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**A Proposal On:** The Impact of Vocabulary Learning Strategy Training On Students' Vocabulary Learning Performance in Grade 11 English as A Foreign Language Classroom: Mekoy Preparatory Secondary School in Focus

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# Chapter One

## Introduction

### 1.1. Background of the Study

In language teaching and learning, learning vocabulary is a basic issue, since words play an important role in expressing our feelings, emotions, and ideas to others. This means, without vocabulary, no amount of grammatical or other types of linguistic knowledge can be obtained in second language communication. But it was since the era of communicative approach that the major role of vocabulary knowledge in second or foreign language learning has been highly recognized by researchers in the field. The current popular communicative approach in language teaching has emphasized meaningful interactive activities over form. It has also renowned that the vocabulary learning strategies that students use have greater impact on the success of their vocabulary learning (Hatch and Brown, 1995). Vocabulary is central to language and is of great significance to language learners. (Zimmerman, 1997). Words are significant components of a language since they name objects, actions, ideas without which people cannot convey the intended meaning.

The major role of vocabulary knowledge in second or foreign language learning has been recently recognized by researchers in the field. Accordingly, numerous types of strategies, exercises and practice have been introduced into the field to learn vocabulary. It has also been suggested that learning vocabulary should not only consist of learning specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge (Nation, 2001). Although each strategy contributes to success or failure, consistent employment of certain types of strategy forms a means to vocabulary learning that may considerably influence the outcomes of L2 learning. Vocabulary knowledge is an important element in foreign language or second language acquisition.

A student can increase vocabulary knowledge formally in the classroom and informally through communication with others and through out of class activities. The most efficient way to increase learner awareness is to provide strategy training. Strategies-Based Instruction (SBI) is a learner-centered approach to teaching and it may include both implicit and explicit integration of strategies into the course content. In a typical SBI classroom, teachers describe and model strategies, draw facts from students' learning experiences, lead discussions about strategies, encourage students to try to employ a variety of strategies and integrate strategies into class materials (Cohen, 2003).

According to a recent review by Rubin et al. (2007), with regard to the intervention studies relating to language learning strategies; teaching students learning strategies, if effectively done, increases not only their knowledge of strategies but also their motivation and performance. In a large number of studies, instructing students to employ learning strategies have yielded positive outcomes, and training has been found to be successful (Chamot, Barnhardt, El-Dinary & Robbins, 1999; Oxford, 1990; Mizumoto & Takeuchi, 2009).

So as to utilize this idea, devising and using instructional strategies needs to be used in teaching and learning vocabulary (Woodard, 1998). Indeed, neither literature nor language exists without vocabulary (Harmer, 1991). On top of this, vocabulary is a primary concern for language teachers, applied linguists. Therefore, the interest of focusing on this vocabulary learning strategy comes from various reasons. In the first place, to the best of the researcher's knowledge, it is one of the significant areas language learners and teachers face a problem in relation to the practice of vocabulary learning strategies and secondly, as a language learner, vocabulary learning through different strategies is very vital in language learning.

Apparently as the researcher's observation in the classroom, grade 11 students in Mekoy Higher Education Preparatory School have different problems in learning vocabulary. One among the most crucial problems which attracts the researcher is the students do not use vocabulary learning strategies in EFL classes.

In light of this, the purpose of this study is to see the impact of vocabulary learning strategies training on students' vocabulary learning performance. Therefore, the research is expected to show the relation between vocabulary strategies training and the performance of students in the EFL classes during vocabulary lessons.

## **2. Statement of the Problem**

Vocabulary learning and teaching has not been given due consideration for many years. Although it was believed that vocabulary could be taught only in isolated word lists for a long time, nowadays there are lots of ways to learn vocabulary. The most common idea among them is the fundamental importance of vocabulary in communication and in language learning; it is believed that the more words we know, the more fluently we can communicate (Schmitt 2000, Coady & Hucking 2000, and Richards & Renandya 2002). Despite the fact, as Carter (1988) indicated, for many years vocabulary has been the victim of discrimination by researchers who claimed syntax to

be a more significant issue in the language development process. As a result, vocabulary teaching and learning has not received enough attention in English language teaching- learning contexts. However, after many years of being neglect, methodologists and linguists have increasingly been turning their attention to vocabulary and stressing on its importance in language learning.

Moreover, lexical competence is currently acknowledged to be a core component of communicative competence, which provides much of the basis for how well learners speak, listens, read and write (Coady & Huckin, 1997; Richards & Renandya, 2002). The movement toward effective methodologies for learning vocabulary has emerged and researchers and language teachers have also suggested many strategies and techniques (for vocabulary learning), which are dependent on the efforts of each learner (Cohen & Macaro, 2007; Mizumoto & Takeuchi, 2009).

Mastering vocabulary is one of the most challenging tasks that any learner faces while acquiring another language (Nyikos & Fan, 2007) because vocabulary knowledge is a multidimensional and complex construct (Read, 2000), and knowing a word involves numerous types of word knowledge, such as meaning, word form, collocation, and register (Nation, 2001). There has not been one theory to date that can be prescribed for the complexities of the vocabulary acquisition process. Applying vocabulary learning strategies is a way of improving vocabulary knowledge and compared to other skills, they are more often used by second language (L2) learners. According to Schmitt (1997), the higher strategy use may be a result of learners' awareness of the importance of the vocabulary. However, strategy is useful on condition that (a) it relates well to the L2 task, (b) it fits the particular student's learning style preferences, and (c) the student uses the strategy effectively and links it with other strategies (Ehrman, Leaver & Oxford, 2003). However, teaching and learning of vocabulary, for second/foreign language learners is not a simple task. For one thing, as Porte (1988) states, many students lack knowledge or skills on how to learn vocabulary. For another, students are required to learn a huge number of words (Van Parrern, 1989) which are unthinkable to introduce their meanings in class time.

Therefore, in order to, at least, minimize these serious problems, focusing on strategies which could help students to learn vocabularies on their own has an advantage. Among these strategies word part (affixation) strategy is one. It is a way of breaking up a word into understandable parts including root words, suffixes and prefixes. Then, learning vocabulary through affixes enables students to both deepen their present word knowledge and to better understand unknown words encountered in the

future. Armbruster, Lehr, Osborn & Adler (2001) hold that word formation strategy is a means to use word parts to figure out the meanings of words in text. This strategy can be useful to the students' vocabulary development. They also mention that knowing some common affixes (prefixes and suffixes) and root words can increase students' power to learn the meanings of many new words.

The researcher, therefore, believes that this severe limitation of using the language for communication at a desirable level of accuracy and fluency has resulted mainly from lack of effective vocabulary teaching techniques and learning strategies in schools. The objective of teaching and learning a foreign and a second language is to achieve an effective communication in the target language at the end of the day. In order to communicate, therefore, there must be knowledge of sufficient amount of its vocabulary without which communication is almost impossible. Catford (1967), scholar of linguistics and translation, states that communication is a function of three components of a language: grammar, vocabulary and conjunctions. He symbolically explains that grammar is the 'skeleton', vocabulary is the 'flesh' and conjunctions are the 'tendons' that firmly attach the bones to the flesh to have an erect human body. Similarly, for accurate and fluent communication to occur there must be a reasonable degree of mastery of grammar and vocabulary of the language.

However, the comparative necessity of vocabulary for the communicative function of a language is best explained by Wilkins (1972: 111) cited in Carter and McCarthy (1988) as: "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." In this connection, one may not argue against the claim made by Wilkins as long as there is no other way to express one's own thought without words.

The researcher has attempted to assess students' effort in using vocabulary learning strategies in the following local studies. One is a study conducted by Abebe G/Tsadik (1997) on strategies of vocabulary learning employed by first year students at A.A.U. The finding indicates that many different English vocabulary learning strategies were known by the participants but a few of the strategies were explained to be used by them. Jeilan (1999) and Mulugeta (2006) have conducted researches on vocabulary learning strategies. Both have found out that their subjects use guessing strategy to infer the meanings of unfamiliar words. Ermias Legesse (2010) has shown that dictionary use is important for preparatory level students in some way to tackle unfamiliar words in the text. Another local research by Alemu (1994) has been conducted to investigate to what extent the teaching and learning of vocabulary by an awareness- raising approach would be

considered feasible and acceptable. Alemu's (1994) work emphasizes the importance of training learners to exercise guessing of unknown words from context. As far as the present researcher's knowledge goes, none of these works were conducted a study particularly on word parts (affixation).

Even though the practice of vocabulary learning strategy is assumed to be practiced at Mekoy Secondary School, to the best of the researcher's knowledge, there is no systematically collected evidence on Mekoy Secondary School which shows how much the strategies of vocabulary learning is being practically practiced in EFL classes. The researcher believes that, to make the best pedagogic decisions for the students, a systematic study on the impact of vocabulary learning strategies training on students' vocabulary learning performance should be practiced.

It is known that vocabulary learning through different strategies is one of the most important components of any language class. This is because strategies enable learners' to probe and grasp the essential concepts of different vocabularies that they may face. Therefore, this study is believed to add to the already accumulated knowledge in the area of vocabulary learning with prime target to fill the gap.

### **1.3. Objective of the Study**

#### **1.3.1. General Objective**

The general objective of this study is to see the impact of Vocabulary learning strategies training on students' vocabulary leaning performance in EFL classes.

#### **1.3.2. Specific Objectives**

Based upon the main objective, this research is intended to achieve the following specific objectives:

- A. To examine to what extent the learning strategy of using word-formation rules can help students to understand new words.
- B. To find out whether training in the selected vocabulary learning strategies (VLS) would have any effect on the learners' performance of vocabulary learning

#### **1.4. Research Hypothesis**

The study has the following research hypothesis:

1. There is difference between students performance in controlled and experimental groups.
2. There is no difference in VLS used by the learners' of the controlled group in remembering the vocabulary taught before the pre-test and before the post-test?

#### **1.5. Significance of the Study**

The findings of the study are expected to give valuable information for teachers to serve as a feedback which contributes to improve the strategies in learning vocabulary process and to improve the knowledge about vocabulary items. In addition it helps students to apply different VLS so that it will help them in their study of other subjects. It also helps students to raise their awareness's of the existence diversified strategies that they could use to meet their specific needs of learning vocabulary and it familiarizes the strategies to learn the concept and context of words and to create ways in which the learner interacts and actively uses the word meaning.

#### **1.6. Delimitation of the Study**

The study will be delimited on grade 11 students in Mekoy Preparatory and Secondary School in 2008 E.C. This study is focused on the impact of vocabulary learning strategies training on students' vocabulary learning performance.

#### **1.7. Limitation of the Study**

In the process of doing this research, the researcher will face lack of cooperation among the subject of the study and will have resource constraints. In addition to this, conducting a research in a single school will be difficult to generalize to the rest of the schools and students.

## **Chapter Two**

### **2. Review of Related Literature**

The purpose of this chapter is to review some relevant literature on the importance of vocabulary in language learning and teaching, some of the vocabulary learning strategies and challenges in vocabulary learning.

#### **2.1. Concept of Vocabulary**

Graves (as cited in Taylor, 1990) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. Krashen (as cited in Herrel, 2004) extends Graves' definition further by stating that lexicon organizes the mental vocabulary in a speaker's mind. In relation to this, Vocabulary is the glue that holds stories, ideas and content together... making comprehension accessible for students (Rupley, Logan & Nichols, 1998/99). Therefore, vocabulary is central to language and of critical importance to the typical language learner. In other words, vocabulary is the words we must know to communicate effectively both productive and receptive vocabulary.

#### **2.2. Definition of Vocabulary Learning Strategies**

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

Language learning strategies are intentional behavior and thoughts that learners make use of during learning in order to better help them understand, learn or remember new information. These may include focusing on certain aspects of new information, analyzing and organizing information during learning to increase comprehension, evaluating learning when it is completed to see if

further action is needed. They may be applied to simple tasks such as learning a list of new words, or more complex tasks involving language comprehension and production,(Richards, 1992). Stern (1992:261) explains, “The concept of language learning strategy is based on the assumption that learners consciously engage in activities to achieve certain goals that they exercise choice procedure, and that they undertake.”

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

### **2.3. The Importance of Vocabulary and Vocabulary Learning Strategies**

Vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically; and, therefore, something to be taken into consideration both in Second and Foreign Language Teaching. ((McCarthy 1990). Vocabulary is one of the most important components of any language class. The main reason is the fact that it is a medium, which carries meaning; learning to understand and express the meaning is what counts in learning languages. As pointed out by Harmer(1992,p.14), “Words are the building blocks of language and having a good supply of them is very important for students’ right from the beginning of their English learning.”

Harmer (1991, p.153) further states that,“ if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.” Vocabulary conveys meaning which ensures an effective communication. This is to say that words are the basic unit of a language form without which one cannot communicate effectively or express ideas.(Krashen, 1998, p. 33) clearly states:

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

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

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

Learning vocabulary being an important part of learning foreign languages has the goal to help students not only to improve and extend their vocabulary. The wide choice of a word causes the language to be flexible, it assists in avoiding repetition and monotony of speech, and it gives the possibility to express the idea more exactly and understandably.

Therefore, word knowledge is an essential component of communication and it is important for both production and comprehension in a foreign language. To this end, learning vocabulary through different strategies is more than learning new words separately. The students must know how the words work together with other words to perform meaningful communication.

In fact, without vocabulary communication in a second or foreign language is not possible in a meaningful way. McCarthy (1990) stresses that no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way.

In learning vocabulary, it is good to establish a link between the word and the meaning using different strategies depending on the word to be learned. Using

Vocabulary learning strategy is obviously an essential element within a language. In order to equip the learners with vocabulary knowledge, they should be made aware of the importance using vocabulary learning strategies. Therefore, the importance of implementing different strategies in learning vocabulary in the ELS/EFL classroom helps the learners attempt to connect ideas and make associations. Thus, so as to realize this notion, the learner needs to use different and interesting strategies.

#### **2.4. The Importance of Vocabulary Learning in Language Learning**

Learning vocabulary plays an important part in determining the success of learning a foreign language. This is to say that words are the basic unit of a language form without which one cannot communicate effectively or express ideas. Because it is believed that having a large and varied vocabulary is the indicator of communicative competence and it is one of the important aspects of

language learning. Thus, vocabulary is a necessary ingredient for all communication (Wallace, 1982). Words are the currency of communication. A robust vocabulary improves all areas of communication: listening, speaking, reading and writing. This indicates that, vocabulary has a great significance in expressing thoughts and ideas in interaction activities. The well-known British linguist, Wilkins (1976, p.111) says “people could describe few things without grammar, but they could express nothing without vocabulary.” From this linguist’s perspective, learning vocabulary is very important in language learning since it is seen as a key element to achieve a high level of proficiency in the target language.

It has been widely accepted that vocabulary is one of the essential elements for learning foreign languages. It is considered to be a good indicator of general language skill (Morra & Camba, 2009) and also plays an important role in classroom success (McCrostie, 2007). There are a number of researchers who regard learning vocabulary as a key aspect to achieve a high level of proficiency in the target language (Boers & Lindstomberg, 2008).

Even if learners do not have enough knowledge of the language structures, an adequate knowledge of vocabulary helps learners to maintain a certain degree of communication (Wallace, 1982). It is not surprising that learners do not feel interested in learning new items and they cannot retain the words and phrases with these traditional methods. Even though they remember the meaning, it may be difficult to use the vocabulary in an appropriate situation.

McKeon (as cited in Zwiers, 2008) argues that academic vocabulary enables us to communicate our needs, increases our chances that our needs are fulfilled and enables us to understand the needs of others. Vocabulary, which is the basic material of the language, is, of course, of crucial importance in expressing ideas and thoughts when communicating.

The following statement about the relationship between grammar and vocabulary demonstrated by the British linguist Wilkins (1976, p. 111) argues that “without grammar, there are few things we can express; while without vocabulary, there is nothing we can express.” Wilkins verifies the importance of vocabulary in communication.

Generally, learning vocabulary plays a significant role in language acquisition, since vocabulary will help students develop the four language skills speaking, listening, reading and writing. Vocabulary can make the practice of English language structures easier; having a stock of words is useful for describing daily life ideas and feelings that students express in their native language.

## **2.5. The Implication of Learning Vocabulary**

In dealing with teaching vocabulary, one thing that is important to know and understand how students learn and develop vocabulary. Thornbury (2002) declares the implications of learning vocabulary regarding how learners learn and develop vocabulary as follows:

- A. Learners need tasks and strategies to help them organize their mental lexicon by building networks of associations.
- B. Words need to be presented their typical contexts, so that learners get a feel for their meaning, their register, their collocation, and their syntactic environments.
- C. Learner should aim to build a threshold vocabulary as quickly as possible.
- D. Learners need to be involved in the learning of words.
- E. Learners need multiple exposures to words and they need to retrieve words from memory repeatedly.
- F. Memory of new words can be reinforced if they are used to express personally relevant meaning.
- G. Not all the vocabulary that the learners need can be taught: learners will need plentiful exposure to talk and text as well as training for self-directed learning.

## **2.6. Strategies in Vocabulary Learning**

When vocabularies are being learned, learners need to consider how to learn them. There are a variety of learning strategies that learners can use to improve their vocabulary learning. Actually, there is no best strategy as students may have preference to one over another. Some strategies may be good for some students at certain level. The same strategy which works well to some students may not be enjoyed by others. However, students should learn to be an independent learner because they will not be in school forever.

It is important to recognize that students at all levels do not simply see or hear a new word, look it up in the dictionary and then know it. For this reason much has been written about the strategies learners can use to develop their knowledge of vocabulary and guide them how the words work together with other words to perform meaningful communication (Gaims and Redman, 1986; Schmitt and McCarthy, 1997).

Learners should use different strategies in learning English vocabulary to motivate themselves,

enrich their vocabulary and enable them to speak English properly.

Similarly, Graves (2006) clearly explains with respect to effective Vocabulary learning should

(1) provide students with information that contains the context as well as the meaning of the word, (2) Design instruction that engages students and allows sufficient time for word learning, (3) make sure students have multiple exposures to the words with review and practice, and (4) create a dialogue around the words. Thus, in learning vocabulary learners of English mainly focus on knowing the meaning, the form as well as the use of a new word.

In classifying learning strategies, scholars have different ways of classifying language learning strategies (Intaraprasert 2004, p. 10). These classification systems give a crucial contribution to the knowledge of vocabulary strategies. Below is a summary, brief discussion as well as consideration of the classification systems of vocabulary learning strategies which have been identified in different contexts by different scholars, such as Cohen (1987; 1990); Rubin and Thompson (1994); Gu and Johnson (1996); Lawson and Hogben (1996); Schmitt (1997); Decarrico (2001); Nation (2001, 2005); Hedge (2000); Pemberton (2003);

### **2.6.1. Vocabulary Learning Strategy Classification by Cohen (1987; 1990)**

Strategies for dealing with vocabulary items by Cohen (1987, p. 43; 1990, pp. 21-37) were put together and could be grouped under three main categories as follows:

#### **Category 1: Strategies for Remembering Words**

- Using Rote-repetition by repeating the word and its meaning until it seems to have stuck;
- Using Mnemonic Associations:
  1. By linking the word to the sound of a word in the native language to the sound of a word in the language being learned, or to the sound of a word in another language;
  2. By attending to the meaning of a part or several parts of the word;
  3. By noting the structure of part or all of the word;
  4. By placing the word in the topic group to which it belongs;
  5. By visualising the word in isolation or in a written context;
  6. By linking the word to the situation in which it appeared;
  7. By creating a mental image of the word;

8. By associating some physical sensation to the word;
9. By associating the word to a keyword; and
10. By using of mnemonic device in order to create a cognitive link between an unfamiliar foreign language word or its translation by means of a cognitive mediator

**Category 2: Semantic Strategies:**

- Thinking of synonyms so as to build a network of interlinking concepts;
- Clustering words by topic group or type of word; and
- Linking the word to the sentence in which it was found or to another sentence;

**Category 3: Vocabulary Learning and Practising Strategies**

- Word and Structure Analysis (analyse the word according to its roots, affixes, and inflections as a way to understand its meaning);
- The Learning of Cognates (words in two languages which are from the same source);
- Using a Dictionary;
- The Use of Flash Cards;
- Grouping; and Cumulative Vocabulary Study

Strategies for dealing with vocabulary items proposed by Cohen (1987; 1990) have been found to share some common characteristics; therefore, could be put together to create the new three main categories. They include strategies for remembering words, semantic strategies, and vocabulary learning and practising strategies.

**2.6.2. Vocabulary Learning Strategy Classification by Rubin and Thompson (1994)**

Rubin and Thompson (1994, pp. 79-82) introduced three main categories of vocabulary learning strategies with sub-categories for learners to employ as follows:

**Category 1: Direct Approach**

- Put the words and their definitions on individual cards;
- Say the words aloud or write them over and over again as they study;
- Compose sentences with the words they are studying;
- Tape record the words and their definition, if they prefer to learn through the ear; and
- Colour-code words by parts of speech, if they prefer to learn through the eye

### **Category 2: Use Mnemonics**

- Use rhyming;
- Use alliteration;
- Associate words with the physical world;
- Associate words with their functions;
- Use natural word associations, such as opposites;
- Learn classes of words;
- Learn related words;
- Group words by grammatical class; and
- Associate words with context.

### **Category 3: Indirect Approach**

- Read a series of texts on a related topic;
- Guess the meaning of words from context; and  
Break up the word into components

Rubin and Thompson (1994) formulated three main categories of strategies for vocabulary learning that have been reported by language learners to be effective. These include Direct Approach, Use Mnemonics, and Indirect Approach. In Direct Approach, language learners pay attention on learning words in lists or completing various vocabulary exercises. Mnemonics are techniques that make memorisation easier by organising individual items into patterns and linking things together. In Indirect Approach, a lot of vocabulary is learned through reading and listening; therefore it is crucial to focus on strategies for dealing with unfamiliar words indirectly instead of memorising them.

#### **2. 6.3. Vocabulary Learning Strategy Classification by Gu and Johnson (1996)**

Gu and Johnson (1996, p. 51) made use of a questionnaire to investigate Chinese advanced learners' use of English vocabulary learning strategies. What follow is vocabulary learning strategies classified by Gu and Johnson (1996):

- Beliefs about vocabulary learning;
- Metacognitive regulation;
- Guessing strategies;
- Dictionary strategies;
- Note-taking strategies;
- Memory strategies (rehearsal);

- Memory strategies (encoding);
- Activation strategies

Gu and Johnson (1996) developed a substantial list of EFL vocabulary learning strategies reported employing by advanced Chinese learners. The study has profiled the beliefs and strategies of adult Chinese learners for learning EFL vocabulary. A wide variety of English vocabulary learning strategies developed by Gu and Johnson (1996) are grouped into eight categories as shown above.

#### **2.6.4. Vocabulary Learning Strategy Classification by Lawson and Hogben (1996)**

Lawson and Hogben (1996, pp. 118-119) classified vocabulary learning strategies based on the information obtained through the think-aloud procedure and interviews provided by 15 university students learning Italian in Australia. The individual vocabulary learning strategies were classified under four different categories:

##### **Category 1: Repetition**

- Reading of related word;
- Simple rehearsal;
- Writing of word and meaning;
- Cumulative rehearsal;
- Testing

##### **Category 2: Word Feature Analysis**

- Spelling;
- Word classification;
- Suffix

##### **Category 3: Simple Elaboration**

- Sentence translation;
- Simple use of context;
- Appearance similarity;
- Sound link

##### **Category 4: Complex Elaboration**

- Complex use of context;
- Paraphrase;
- Mnemonic

As shown above, the individual vocabulary learning strategies recognised by Lawson

and Hogben (1996) have been classified under four different categories. These include Repetition, Word Feature Analysis, Simple Elaboration, and Complex Elaboration. The first category comprises five strategies, the second three strategies, the third four strategies, and the fourth three strategies for learning vocabulary items.

#### **2.6.5. Vocabulary Learning Strategy Classification by Schmitt (1997)**

*Schmitt (1977, pp. 207-208) has developed a taxonomy of vocabulary learning strategies based on an extensive language learning strategies' taxonomy organised by Oxford's (1990, pp. 17-21), including Memory, Cognitive, Compensation, Metacognitive, Affective, and Social categories. The following is the strategy inventory offered by Schmitt (1997):*

##### **Category 1: Strategies for the discovery of a new word's meaning**

- **Determination Strategies (DET)**

*Analyse part of speech;*

*Analyse affixes and roots;*

*Check for L1 cognate;*

*Analyse any available pictures or gestures;*

*Guess meaning from textual context;*

*Use a dictionary (bilingual or monolingual)*

- **Social Strategies**

*Ask teacher for a synonym, paraphrase, or L1 translation of new word;*

*Ask classmate for meaning*

##### **Category 2: Strategies for consolidating a word once it has been encountered**

- **Social Strategies**

*- Study and practice meaning in a group;*

*- Interact with native speaker*

- **Memory Strategies**

*- Connect word to a previous personal experience;*

*- Associate the word with its coordinates;*

*- Connect the word in its synonyms and antonyms;*

*- Use semantic maps;*

*- Image word form;*

*- Image word's meaning;*

*- Use Keyword Method;*

- *Group words together to study them;*
- *Study the spelling of a word;*
- *Say new word aloud when studying;*
- *Use physical action when learning a word*
- **Cognitive Strategies**
  - *Verbal repetition;*
  - *Written repetition;*
  - *Word lists;*
  - *Put English labels on physical objects;*
  - *Keep a vocabulary notebook*
- **Metacognitive strategies**
  - *Use English-language media (songs, movies, newscasts, etc.);*
  - *Test oneself with word tests;*
  - *Skip or pass new word;*
  - *Continue to study word over time*

*Schmitt (1997) made use of a vocabulary learning strategy questionnaire in his study in order to survey strategy language learners' reported employing, and how useful they rated each strategy. The list of strategies is divided into two major classes: 1) strategies that are useful for the initial discover of a word's meaning, and 2) those useful for consolidating a word once it has been encountered. Based on strategies for discovering meaning, bilingual dictionaries, asking teacher for paraphrase/synonym, and analysing pictures or gestures were the strong preferences. In terms of strategies for consolidating meaning, say new word aloud, written repetition, connect word with synonyms/antonyms, continue overtime, study spelling, take notes in class, and verbal repetition were preferred. The least helpful strategy of discover meaning is to skip or pass new word. The least helpful strategies of consolidate meaning consisted of image word's meaning, use cognates in study, keyword method, and image word form.*

#### **2.6.6. Vocabulary Learning Strategy Classification by Hedge (2000)**

Hedge (2000, pp.117-118) explained that learning new words in order to understand, categorise, and store them in the mental lexicon, language learners need to use a wide range of strategies. She offered two main strategies for learning vocabulary items as follows:

##### **Category 1: Cognitive Strategies**

- Making associations;

- Learning words in groups;
- Exploring range of meaning;
- Using key words. A keyword is a word chosen from the mother tongue which sounds like the new word in ‘ or native language, and where it is possible to make some kind of association between the two words;
- Reading on for evidence in the context of the text;
- Inference strategy

### **Category 2: Metacognitive Strategies**

- Consciously collecting words from authentic contexts;
- Making word cards;
- Categorising words into lists;
- Reactivating vocabulary in internal dialogue;
- Making a word-network of vocabulary associated with a particular item.

Vocabulary learning strategies identified by Hedge (2000) were classified under two main categories, namely, Cognitive and Meta-cognitive strategies. Cognitive strategies concern strategies for using the vocabulary and for understanding how vocabulary works. Meta-cognitive strategies generally involve preparing, planning for learning, selecting, and using learning strategies, monitoring strategy use, orchestrating various kinds of strategies, and evaluating the effectiveness of strategy use and learning.

### **2.6.7 Vocabulary Learning Strategy Classification by Decarrico (2001)**

According to Decarrico (2001), incidental vocabulary learning occurs when the mind is focused elsewhere, such as on understanding a text, or using language for communicative purpose. Incidental learning from exposure to texts will be greatly facilitated if learners use vocabulary learning strategies. As can be seen below are four vocabularies learning strategies proposed in a list by Decarrico (2001):

**Category 1: Guessing Meaning from Context;**

**Category 2: A Mnemonic Device or the Keyword Method;**

**Category 3: Vocabulary Notebooks;**

**Category 4: Other Learner Strategies:**

- Check for an L1 cognate;
- Study and practice in peer groups;
- Connect a word to personal experience or previous learning;

- Say a new word aloud when studying;
- Use verbal and written repetition;
- Engage in extended rehearsal (review new material soon after initial learning and then at gradually increasing intervals)

Vocabulary learning strategies suggested by Decarrico (2001) is shown in four main groups, including guessing meaning from context, a mnemonic device or the keyword method, vocabulary notebooks, and strategies involving checking for an L1 cognate; studying and practising in peer groups; using verbal and written repetition; and engaging in extended rehearsal. She mentioned that language learners have not been taught the majority of words. Therefore, vocabulary learning is more likely to be mainly implicit (incidental). She further suggested that strategies should aid both in discovering the meaning of new word and in consolidating a word once it has been encountered. Thus, language learners should approach independent learning of vocabulary by using a combination of extensive reading and self-study strategies.

#### **2.6.8. Vocabulary Learning Strategy Classification by Nation (2001; 2005)**

A taxonomy of kinds of vocabulary learning strategies offered by Nation (2001, pp. 217-222; 2005, pp. 589-593) was put together and, then reclassified under three general classes of strategies as follows:

##### **Category 1: Planning:** (Choosing what to focus on and when to focus on it)

- Choosing words;
- Choosing the aspects of word knowledge;
- Choosing strategies; and
- Planning repetition

##### **Category 2: Sources:** (Finding information about words)

- Analysing the word;
- Using word parts;
- Learning from word cards;
- Using context;
- Using a dictionary;
- Consulting a reference source in L1 and L2; and
- Using parallels in L1 and L2

##### **Category 3: Processes:** (Establishing knowledge)

- Noticing;

- Retrieving; and
- Generating

Nation (2001; 2005) provided taxonomy of vocabulary learning strategies, which can be grouped under the three main categories comprise planning, finding information, and establishing knowledge. The Planning category is divided into four sub-categories. The Sources category was combined to create seven sub-categories, and the Processes category consists of three sub-categories. From the features of all three main categories of vocabulary learning strategies, they could be assumed that vocabulary learning strategies proposed by Nation (2001; 2005) involve both cognitive and metacognitive strategies since both include a wide range of strategies of different complexity.

### **2.6. 9. Vocabulary Learning Strategy Classification by Pemberton (2003)**

In order to remember vocabulary, a variety of different strategies are essential. Pemberton offered two main categories of remembering vocabulary as follows:

#### **Category 1: Strategies for Learning Vocabulary:**

##### **1. Memorisation:**

- Say or write the words one is learning
- Record the words/phrases one is learning on tape, MD or as audio files, and play them to himself/herself whenever he/she has some spare time
- Ask a native or fluent speaker to record target words for one to practise listening
- Play audiotapes or videotapes repeatedly (e.g. songs or parts of a movie)
- Write the words one is learning on pieces of paper/stick-it notes and put them round one's room/home.
- Put the words into sentences
- Connect the new words to words belonging to the same topic or situation that he/she already knows (e.g. in tables, diagrams, or pictures)
- Use the Keyword Method by associating the target word in the foreign language with a word that sounds similar in his/her own language
- Combine the target word with similar-sounding English words to form picture – e.g. 'mourning (= 'being sad because of s someone's death') + 'morning' .... Picture: being sad about someone who died in the morning'

- Use one's knowledge of the parts or roots of words to remember the meaning

## **2. Using Words:**

- Create sentences of one's own for the words he/she is learning, relating them to his/her own situation
- Write a story that includes all the words one has learned
- Write about the topic using the vocabulary learned, or have a discussion or conversation with a partner, trying to use the words appropriately

## **3. Recycling Words one has learned:**

- Follow a news story that is printed or broadcast every day for several weeks
- Focus on one type of news story that occurs almost every day
- Watch movies or read books or magazines on particular topics
- Read books at particular vocabulary levels
- Read several books written by the same author (e.g. Jane Austen)
- Read several books featuring the same characters (e.g. Sherlock Holmes)

## **Category 2: Strategies for Reducing the 'Forgetting Problem':**

- Learn words repeatedly, with increasing intervals between learning sessions
- Have the words one wants to learn with him/her whenever he/she goes, so that he/she can use any 'dead' time. Word cards or vocabulary notebooks are useful
- Set aside a regular time for vocabulary learning or memorising (e.g. just before going to bed, or travelling to and from university)
- Spend more time on the words that one finds difficult

Pemberton (2003) indicated that one of the biggest problems with vocabulary learning is that what is 'learned' today is often forgotten tomorrow, and most of the language learners seem to have all experienced this problem. He proposed a variety of strategies for vocabulary learning. There were two main categories in his vocabulary learning strategy classification, including strategies for learning vocabulary items, and strategies for reducing the 'forgetting problem. Vocabulary learning strategies classified by Pemberton (2003) seem to be the ways for some solutions to remember words for a long period of time, to learn them so well that they become 'known', and fixed in the learner's memory. Moreover, these strategies seem to promote language learners to individual exertion in their independent vocabulary learning.

Based on the above information about vocabulary learning strategies the researcher decides to study on **affixation**.

## ***2.7. Affixation***

Most of the English content words can change their form by adding affixes, i.e. prefixes, suffixes and roots, which constitute word parts (Nation, p. 263). The study of word families in a corpus shows that “word parts are a very common and important aspect of English vocabulary” (Nation, p. 266), but whether language users see words as consisting of parts or as unanalyzed wholes is still a matter for discussion.

Aitchison (2003) claims that in the mental lexicon, derivational affixes are attached to the roots from the beginning but inflectional suffixes are added later (p. 136). However, there is evidence that many “lower frequency, regularly formed, semantically transparent suffixed words” and some other complex words are rebuilt each time they are used (Nation, p. 269). In addition, language users can split up or disassemble words by using a back-up store (words analysed according to their morphemes) and then use a lexical tool-kit (word formation rules) to create new words (Aitchison, pp. 135-136). The ability to split up words, as Aitchison claims, can enable learners to comprehend the new words and to facilitate memory by linking up words containing similar morphemes as well (p. 186). Word part strategy can thus help learners in learning new words by disassembling words into morphemes and then relating them to known words or affixes.

According to Nation, word part strategy consists of two steps:

1. Break the unknown word into parts. This step requires learners to be able to recognise prefixes and suffixes when they occur in words.
2. Relate the meaning of the word parts to the meaning of the word. This step requires the learners to know the meanings of the common word parts. This step also requires the learners to be able to re-express the dictionary definition of a word to include the meaning of its prefix, and if possible its stem and suffix. (p ,278)

The first step requires the basic knowledge of using word part strategy, which is the ability to split up new words. For example, the word *unbelievable* consists of three parts, i.e. *un-*, *believe*, and *-able*. Before using the strategy, learners must recognize the word parts. The second step involves the advanced knowledge of using the strategy, because learners not only need to

know the meanings of each part, but must also have the ability to re-express the meaning of the new word by using affix knowledge and then connect the meaning of the word parts with the dictionary meaning of the whole word to facilitate understanding.

As mentioned earlier, affixes that are not regular can be confusing and cause problems. Laufer (1997) uses the term “deceptive transparency” to describe words that “look as if they are combined of meaningful morphemes” (p. 146). He exemplifies his statement by giving the words *outline*, *discourse* and *falsities*; students in the experiments interpreted “*outline* as *out of line*; *discourse* as *without direction* and *facilities* as *falling cities*” (p. 146). Therefore, morphemes which are not regular and cannot create meanings will cause difficulty in vocabulary learning (Laufer, p. 146). However, if derivational affixes are transparent and behave as expected, then the learners’ ability to break a word into parts, as Laufer claims, can facilitate “the recognition of a new word and its subsequent production” (p. 146). Schmitt (2000) suggests that Bauer and Nation’s (1993) affix list “can be used as a helpful (but not infallible) guide as to which affixes should be easier and which more difficult to learn” and the most regular affixes should be taught at first (pp. 64-65). Except for the frequently used suffixes *re-* and *de-*, most affixes examined in the study are thus all regular affixes, i.e. *-ation*, *-ize*, *-ous*, *-ance*, *-ant*, *in-*, *anti-*, and *sub-*

.Mastering word part strategy has several advantages. It can, for example, help students learn unfamiliar words by connecting these words to known roots or to known affixes as Nation (2001, p. 264) points out. Schmitt and Zimmerman (2002) also claim that “a known word stem in an unknown derivative can facilitate the recognition of that derivative; for example, knowing *reflect* may well aid recognition of the unknown *reflection*” (p. 148). In addition, the knowledge of affixes and roots can be used as “a way to of checking whether an unfamiliar word has been successfully guessed from context” (Nation, 2001, p. 264). However, the focus in this study is on whether affix knowledge can facilitate learning unfamiliar words and not on word part strategy as a tool to verify guesses made from context.

According to Nation, word part strategy is useful for both high and low frequency words and it takes time to learn the meaning of affixes and learn how to re-express meanings (p. 280). In addition, learners should know several things to make use of affixation (p. 272). Nation divides the use of affixes into two categories, one is receptive use, and the other is productive use (pp. 272-274). For receptive use, learners need to recognize the affixes (word parts) of a word,

and need to know the meaning of each part as well. Moreover, learners need to see the connection between the meanings of word parts and the meaning of the completely new word.

As for productive use, learners need to be aware of the changes of the roots or affixes when they are combined to form new words. The changes of the roots or affixes can be pronunciation changes as in *quantity-quantify*, or they can be changes of written forms as in *aggravate-aggravation*. In addition, learners need to know which classes of stems can take certain affixes, for example, *-ful* cannot be added to adjectives. In order to check whether students have mastered word building knowledge, Nation suggests several types of tests to measure students' word parts knowledge (pp. 275-278). In this study, only the first two aspects of word parts word building knowledge will be tested, because only these two aspects of knowledge will be given as a short training on affix knowledge.

## **Chapter Three**

### **3. Research Design and Methodology**

As the aim of this study is to see the impact of Vocabulary learning strategies training on students' vocabulary leaning in EFL classes in Mekoy Higher Education Preparatory Secondary School, experimental type of research will be employed to investigate the impact of Vocabulary learning strategies training on students' vocabulary leaning practically strategies they use in the classroom. The design of the research, source of data, sample of the population and sampling techniques, instruments and procedures of data collection, and method of data analysis are stated hereunder.

#### **3.1. Research Design**

In this research, an experimental type of research design which involves both qualitative and quantitative techniques will be employed. These techniques are chosen because they can provide information concerning the status of the current practices of vocabulary learning strategies in learning English as a Foreign Language (EFL) in the high school.

Therefore, both qualitative and quantitative techniques help the researcher to draw valid conclusions for advance planning of the methods to be adopted for collecting the relevant data and both techniques will be used during analysis.

#### **3.2. Sources of Data and Population of the Study**

The sources of data were English language students at Mekoy Higher Education Preparatory Secondary School. According to the information from the school, in the 2008 academic year, there are 148 grade eleven students. These are taken as the population of the study. The populations of the study are therefore, 148 students.

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

The target populations of the study are grade eleven students at Mekoy Higher Education Preparatory Secondary School in Antsokia Gemza Woreda. In line with this, 148 students are taken as a population for the study. So, the total population size is 148. But, the researcher will take 30% of the students i.e. 44. Therefore, section 11<sup>th</sup> A will take 15, section B will take 15 and section C will take 14 of the students.

The respondents 15, 15 and 14 are randomly selected from each section of the total population of

grade 11 A, B and C students respectively using the lottery method for pre- test and post-tests to be given for the research purpose because it gives each element in the population an equal probability of getting into the sample; and all choices are independent of one another. And it gives each possible sample combination an equal probability. So these 44 students will be divided in to two as the experimental and control group.

### **3.2.2. Study Population**

The researcher decided to choose grade eleven students for two reasons. The first reason is that the researcher believed that respondents at this grade level have a unique experience with regard to the English language at Mekoy Secondary School, because grade eleven students have much more experience in using the language in learning English language and other subjects. The second reason is that the researcher didn't come across a study conducted on the impact of vocabulary learning strategies training at the selected school.

### **3.3. Research Instruments and Procedures of Data Collections**

#### **3.3.1. Test**

There will be pre test and post test that will be given for both controlled and experimental group. The questions will be 20. There also will be a post test which contains the same number of question which is going to be given for both groups. This will help the researcher to find the difference between students who are trained on vocabulary learning strategies and who did not take the training.

#### **3.3.2. Observation**

There will be a structured observation using checklists to observe the teaching and learning process of vocabulary before and after the experiment.

### **3.4. Methods of Data Analysis**

The data which will be gathered from students through classroom observations and tests will be analyzed, interpreted and discussed accordingly.

Quantitative data which is going to be collected from the respondents will be analyzed by using standard deviation, mean, percentage and frequency. Correlation coefficient will be used to see the relation between the training and students performance. Finally, the qualitative data will be

analyzed thematically. Based on the results, conclusion and recommendations will be given.

## Chapter Four

This chapter deals with the budget the study needs and time allocation or plan for conducting the research.

### 4.1. Work Plan /Time line/

	<b>Task</b>	<b>Time and Duration</b>
1	Preparing proposal	December
2	Submitting the proposal	January
3	Taking comments and correction on the proposal from advisor	February
4	Re- writing the proposal and preparing questionnaires	March
5	Distributing questionnaires	April
6	Conducting observation	April
7	Giving pretests	April
8	Giving trainings on VLS for students	April
9	Giving post tests	April
10	Collecting questionnaires	April
11	Data analysis and interpretation	April
12	Drawing conclusion	May
13	Writing research draft	May
14	Submitting to advisor	May
15	Taking comments and writing the final report	May

## 4.2. Budget

### 4.2.1. Cost Breakdown

No	Items	Single Price in birr	Quantity	Total price		Remar k
				in birr	cent	
1	Stationary duplicating paper	120.00	3	360	00	
2	CD	8.00	3	24	00	
3	Flash	160.00	1	160	00	
4	Pen	5.00	24	120	00	
5	Pencil	1.50	4	6	00	
6	Typing	60 pages	5	300	00	
7	Printing photo copying			2000	00	
8	Binding			150	00	
9	Transportation			2540	00	
10	Per dime	10	222	2220	00	
11	Note book	1	120	120	00	
	Total			8000	00	

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