson, paying attention to the plasma teacher is useful. Why do you think this is useful? \_\_\_\_\_  
\_\_\_\_\_
4. In what way, does the plasma television English lesson introduces you to the English speaking people? For example, dose it let you watch the way English people live, work, greet each other etc....? \_\_\_\_\_  
\_\_\_\_\_
5. In your view, to help you improve your vocabulary studies, which approaches would be useful? To study/work alone or to study work in groups? Why?  
\_\_\_\_\_  
\_\_\_\_\_
6. How did you find your vocabulary lesson on the plasma TV? (For example, is it easy difficult to follow? what other things do you like to comment on?  
\_\_\_\_\_  
\_\_\_\_\_

## Gaaffii Qomaa Walittifafiinsaa

1. Yeroo barumsa pilaazmaa, jechoota alagaa (haaraa), mallii hiikkaa isaa ittiin tilmaamtu maali? yoo xiqaa hama ykn Sadi naaf ibsi  
a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_
2. Barumsa pilaazmaatiin jechoota barachuu (hordofuu) akka sifayyadu, golaan alatti (manatti fa'a) maal goota?  
Fkf.
  - Sagantaa TV ilaaltuu, kam fa'a?
  - Fiilmii ilaaltuu, kam fa'a?
  - Kan biraa kan itti idaatu qabdaa?\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Yeroo barumsa pilaazmaa, Xiyyeeffannaa barsiisaa pilaazmaatiif kennuun barbaachisaadha? Maaliif fayyada sitti fakkaata?  
\_\_\_\_\_  
\_\_\_\_\_
4. Barumsi Ingiliffaa TV pilaazmaa haala kamiin warra Afaan Ingiliffan haasa'u waliin sismsiisa?  
\_\_\_\_\_  
\_\_\_\_\_
5. Akkaataa ilaalcha (hubannoo) keetiin jechoota haaraa qo'achuu kan sifayyadu kalaawwii kamtu faayidaa qaba?  
\_\_\_\_\_  
\_\_\_\_\_
6. Barumsa sagantaa TV pilaazmaa irratti yaada yookiin ilaalacha qabdu iddoo armaan gadii irratti ibsi. \_\_\_\_\_  
\_\_\_\_\_

## የመከታተያ ቃለ መጠይቅ

1. በኅላዝማ ቴቪ የቃላት ትምህርት ወቅት የሚገጥሟችሁን አዳዲስ ቃላት ፍቺ/ አጠቃቀም ለማወቅ ብትቸገሩ ምን አይነት መፍትሄ/ ዘዴ ትጠቀማላችሁ?

ሀ. \_\_\_\_\_ ለ. \_\_\_\_\_ ሐ. \_\_\_\_\_

2. በኅላዝማ የሚሰጠውን የቃላት ትምህርት በተገቢው ለመከታተል እንዲቻል ከት/ቤት ውጪ (ለምሳሌ:- ቤታችሁ ወዘተ...) ምንአይነት ዘዴዎችን ብትጠቀሙ የሚጠቅማችሁ/ የሚረዳችሁ ይመስላችሁዋል?

- ለምሳሌ: ሀ. ቴቪ ኘሮግራም መከታተል ቢሆን ምን አይነት ኘሮግራም?  
ለ. ፊልሞችን መከታተል ቢሆን ምን አይነት ፊልሞች?  
ሐ. ሌላ ምን ዘዴ ትጠቀማላችሁ?

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3. የኅላዝማ ቴቪ ትምህርት በሚሰጥበት ወቅት አትኩሮታችንን ወደ ኅላዝማ መምህሩ ማድረግ ጥሩ ነው:: ይህ ለምን የሆነ ይመስላችሁዋል? -----

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4. በኅላዝማ የሚሰጠው የእንግሊዘኛ ቋንቋ ትምህርት በምን መልኩ ነው ከቋንቋው ተናጋሪ ህዝቦች ጋር የሚያስተዋውቃችሁ? ለምሳሌ:- ከቋንቋው ተናጋሪ ህዝቦች ባህል? አነጋገር? የትኛው? ወይስ ሌላ ምን የምትገምቱት ይኖራል?-----

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5. የቃላት ትምህርታችሁን በበለጠ ለመማር/ለማወቅ እንዲረዳችሁ ጠቃሚ ነው ብላችሁ የምትገምቱት ዘዴ (ለምሳሌ:- ለብቻ ማጥናት/መስራት ወይስ በቡድን ከጓደኛ ጋር መስራት/ማጥናት? ለምን?) -----

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6. በመጨረሻም በኅላዝማ የቃላት ትምህርት አሰጣጥ ላይ የምትሰጡት አስተያየት ካላችሁ:: ለምሳሌ የገጠማቹ ችግር ካለ ወይም ጥሩ ነው የምትሉት ካለ ብትነግሩኝ ወይም አስተያየት ብትሠጡኝ:: -----

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**Appendix - C**  
**Supplementary Test**

**Direction I: For questions 1, 2 and 3, choose the letter which has the correct answer.**

1. Please look at the following nine words carefully.

puppy	lion	queen
cat	dog	cub
bitch	kitten	lioness

If you want to study the above words, what technique would you use?

- a) Would you study them as they are in the list?
- b) Would you study them by sorting them based on their relationship?
- c) Would you try to study them by arranging them alphabetically?

2. A gain, look at the following five words

sick	tired	angry
deaf	take off	

How would you try to study the meanings of these words?

- a) by putting the words in alphabetical order
  - b) by putting the words under the same heading
  - c) by studying them as they are in the list.
3. To follow the vocabulary lesson on the plasma TV, what should you do before the lesson starts?
- a) relax and control any bad feeling
  - b) try to bring dictionary to use in class
  - c) set goals and objectives to study

**Direction II- Give short written answer for questions 4,5 and 6.**

4. Read the following sentence, and then answer the question.

- The floor is dirty; can you give it a wash with a mop?

In the above sentence, the underlined word "mop" means "broom". Thus, which words have helped you get its meaning?

a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_

5. Again, look at the following sentence

He passed me a knife so that I could "carve" the meat.

- In the above sentence, the word 'carve' means \_\_\_\_\_
- Which words helped you get its meaning

a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_

6. When will you apply language rules or vocabulary rules?

I apply language/vocabulary rules \_\_\_\_\_

## **Appendix-D**

### **Samples of Interview Responses**

#### **1. Guessing**

Students' responses on what techniques they employ to guess the meanings of unfamiliar words during the plasma television lesson.

21 students say they use either bilingual or monolingual dictionary and 16 of them report that they use context. In some other responses they say:

- I read reference, especially English reference books in the library.
- I ask my friends and other people especially those I think know better than me.
- I try to make discussion with friends
- I focus on the plasma vocabulary lesson to take notes

#### **2. Using Resources**

Students' responses on what they do to help them follow the plasma television vocabulary lesson when they are out of school.

11 students report that they watch television programs like Quiz-Contest and English News, while 7 students say they watch English television programs. In other specific responses they say they:

- Watch English television programs and English films
- Listen to English radio programs
- Watch the Amharic television question and answer (quiz content) programs because it helps them do exercises on vocabulary tasks and improves their listening skill.
- Read reference books in addition to watching television Program
- Select and watch television program related with education.

#### **3. Directed Attention**

Students' responses on why paying attention to the Plasma television lesson is important and what their reason for this is.

For instance, 23 students say paying attention is good because the lesson is given only once. 10 students say that focusing attention helps to do vocabulary tasks. Still 8 students say they pay attention because the lesson has no student text. In other specific responses they say they listen carefully because responses look like the following:

- They don't want to lose miss any piece of information on the lesson.
- They can't find the plasma vocabulary lessons in their English textbook, or the plasma lesson doesn't have student text.
- The plasma vocabulary lesson is introduced with the help of games and tasks
- It would be difficult for them to take notes unless they attentively watch the programs

#### **4. Cultural Understanding**

Students' responses on whether or not they think the plasma television lesson introduces them with the culture of native speakers.

3 students agree that it introduces them with native speakers' culture and its pronunciation. Other say the plasma lesson introduced them with:

- Some dialects of English
- How English is taught in other English speaking countries
- Correct pronunciation of English words which their class-teachers never do.

#### **5. Cooperating with Peers**

Students' responses on whether they consider working in groups or individually help them improve their vocabulary studies.

24 students indicate they prefer to work in groups with other students. In other specific responses, they indicate that working in group helps:

- Exchange ideas, words and share skills with each other.
- Cooperate for solving problems and doing vocabulary tasks.
- Assist one another during the vocabulary lesson

## **Appendix-D**

### **Samples of Interview Responses**

#### **1. Guessing**

Students' responses on what techniques they employ to guess the meanings of unfamiliar words during the plasma television lesson.

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- I read reference, especially English reference books in the library.
- I ask my friends and other people especially those I think know better than me.
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#### **2. Using Resources**

Students' responses on what they do to help them follow the plasma television vocabulary lesson when they are out of school.

11 students report that they watch television programs like Quiz-Contest and English News, while 7 students say they watch English television programs. In other specific responses they say they:

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- Read reference books in addition to watching television Program
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#### **3. Directed Attention**

Students' responses on why paying attention to the Plasma television lesson is important and what their reason for this is.