

JIMMA UNIVERSITY
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
MA IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
POSTGRADUATE PROGRAM

AN INVESTIGATION OF EFL TEACHERS' AWARENESS AND PRACTICES OF
VOCABULARY TEACHING STRATEGIES IN EFL CLASSES: THE CASE OF GRADE
TEN EFL TEACHERS AT THREE SELECTED SECONDARY SCHOOLS OF DEDO
DISTRICT

BY:
DESALEGN REGASA

A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH LANGUAGE AND
LITERATURE

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR MASTER OF ART
DEGREE IN TEFL

PRINCIPAL ADVISOR: ABERASH TIBEBU (PhD)

CO- ADVISOR: MEHERETU ADNEW (PhD)

AUGUST, 2024
JIMMA, ETHIOPIA

An investigation of EFL Teachers' Awareness and Practices of Vocabulary
Teaching Strategies in EFL Classes: The Case of Grade Ten EFL Teachers at three
Selected Secondary Schools of Dedo District in Focus

By:
Desalegn Regasa

A Thesis Submitted to the Department of English language and Literature
in Partial Fulfillment of the Requirements for Master of Art Degree in TEFL

Department of English Language and Literature
College of Social Sciences and Humanities
Jimma University

Advisors

Principal Advisor: Aberash Tibebu (PhD)

Co- Advisor: Meheretu Adnew (PhD)

AUGUST, 2024
JIMMA, ETHIOPIA

Jimma University
Department of English Language and Literature
College of Social Sciences and Humanities

DECLARATION, CONFIRMATION, APPROVAL AND EVALUATION

Research Title: *An investigation of EFL Teachers' Awareness and Practices of Vocabulary Teaching Strategies in EFL Classes: The Case of Grade Ten EFL Teachers at three Selected Secondary Schools of Dedo District in Focus*

DECLARATION

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledgement.

_____	_____	_____
Candidate's name	Signature	Date

Confirmation and Approval

This thesis is submitted for examination with our approval as a thesis advisor.

_____	_____	_____
Principal Advisor	Signature	Date

_____	_____	_____
Co-Advisor	Signature	Date

Examiners:

_____	_____	_____
External Examiner	Signature	Date

_____	_____	_____
Internal Examiner	Signature	Date

_____	_____	_____
Moderator	Signature	Date

_____	_____	_____
Chairperson	Signature	Date

Abstract

The study was carried out with the investigation of EFL teachers' awareness and practices of vocabulary teaching strategies at Dedo Secondary School, Warokolobo Secondary School, and Methoso Secondary School.in grade 10 in EFL class. To attain this objective, mixed (qualitative and quantitative) research method was employed .To gather necessary data,30 EFL teachers ,who have been teaching in grade 10 , were selected as participants. To select data, purposive sampling was used. The data were collected through interviews, questionnaires, and classroom observation. Then, the data gathered through these tools were organized and analyzed using both qualitative and quantitative methods. In order to create a holistic picture of these qualitative and quantitative data, thus the researcher integrated and carefully discussed them all around subsequent thematic topics of study in relation to the research questions. The study identified that the EFL teachers relayed on limited strategies of vocabulary teaching for the actual class room practice. As a result, vocabulary teaching strategies were found to be less practiced by EFL teachers Therefore, based on the results and discussions of the findings of the study, it is possible to conclude that EFL teachers of the selected secondary schools did not properly practice different vocabulary teaching strategies in EFL class.to enable students communicate effectively.

Acknowledgements

Above all, I praise my Almighty God on his throne for his indescribable help from my birth until today .Next, I would like to express my deepest thanks to my principal advisor, Dr. Aberash Tibebu & to my co- advisor Dr Meheretu Adnew for their professional guidance, tolerance and constructive comments starting from the beginning of my proposal to the end the of the study. Then, my love and deepest gratitude go to my wife, Mrs. Simegn Tesfaye for her help from the beginning to the end of my study. Finally, I would like to say thanks to EFL teachers at Dedo Secondary School, Warokolobo Secondary School and Methoso Secondary school directors and EFL teachers for their genuine answers for my research questions, for classroom observations and interview I made for my study.

Table of Contents

Content	Page
DECLARATION	I
Abstract	II
Acknowledgements.....	III
LIST OF TALES.....	VIII
List of abbreviations	IX
CHAPTER ONE	1
INTRODUCTION	1
1.1.BACKGROUND OF THE STUDY	1
1.2.Statement of the problem	2
1.3.Objectives of the Study	5
1.3.1.Main Objective	5
1.3.2.Specific objectives	5
1.4.Research questions	5
1.5.Scope of the Study.....	6
1.6.Significance of the Study	6
1.7.Limitations of the study.....	6
1.8.Definitions of key terms.....	7
CHAPTER TWO	8
REVIEW OF RELATED LITERATURE	8
2.1.Basic Concept of Vocabulary.....	8
2.2.Theoretical Frame Work	8
2.3.Teaching Vocabulary	9

2.4.The Importance of Vocabulary and Vocabulary Teaching Strategies	9
2.5.The Current Status of Vocabulary Teaching.....	10
2.6.The Importance of Vocabulary Teaching in Language Learning	11
2.7.Teacher’s Role in Implementing Vocabulary Teaching Strategies.....	13
2.7.1.EFL Teacher’s Awareness in Vocabulary Teaching Strategies	14
2.8.Strategies in Vocabulary Teaching	14
2.8.1.Cooperative Strategy	15
2.8.2.The Vocabulary Self–Collection Strategy.....	18
2.8.2.1.Implementing the Vocabulary Self-Collection Strategy.....	19
2.8.3. Task-Based Instruction Strategy.....	21
2.8.4.Context Strategy	23
2.8.5. Collocation.....	25
CHAPTER THREE	27
RESEARCH DESIGN AND METHODOLOGY	27
Introduction	27
3.1.Design of the Study	27
3.2.Research Method.....	27
3.3.Research Setting and Population.....	27
3.4.Sampling Techniques and Sample Size	28
3.5.Data Collection Instruments.....	28
3.5.1.Questionnaire.....	29
3.5.2.Semi-Structured Interview.....	29

3.5.2.Semi-Structured Interview.....	30
3.5.3.Classroom Observation.....	30
3.6.Ethical Issues.....	30
3.7.Data Collection Procedure	31
3.7.2.Reliability and Validity of Instruments	31
3.8.Methods of data analysis	32
CHAPTER FOUR.....	34
DATA ANALYSIS AND INTERPRETATION	34
Introduction	34
4.1.Analysis of Data Obtained from Questionnaire for EFL teachers related to the extent of EFL teachers’ practice of vocabulary teaching strategies.	34
4.1.1.Teachers’ Responses towards their personal Information.....	34
4.2.Analysis of Data Obtained through interview related to the extent of EFL teachers’ practice of vocabulary teaching strategies.	38
4.3.Analysis of Data Obtained through interview related to the extent of EFL teachers’ awareness of vocabulary teaching strategies.....	39
4.4.Analysis of Data Obtained through class room observation related to the extent of EFL teachers’ practice of vocabulary teaching strategies.	40
CHAPTER FIVE	44
SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	44
Introduction	44
5.1.SUMMARY	44
5.2.DISCUSSION	44
5.3.CONCLUSIONS.....	45
5.4.RECOMMENDATIONS	46

REFERENCES	47
Appendix A: Teachers' Questionnaires	50
Appendix B: Teachers' Interview	52
Appendix C	53

LIST OF TABLES

Table 1: Analysis of data related to the extent of EFL teachers' awareness of vocabulary teaching strategies.	35
Table 2: Analysis of data related to the extent of EFL teachers' practice of vocabulary teaching strategies.	36
Table 3: Analysis of the data related to EFL teachers' Awareness and practice of vocabulary teaching strategies.	41

List of abbreviations

EFL = English as a Foreign Language

TEFL = Teaching English as a Foreign Language

NB = Note

L1 = First language (mother tongue)

L2 = Second Language

T = Teacher

VSS = Vocabulary Self Selection

F = frequency

% = present

CL = Collaborative learning

= Observed and

0 = Not observed

CHAPTER ONE

INTRODUCTION

1.1.BACKGROUND OF THE STUDY

Vocabularies can be seen as bricks in building while the building is the language .It means that by having a good amount of vocabulary, we can use the language well .No one can learn a language without learning its vocabulary. Campilo (2007) points out that vocabulary is obviously a very important element with in a language as the over whelming majority of meaning is carried lexically. Vocabulary knowledge is not something that can be fully mastered in one day; it is something that expands and deepens over the course of a life time. Every day human being has opportunity to coin and acquire new words. Even, in our native language we are continually learning new words, and learning new meaning for old ones. Uberman (1998) also found that vocabulary acquisition is progressively considered as a vital to language acquisition .Therefore; it is a significant issue in language teaching since words play an important role in expressing our feelings, emotions, and ideas to others during communication. This means, that without the mediation of vocabulary, no amount of grammatical or other types of linguistic knowledge can be employed in second-language communication or discourse.

Hence, many types of strategies exercises and practice have been introduced into the field to teaching vocabulary. It is recommended that when we teach vocabulary our purpose should be preparing students to enlarge their vocabulary knowledge using necessary strategies and teaching specific words of the day (Nation, 2001).

In addition, Woodard (1998) stated that teaching vocabulary is a significant factor in language teaching, since words play an important role in expressing our feelings, emotions, and ideas to others during communication. In other words, unless there are sufficient words in mind, one cannot express his internal thinking to others and we can say that, in the absence of vocabulary, communication will not occur. So teaching vocabulary is a very important aspect of language teaching. In short, “neither literature nor language exists without vocabulary (Harmer, 1991).” In other words, teaching vocabulary is a crucial aspect of learning a language as languages are based on words. It is almost impossible to learn a language without words, even communication between human beings is based on words.

Accordingly, “the awareness of teachers on vocabulary teaching strategies directly affects EFL teachers practice in teaching and learning of vocabulary. Because, without having sufficient awareness of the principles and purposes of teaching strategies, it is difficult to effectively practice it in classroom Nation (2001).” The teacher who owns best practices in vocabulary teaching uses different kinds of vocabulary teaching strategies accordingly and maintains students' attention by motivating or creating conducive environment. From the experience of the researcher, when the teaching and learning process takes place, problems would appear to the teachers. They have problems with how to teach students to gain satisfying results. The teacher should be concerned that teaching vocabulary is something new and different from students' native language; the teacher should prepare and find appropriate strategies for teaching vocabulary lessons. The students vocabulary knowledge is strongly linked to their academic success because students who have sufficient knowledge of vocabulary can understand new ideas and concepts more quickly than students with students with limited knowledge of vocabulary .Therefore, teachers vocabulary teaching strategy awareness and practice has its own significant role in students vocabulary learning achievement. The teacher who owned best practice in vocabulary teaching, use different kinds of vocabulary teaching strategies accordingly and maintain students attention by motivating or creating conducive classroom .As the general aim of any foreign language teaching and learning is to develop competence of a foreign language learners' to make competent in establishing successful communication In light of this, the purpose of this research was to investigated awareness and practice of vocabulary teaching strategies in EFL classes during vocabulary instruction at Dedo secondary school, Warokolobo secondary school and methoso secondary school and possibly Attempted to assess the type of vocabulary teaching strategies frequently practiced.

1.2.Statement of the problem

Insufficient vocabulary proficiency among students can impede their ability to effectively express themselves verbally, compose written pieces, or even comprehend written texts (Karya et al., 2022; Nurdiana et al., 2023). One factor that makes it difficult for students to communicate in English is their laziness in acquiring and enriching their vocabulary. The biggest difficulty in acquiring a language was a lack of vocabulary knowledge. It indicates that it will be a big issue if someone does not have a large vocabulary. That means, communication will be cut short if learners lack the necessary words to express him or herself .Carter (1998) sees vocabulary as “

the fundamental thread of which interactions is woven and by which communication realized “Moreover, learners and teachers consider vocabulary as being a very important and necessary tool in language learning because they all agree that communication does not occur without having enough vocabulary .Thus, the learners should have the necessary vocabulary knowledge in the target language .The method and approaches that the teacher employs in the class room might affect learners vocabulary learning both positively and negatively .

As a result, vocabulary teaching and learning have not received enough attention in English language teaching contexts. Because of the effect of structuralism and Chomsky’s School of Linguistics, which did not regard vocabulary as an area to focus on, the issue of vocabulary remained ignored (Carter & McCarthy1988). However, after many decades of being neglected, methodologists and linguists have increasingly been turning their attention to vocabulary and stressing its importance in language teaching and re-assessing some of the ways and strategies in which it is taught (Read, 2000; Decaricco, 2001; Barcroft, 2004).

Much has been said about the discrimination of vocabulary teaching in EFL classes. There are several types of research conducted in the areas of listening, speaking, reading, writing, and vocabulary teaching, each without considering their interdependent effect on teaching language. Based on this, there are some foreign and local researchers. For example, the foreign researcher, Folse (2004) conducted research on myths about teaching and learning second language vocabulary. His findings showed that negative myths such as vocabulary are not as important in learning a foreign language as grammar or other areas, and the best vocabulary learners make use of only one or two effective specific vocabulary learning strategies affects vocabulary teaching and the learning process in the EFL classroom. In addition to this, Zadeh(2012) conducted a study on function-based versus Meaning-Based beliefs in teaching vocabulary to Iranian EFL learners. The findings indicated that the learners who were taught by teachers who placed more emphasis on function-based beliefs were more successful in learning lexicon than those who were taught by teachers focusing more on meaning-based beliefs.

Also there are some local studies conducted on vocabulary teaching strategies in the Ethiopian context. Like, Gashaw (2008) conducted research on the Effectiveness of Teaching-Learning Vocabulary in Three Second Cycle Elementary Schools in Addis Ababa. The researcher identified that teachers unlike students believed that vocabulary is not such a prominent aspect of

language learning to be given more considerable emphasis during teaching English compared to other aspects and they used limited vocabulary teaching strategies. Although students were relatively interested in learning vocabulary, they were less effective in their efforts to use a variety of vocabulary learning strategies.

Also, Edget (2012) conducted a study on the assessment of vocabulary teaching techniques used by English language teachers to enhance students' vocabulary knowledge at Arbaminch Secondary School, and his findings showed that teachers used very few techniques repeatedly. This repetition of techniques minimized students' motivation to learn vocabulary.

Likewise, Miressa (2014) researched an assessment of the practice of vocabulary teaching strategies in EFL classes in grade 10 at Kellem Secondary School. The findings of his study revealed that the teacher participants were not capable enough of the knowledge and the theoretical orientations of vocabulary teaching strategies. Also, it was found that the teachers lacked practical skills in the implementation of different types of vocabulary teaching strategies in EFL classes according to their suitability.

Concerning the effectiveness of the vocabulary teaching and learning techniques used in secondary schools, Alemu (1994: 46) found out that the most frequently used vocabulary teaching strategies in high schools were techniques that often test learners' achievements in vocabulary learning rather than techniques that enable learners to use every opportunity of vocabulary expansion. Minwuyelet(2019), conducted a study entitled “ An Investigation into EFL Teachers' Awareness and Practices of Vocabulary Teaching Strategies in EFL Class Rooms: In Selected Schools of North Western Ethiopia”, and the findings indicated that grade 9 EFL teachers' understanding of the principles and purposes of vocabulary teaching strategies were insufficient. Based on the findings, it was concluded that the EFL teachers did not properly practice various strategies in their schools. Furthermore, the practices of vocabulary teaching strategies were not given sufficient attention at the schools of the study.

The difference between the present study and the above mentioned studies was in terms of the educational level of the schools, the research setting, and the research designs the researchers followed. Such local studies focused on the effectiveness of teaching and learning vocabulary, English language teachers' role in vocabulary teaching awareness

Although; the present study focused on EFL teachers' awareness and practice of vocabulary teaching strategies and to address secondary schools by using a descriptive study design. In addition to the stated research gap, the researcher's experience of teaching students at one of the selected secondary schools(dedo secondary school) showed a problem of the students' insufficiencies of vocabulary proficiency ,the researcher initiated to conduct a research at dedo district secondary schools on investigating EFL teachers' awareness and practices of vocabulary teaching strategies in EFL classes. To this effect, the study attempted to achieve the following general and specific objectives.

1.3.Objectives of the Study

1.3.1. Main Objective

The general objective of this study was to investigate EFL teachers' awareness and practice of vocabulary teaching strategies in grade ten at three selected secondary schools in the Dedo district, Jimma zone, Ethiopia.

1.3.2. Specific objectives

To attain the general objective of the study, the following specific objectives were used as the focus of the study:

- a) to examine EFL teachers' awareness of vocabulary teaching strategies.
- b) to find out how vocabulary teaching strategies are practiced by EFL teachers.
- c) to identify the vocabulary teaching strategies EFL teachers frequently use

1.4.Research questions

Research questions provide a framework for conducting the study, helping the researcher to organize the research and giving it relevance, direction, and coherence, thereby helping to keep the researcher focused during the course of the investigation (Nancy, 2006). Thus, the researcher tried to address or (answer) the following questions:

- a) What is the extent of EFL teachers' awareness of vocabulary teaching strategies?
- b) How do EFL teachers practice vocabulary teaching strategies in their actual class?
- c) What vocabulary teaching strategies do EFL teachers frequently implement in EFL classes?

1.5.Scope of the Study

The study is delimited to the number of participants that were involved in this study. The participants for the study were EFL teachers who were teaching grade ten at Dedo Secondary School, Warokolobo Secondary School, and Methoso Secondary School in the Dedo district. The samples were limited to grade 10 EFL teachers as target samples of the study. This was not enough to generalize the findings to other secondary schools in the Jimma zone. It would have been more effective if a sufficient number of participants had participated in the study. The study was also narrowed to investigate EFL teachers' awareness and practice of vocabulary teaching strategies. However, it didn't investigate further other students' vocabulary learning aspects because the main focus was to investigate EFL teachers' awareness and practice of vocabulary teaching strategies.in EFL classrooms.

1.6.Significance of the Study

The researcher expected that the result of this study could provide some awareness about vocabulary teaching strategies & practice them in their EFL classes to develop students' vocabulary knowledge by exposing them to different vocabulary teaching strategies. Thus, the result of the study is expected to raise EFL teachers' awareness and practice of vocabulary teaching strategies in their actual class to develop their students' word power, which enables them to express themselves well in their daily learning and teaching process.

Furthermore, syllabus designers and material writers can get information about the current status of students' vocabulary learning strategy use, and if need be create syllabuses and teaching materials that help to include vocabulary tasks adequately in the students' textbooks. Finally, the study's findings could provide a base for other researchers who are initiated to conduct further investigations on the same title.

1.7.Limitations of the study

This study has got its own limitations. Being observed could be a sort of stressful situation. Regarding this, the EFL teachers in each classroom was closely observed. Hence the presence of the observer could cause a certain amount of limitation to the study. Second, it is difficult to consider the participants as they exactly did what the present research expected of them because vocabulary teaching strategies can be used subconsciously and some other EFL teachers may not be exactly conscious of them. Thirdly, it was also difficult to present all aspects of vocabulary

teaching strategies within this short period of time and it would need detail exploration to reveal all aspects of vocabulary teaching strategies. Finally, students were not participants of sample populations of the study because the main focus was on EFL teachers' vocabulary teaching strategies.

1.8. Definitions of key terms

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.

Vocabulary teaching strategies– refer to techniques that are used by the teacher to ensure that the course has been well understood (Strasser, 1964).

Communicative Language Teaching- a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

Practice: can be defined as something that is usually or regularly done often as a habit, tradition, or custom ([http://dictionary.cambridge.org/dictionary/ English/practice](http://dictionary.cambridge.org/dictionary/English/practice)).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review some relevant literatures about EFL teachers' awareness and practice of vocabulary teaching strategies in EFL classes.

2.1. Basic Concept of Vocabulary

Many authors have similar definitions of vocabulary. Diamond & Gutlohn (2006) suggest that vocabulary is the knowledge of words and their meanings. This means that without establishing a strong vocabulary base first, comprehension and use of a language will not be achieved.

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.

In short, what the definitions above about vocabulary have in common is the fact that vocabulary knowledge requires not only word meanings knowledge, but also it requires the usage of the words in the appropriate context and in a natural way and also includes the relationship between new words acquired and the one already acquired.

2.2. Theoretical Frame Work

Students' word bank that is either familiar to them or relates to a certain field of study is their vocabulary. A language's vocabulary, which consists of both words and expressions, is called its lexicon. The notion is further expanded in , which claims that lexicon arranges a speaker's mental vocabulary. In this sense, vocabulary serves as the binding agent that binds concepts, tales, and other material together so that learners may understand it. Vocabulary is so essential to language and crucial for the average language student.

2.3. Teaching Vocabulary

Teaching vocabulary is a significant factor in language teaching, since words play an important role in expressing our feelings, emotions, and ideas to others during the act of communication. According to Nunan (2003:133-143) states that vocabulary teaching and learning must fit the broader framework of a language course. One way to make sure that there is a balanced range of learning opportunities is to see a language course as consisting of four strands. The are learning from meaning-focused input-learning through listening and reading; deliberate language focused learning-learning from being taught sounds, vocabulary, grammar and discourse; learning from meaning focused output-learning by having to produce language in speaking and writing; developing fluency-becoming quick and confident at listening, speaking, reading and writing. There are some principles for teaching vocabulary according Nunan(2002:135-140), those are (1) Focus on the most useful vocabulary gives learners the best return for their effort. (2) Focus on the vocabulary in the most appropriate way: this principle looked at what words to teach and learn and looks at how they should be taught and learned. Here will look at the four most important vocabulary-learning strategies of using word parts, questing from context, using word card, and using dictionaries. (3) Give attention to the high 8 frequency words across the four strands of a course: high frequency vocabulary needs to occur in all stands of a course. It should be get deliberate attention through teaching and study and should be met and used in communicating message in listening, speaking, reading, and writing. High frequency vocabulary should be fluently accessible for receptive and productive use. (4) Encourage learners to reflect on and take responsibility for learning: there is an important principle that lies behind choosing and learning and that is that learners need to realize that they must be responsible for their own learning. Taking this responsibility requires knowledge of what to learn and the range of options for learning vocabulary, skill in choosing the best option, and the ability to monitor and evaluate progress with those options.

2.4. The Importance of Vocabulary and Vocabulary Teaching 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.

Harmer (1991) 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. Because, word knowledge is an essential component of communication and it is important for both production and comprehension in a foreign language. In teaching vocabulary, it is good to establish a link between the word and the meaning using different strategies depending on the word to be taught. Therefore, the importance of implementing different strategies in teaching vocabulary in the ELS/EFL classroom helps the learners attempt to connect ideas and make associations. Thus, so as to realize this notion, the teacher needs to use different and interesting strategies, which make English lessons more exciting and motivating for learners. These strategies reinforce and extend students' understanding of words they already know and introduce them to new words.

In other word, particular techniques are needed to direct students to expand their vocabulary. Teaching techniques emphasize the ways the teacher deliver the lesson to the students. Techniques are the ways and means adopted by a teacher to direct the student activities to achieve the objective which means techniques are the tool of the teacher (Gerlach, 2006). Similar with Gerlach, Brown (2001) defines techniques as any of wide variety exercises, activities, or tasks used in the language classroom that were consistent with a method and therefore were harmony with an approach as well. This concept is supported by the scholars: Wilkins (1982: 134) depicts "without grammar Very little can be conveyed, but nothing can be conveyed without vocabulary".

2.5.The Current Status of Vocabulary Teaching

During the last three decades, the outlook on vocabulary has radically changed and researchers have shown outpouring interests towards this area. Therefore, the movement toward effective methodologies for teaching 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).

Oxford and Scarcella (1994) propose a new research-based approach to vocabulary teaching after examining relevant research concerning student motivation and need, the complexity of knowing a word, as well as factors that affect L2 vocabulary acquisition. Compared with traditional approaches, in which vocabulary is often taught unsystematically in class and teachers tend to leave their students to learn vocabulary on their own without much instruction or guidance, teachers following this new research-based approach focus on words students are expected to

meet frequently, and present words systematically based on a careful consideration of needs analysis. Vocabulary instruction is personalized according to learners' different learning needs, goals, and styles. Since most vocabulary learning takes place outside of the language classroom, learners are also trained to raise their awareness of the knowledge involved in knowing a lexical item and the process of learning a new word.

The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by theorists and researchers in the field. Accordingly, numerous types of approaches, strategies, exercises and practice have been introduced into the field to teach vocabulary. It has been suggested that teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge (Nation, 2001).

Therefore, a methods and strategies related to the teaching and learning of vocabulary indicates that there are very strong reasons for implementing a systematic and principled approach to the teaching and subsequent learning of vocabulary as a corner stone for developing comprehension.

Thus, Vocabulary instruction that improves comprehension generally has the following characteristics: multiple exposures to instructed words, exposure to words in meaningful contexts , rich or varied information about each word ,the establishment of ties between instructed words and 20 students' own experience and prior knowledge and an active role by students in the word-learning process. On the other hand, Hunt and Beglar (2002) suggest that learners need to be taught strategies for inferring words from contexts as well as those which can help them retain the words they have encountered. Nowadays it is generally accepted that vocabulary teaching should be part of the syllabus, and taught in a well-planned and regular basis. Some authors, led by Lewi (1993) argue that vocabulary should be at the center of language teaching, because 'language consists of grammatical lexis, not lexical grammar'. Therefore, the incorporation of vocabulary into the curriculum is essential for increasing students' literacy skills, not only in the EFL classroom but in all areas.

2.6.The Importance of Vocabulary Teaching in Language Learning

Teaching 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, teaching 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 & Lindstromberg, 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).

However, when vocabulary items are taught in foreign language classrooms, there are many teachers who mainly employ classical vocabulary teaching strategies, such as mother tongue translation, definition, synonyms, antonyms, etc. (Siyanova & Schmitt, 2008; Erten & Tekin, 2008).

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.

Therefore, it is worth examining the effective way of teaching vocabulary and suggesting some strategies to improve learners’ vocabulary acquisition. Siyanova and Schmitt (2008) stress, that teachers should make fundamental changes in their vocabulary teaching strategies by focusing on different strategies.

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. Therefore teaching 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.

2.7. Teacher’s Role in Implementing Vocabulary Teaching Strategies

One of the important roles of the language teacher is to help their learners find the easiest way of conveying new information into the already existing system of the mental lexicon. (Thornbury, 2004) Moreover, students need to acquire the ability to store the information for as long as possible. Another helpful element is motivation, which is closely linked with attention. “A very high degree of attention (called arousal) seems to correlate with improved recall” (Thornbury, 2004, p. 25). Connected to this, emotional value of words should be considered as well.

To develop content-specific vocabulary, teachers need to provide lots of opportunities for students to talk about the words. This also means explicit instruction is necessary through providing the appropriate materials that should help the learners become better learners of vocabulary by using different strategies and they can use to continue learning outside the classroom. In line with this, the teacher may draw students' attention on a particular word by writing the new words on the blackboard; the learner may focus on the meaning of a word by providing a definition, a synonym or L1 equivalent (Nation, 2001). Teachers are in charge of devising a systematic way of teaching, instead of resorting to concrete strategies (Laufer et al, 2005). In relation to this, the teacher can provide a description, explanation, or example of the new term.

Teachers demonstrate how to use context and other resources to learn the meaning of the word. For example, they may use the context or they may refer to the glossary, dictionary, diagrams, or illustrations to unlock the meaning of the word. After students are familiar with the strategy, teachers provide guided practice to support the use of VSS during reading and organize students in small groups for reading. Thus, the teacher should help students build up and use a mental lexicon in such a way that they will be capable of storing, keeping and retrieving words when needed. Similarly, language teachers need to develop learners an awareness of alternative vocabulary learning strategies that involve active processing of the target vocabulary and need to make learners conscious of the need to develop an independent and structured approach to language learning, which has been shown to be most associated with vocabulary learning success. So, Vocabulary knowledge plays a crucial role in closing ELLs' literacy achievement gap. Teachers need to cultivate vocabulary growth in ELLs through a language and word enriching environment as well as engaging and interesting instruction in vocabulary.

2.7.1. EFL Teacher's Awareness in Vocabulary Teaching Strategies

Language teaching awareness has been defined in the number of different ways .Mostly, it has been described as “ the knowledge that teachers have of underlying systems of the language that enable them to teach effectively “ (Thornbury,1997) .Language awareness is referred to as conscious language learning on a meta- cognitive level with in learner centered approach ,(Pratt,2008). In particular, language awareness encompasses morphological awareness, phonological awareness, awareness of the structural pattern and pragmatic awareness. According to Wright (2002) teachers' language awareness encompasses an awareness of the extent to which the language content of materials or lessons poses difficulties for students. Moreover, Wright (2002) states that “ a linguistically aware teacher not only understand how language works , but understands the students struggle with language and is sensitive to errors and other inter-language features.”

2.8.Strategies in Vocabulary Teaching

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 teachers can use to help learners 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). In another words when vocabularies are being taught to students, teachers need to consider how to teach them. There are a variety of teaching strategies that teachers can use to improve student vocabulary learning. Actually, there is no best strategy as students may have preference to one over another. The teachers' task is to provide students with varieties of strategies and let the students choose on their own. 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 be taught to be an independent learner because they will not be in school forever.

Teaching vocabulary is not just conveying the meaning to the students and asking them to learn those words by heart. As Flanigan & Greenwood (2007) states teachers should use different strategies in teaching English vocabulary to motivate the learners, enrich their vocabulary and enable them to speak English properly. Teachers should keep four factors in mind when they consider strategies to teach vocabulary: the students they are teaching, the nature of the words they decide to teach, their instructional purposes in teaching each of those words, and the strategies they employ to teach the words. Thus, in teaching vocabulary, EFL teachers mainly focus on explaining the meaning, presenting the form as well as the use of a new word. Nation, Paul (2005) suggested different strategies that teachers of English can implement in their teaching vocabulary. Among them, some strategies relevant to the study are listed as follows:

2.8.1. Cooperative Strategy

Larsen and Freeman (2000:164) said cooperative or collaborative learning essentially involves students learning from each other in groups. But it is not the group configuration that makes cooperative learning distinctive; it is the way that students and teacher work together that is important. Cooperative learning is a successful teaching strategy in which small teams, each with student of different levels of ability, use variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping

Group work is part of cooperative strategies of teaching- learning. It is one of the best ways of encouraging active learning by arranging the learners' work together in group. It can take many forms involving pairs of students working together, up to ten learners together or it can involve students who work individually and come together in groups to compare and discuss the results

of their group. If necessary, random, gender, interest and ability groups can be formed (Kyriacou, 1998).

Group work has recommended being more effective and enjoyable in learning languages. First, it gives more practice in speaking (pronouncing the words) especially in large classes when the teacher leads the class. Second, it creates a relaxing, comfortable and non-threatening atmosphere, in which the students can work more relaxed and freely without being afraid of making mistakes. So they can apply their ability to answer the questions. Third, group work also supports the students' correct language production through peer correction (Pica, 1994). The activity done in Cooperative Learning is in group form, it is used to grow students' ability to collaborate and cooperate with others. It is used to know how far they can learnt when they are together; the teacher only has to monitor and control their activity so that students have freedom to express themselves by sharing with others in their groups.

Cooperative Learning method is considered as suitable method for students and has several advantages compared with other methods. Cooperative learning methods have a contribution that can be given to the development of social skills of students. Working with other students can help students to develop their empathic abilities by giving them the opportunity to see the angles of view of others, which in turn can help them to realize that everyone has strengths and weaknesses.

Trying to find a solution to a problem in the group also develop skills such as the need to accommodate the views of others (Muijs and Reynolds, 2008). Students can give each other support in the same way as the teachers can do during the question and answer. The total knowledge in the group tends to be larger in the appeal which is owned individual students. This enables a more robust troubleshooting and therefore allows teachers to give the questions more difficult questions in an appeal that can be given to the students individually.

The theory and practice of CL point out those students can learn from each other besides their teacher and be responsible for their learning. The teacher is also responsible to create conducive atmosphere that encourages interaction among the students in classroom.

Collaborative learning has many advantages. It increases self-esteem and motivation among students, improves complex and cognitive thinking, creates positive feelings among students and

about school, and makes responsible students. Most teachers have the same point of view. They believe that students learn better in collaborative groups than in traditional classroom settings (Jacobs, Power & Loh, 2002).

According to Barkley, Cross and Major (2005, p.4), “collaborative learning has come to mean students working in pairs or small groups to achieve shared learning goals.” Three features of collaborative learning are intentional design, co-laboring, and meaningful learning. In intentional design, teachers divide students into different groups and may use pre-structured activities or design a new structure of their own. Co-laboring is a Latin meaning of collaboration, it means that all students in the group must engage in an activity as a team. The last feature is meaningful learning in which all students work together on a collaborative assignment, so they increase their knowledge and information during collaborative activities. These three features are important and vital to collaborative meaning (Barkley, Cross, & Major, 2005).

Collaborative teaching is an idea that has been offered as part of the solution to addressing the diverse needs of students in the rapidly changing classrooms. It seems that talking about this idealized teaching reform may be easier than implementing it as all staff members may not have the same interpretation of what constitutes collaborative teaching (Corrie, 1995). When there is no agreement among staff as to what collaborative teaching looks like, then the program is most likely doomed to fail and go the way of many “buzz words” that come and go in education.

According to Jacob(1996) the four basic principles below are necessary for successful cooperative groups: they are, face to face interaction among students, which means that students must work together; positive interdependence, which indicates that students must perceive that their success is linked to the success of the others in their group; individual accountability, which means that each student is held responsible for learning the material; appropriate small-group skills, which indicate that students must learn appropriate skills for being a productive group member and that teams must examine how their group is functioning. Therefore, cooperative teaching is an idea that has been offered as part of the solution to addressing the diverse needs of students in the rapidly changing classrooms.

The role of the teacher in the classrooms where cooperative language learning is implemented is significantly different from the traditional teacher-centered classrooms (Richards & Rodgers,

2001). Cooperative learning allows teachers to create more learner-centered classes and focus upon students' learning needs instead of the manner in which instruction is presented by the teacher.

2.8.2. The Vocabulary Self-Collection Strategy

Vocabulary Self-collection Strategy is an interactive learning strategy that encourages students to identify important words from their reading and then share them with the whole class. Amalia (2018) explains that the purpose of using a vocabulary self-collection strategy (VSS) is to help students improve their vocabulary mastery, foster internal motivation to learn English, and encourage them to be independent. This strategy also allows students to retain the vocabulary they are learning for a long time. It also focused on creating student-centered activities in which students chose the words they were interested in learning on their own. The teacher's role in implementing this method is as a facilitator who helps students perform tasks and achieve vocabulary learning objectives.

The Vocabulary Self-Collection strategy is an interactive learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class. Students select words from their readings that are new and interesting, use the context and other resources to determine the meaning of the words, and nominate the words to be learned by others in the group or class. Therefore, in the selection of vocabulary, the teacher must be sure that the words or phrases chosen can be immediately incorporated into the students' linguistic range. Stahl (2005) stated, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition but also implies how that word fits into the world. Residence et.al (2001) state that the purpose of the Vocabulary Self-Collection Strategy is to help students to generate a list of words to be explored and learned and to use their own prior knowledge and interests to enhance their vocabulary.

Therefore, Self -Collection should be introduced before reading and used by students during and after reading. Self -Collection has been used with intermediate, middle, and secondary students within cooperative group settings, but the strategy may be modified for students in the secondary grades as the teacher directs and guides them through the process.

The students can integrate the meaning of new words in their conversation, their writing, and their reading. They will get many new words by sharing their words with the whole group in the class. So, it will highly motivate the students to learn vocabulary because they can interact with their classmates to learn more about unfamiliar words.

2.82.1.Implementing the Vocabulary Self-Collection Strategy

The implementation of teaching strategy is an important part in the teaching process. Teacher can implement teaching strategy and find out whether the strategy is appropriate for the students or not. If the treatment of the strategy can make the students enjoy to study and it can enlarge their knowledge, so the strategy is successful. On the other hand, if the students feel bored and it cannot increase their comprehension during and after the class, so the teacher has to find another appropriate strategy. Without the implementation of teaching strategy, it is impossible that the teaching goal will be achieved. The implementation of Self - Collection Strategy in teaching vocabulary for high school students can increase the students' vocabulary mastery.

Vocabulary Self - Collection Strategy is a strategy to teach vocabulary by using the student ability in collecting and generating words list and it emphasizes on the students personal experiences and general knowledge. The students are allowed to find out the words based on their daily experiences, the words that they find in their own environment related to the topic given by the teacher. So the students should figure out kinds of communication that they and other people that they know and use every day and the list of words that deals with communication. Then, the students try to determine the meaning of the words as best as they can base on the context.

As Haggard (1986) mentions some steps in implementing Self Collection Strategies (VSS), teachers introduce the purpose of VSS to students and they tell students that they will be expected to find new and interesting words from their readings that they will learn through a group nomination process. Then after teachers model how to select and nominate important words from the readings. Teachers show why the word they selected is important by providing a strong rationale. For example, they may show students that without knowing the word, they may not understand the sentence or surrounding sentences.

These steps help students engage in the process of vocabulary self-selection. Students work in small groups of three to five, and they read a short passage from the book with the teacher.

They are guided by the teacher to identify a word they wish to select. The teacher demonstrates how to use context and other resources to figure out the meaning of the word. Together, the students and the teacher engage in a discussion on developing a reason for nominating their word, and each small group moves to nominate one word for learning. Students use their own charts to write the word, the sentence from the text in which the word was found, the meaning, and the reason for selecting the word.

2.8.3. Task-Based Instruction Strategy

Task-based language teaching can make language learning in classrooms closer to the natural route and may reach a higher rate of language acquisition because it provides learners with a clear communicative goal, interaction is needed to reach the goal, and comprehensive input can occur, and then language acquisition is facilitated (Wang, 2006). So, task-based teaching learning is an area which has grown in importance greatly during the last ten years, and can be discussed from a number of perspectives. Through tasks, teachers can have a number of options for enhancing attention to learn vocabulary. One of such options is to allow learners to work cooperatively to make sense of unfamiliar vocabulary via tasks. In addition, words used meaningfully by other members of the group would result in better recognition of words eventually. A motive behind any piece of research in this realm is, thus, the observation of students' attitudes upon facing unfamiliar vocabulary when using the target language in communication outside the classroom, either for work, travel or recreation (Newton, 2001).

The notion of learning unprecedented vocabulary through efficient approaches and its simultaneous effects on communicative ability has long been of significance in the field of Teaching English as Foreign Language (TEFL). When learners meet new vocabulary, helpful and responsible techniques should be employed to fix the words in their long term memory so that they can be retrieved easily and used efficiently in the upcoming conversations. Should such techniques be used, learners can deal with unknown vocabulary more smoothly during communicative performance.

As mastery of vocabulary is an essential component of second language acquisition (SLA) and effective second language vocabulary learning proves important to English language learners (Hunt & Beglar, 2005). That is why language teachers and researchers have realized the significance of different pedagogical tasks in second language (L2) vocabulary learning that involves learning of a great load of lexicon.

That is why a considerable number of researchers, syllabus designers, and educational innovators have long stressed the need for a move in language teaching towards task-based approaches to instruction (Nunan, 1989; Gass & Crookes, 1993).

Different concepts act as guidelines for the sequences and forms of language areas (grammar, vocabulary, pronunciation...), skills (listening, speaking, reading, and writing), culture (literature and fine arts, everyday life of target language speakers...), language learning, language teaching, interactions, and classroom authorities. However, no specific strategies (e.g., among various teaching methods) can be taken into account to make the above language areas, for instance, more effective. Among all language areas, vocabulary is of great significance; however, learning vocabulary (regardless of other language areas e.g., grammar, pronunciation...) is not commonly explained independently, and if ever explained, learners cannot determine a common acceptable strategy to learn words more quickly and efficiently in order to be able to trace them in future communications.

Thus, the problem to address is to determine a suitable strategy or technique to fulfill vocabulary learning. In each particular vocabulary learning situation, it is initially necessary to identify the learner, task, and context configuration; otherwise the learning strategy will not be fully analyzed. That is because some strategies are more learner-dependent, some are more task-dependent, and others are more context-based (Mohseni-Far, 2008). A learning strategy (technique) covers a series of activities and efforts one follows, which consequently completes a successful learning task. The learner continues to select, deploy, monitor, and assess the usefulness and effectiveness of these activities to see if any revisions are needed in the case of the plan and action.

Vocabulary learning strategies have so far been studied as a subcategory of language learning strategies. Meanwhile, they are applicable to a wide variety of language learning tasks which would include task-based vocabulary instruction for instance, the core issue of the present study.

Thus, this study is concerned with different strategies to teach vocabulary and the helpful strategies to learn new words which is likely to be noticed in learners' future communicative performances as well. The present work is to assess whether the teachers practice TBI in EFL or not during vocabulary lesson. Therefore, task-based vocabulary instruction has had a significant positive effect on communicative ability of EFL learners.

2.8.4.Context Strategy

Joan Gipe (1980) created a strategy called context strategy, where students use context clues in applying word meaning to unknown words. Context strategy encourages students to integrate information across sentences and at the same time incorporates the definition of the target word. This strategy requires that the teacher chooses target words from a selected passage and generate four sentences ranging from the more obscure usage to the most precise. Gipe (1980, p. 118) suggests that “initially teachers use a sentence from the passage so that concepts can be used to further link vocabulary learning to text comprehension.” Teachers ask students to predict the definition of the words after they have reviewed the four sentences. This strategy is time consuming because a lot of time is spent on each word; however, the multiple exposures, student involvement and the words taken from the text are very important for vocabulary development and retention. So the emphasis of most teachers’ vocabulary instruction entails one main tactic is encouraging students to glean meaning from context.

Presenting vocabulary in context enables students to improve their vocabulary. Memorizing may be good and useful as a temporary technique for tests, but not for learning a foreign language because students who simply memorize word meanings frequently have trouble applying the information in definitions and often make mistakes about the meanings (Texas Reading Initiative, 2000). If we really wish to teach students meanings of the words and how they are used it is useful to present them in context and students are more likely to deduce meaning from a context. Edwards states that (2009) students will see how the new item (a new word) works grammatically and the context will help make the item more memorable and aid retention. Words in context increase the chances of learners appreciating not only their meaning but their typical environments, such as their associated collocations or grammatical structures (Thornbury, 2002).

Most of the words acquired through incidental reading are learned through context. Students learn from context by making connections between the new word and the text in which it appears. They also learn new words through repeated exposures, gaining more comprehension of a word’s meanings and functions by seeing it several times in different. To develop reading efficiency guessing from context is useful. Therefore, the ability to guess the meaning of a word

without referring to a dictionary saves time and allows the reader to continue reading without interruption.

Research indicates that contextual word teaching is more effective than non-contextual word teaching (Biemiller & Boote, 2006). Therefore, in teaching vocabulary, it is important to provide meaningful learning experiences for students. One way of nurturing vocabulary development and retention is to teach words in context. Divorcing words from their surroundings decreases the likelihood of comprehension and retention and it was emphasized that new vocabulary should only be met in sentences and meaningful contexts (Richards and Rodgers 2001). So, setting a good context which is interesting, plausible, vivid and has relevance to the lives of the learners, is an essential prerequisite for vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary. Maintaining the context and making sure the language surrounding the context is easy to comprehend, the teacher should start eliciting the target vocabulary. Elicitation ensures that the learners work towards understanding the meaning as this is more likely to help them remember and recall the vocabulary taught. Moreover, elicitation also makes the classroom more learner-centered, and helps the learners make connections between the old and the new. One must remember here that our learners are, as Tudor (2001, p. 15) puts it, “not...blank sheets of paper onto which a pre-ordained body of knowledge can be transferred in a neat, predictable manner.”

Guessing from context is not always possible, due to the learner’s limited ability but also due to varied text construction. Texts range drastically in contextual quality. Due to the reality that students will encounter texts that are not context rich, teachers must offer both contextualized and decontextualized vocabulary learning activities. In other words, teaching vocabulary to guess the meaning of the unknown vocabulary does not mean that the word has been inferred correctly. Yet, guessing is still practical and beneficial as it provides learners with words in meaningful context rather than in complete isolation. When vocabulary is taught them to guess the meaning of new word from the context, then the reading text should match with students’ ability level. If the text is too difficult, it will not be helpful. Rather, it may even bore them out.

Therefore, setting a good context which is interesting, plausible, vivid and has relevance to the lives of the learners, is an essential prerequisite for vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary.

2.8.5. Collocation

Teaching vocabulary is more than presenting new words to the students. The students must know how the words work together with other words to perform meaningful communication. So the word collocations can be defined in many ways by different scholars. According to McCarten (2007) states that the way in which two or more words are typically used is generally called collocations. Moon (1997) also stated that collocations are words that occur together with high frequency and refer to the combination of words that have a certain mutual expectancy.

“The combination is not a fixed expression but there is a greater than chance likelihood that the words will co-occur” (Jackson, 1988, p. 96). Stubbs (2002) defines collocation as the habitual co-occurrence of two unordered content words, or of a content word and a lexical set. Collocations consist of two parts: a pivot word which is the focal word in the collocation and it's collocates, the word or words accompanying the pivot word (Shin & Nation, 2008). There are two types of collocations: lexical collocations and grammatical collocations (Bahns, 1993; Carter, 1998). Lexical collocations are combinations of nouns, adjectives, adverbs, and verbs such as Verb + Noun (e.g. break a code, lift a blockade), Adjective + Noun (e.g. strong tea, best wishes), Noun + Noun (language school), Verb + Adverb (e.g. affect deeply, appreciate sincerely), Adverb + Adjective (e.g. deeply absorbed, closely related). Grammatical collocations are combinations of content words (nouns, adjectives or verbs) and a grammatical word such as a preposition or certain structural patterns.

In light of these ideas, it's a widely accepted idea that collocations are very important part of knowledge of second language acquisition and they are essential to non-native speakers of English in order to speak or write fluently and accurately (Jaén, 2007).

Skrzypek (2009) indicates the importance of collocation by stating that one of the criteria for knowing a word is being aware of other words with which it keeps company. Also Shin and Nation (2008) explain one of the reasons as to why teachers should be interested in collocations being that collocations improve learners' language. Because a word's collocates with others is thought to be one of the significant aspects related to words besides multiple meanings, synonymy, connotations and register according to dictionary makers (Fernández et al., 2009).

As Nattinger (1988) stated that the meaning of a word mostly depends on the other words that it collocates with; by the help of these collocates the learner keeps the words in memory and can easily infer the meaning from the context. He also argues that the notion of collocations is extremely important for acquiring vocabulary but its potential has not been fully utilized. Similarly, Chan & Liou (2005) explained that teaching of collocations in English foreign language classes did not get enough attention; as a result, students learning English as a foreign language are weak in collocation use. Rather than teaching vocabulary as single lexical items which causes a lexical incompetence on the part of learners, students must be made aware of the necessity of acquiring collocations (Farghal & Obiedat, 1995; Fan, 2009).

The term collocation generally refers to the way in which two or more words are typically used together. For example, we talk about heavy rain but not heavy sun, or we say that we make or come to a decision, but we don't do a decision. So, heavy rain and make a decision are often referred to as collocations and we say that heavy collocates with rain.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter presents the methodology of the study. Concepts included in this chapter are research design, participants of the study, sampling technique and sample size, data gathering instruments, procedures of data collection, and methods of data analysis.

3.1.Design of the Study

Research design is the way to arrange the study and collect the data based on research problems (Kothari, 2004). The choice of which design to apply depends on the nature of the problems posed by the researcher's aims. The nature and objectives of the problem to be studied and the means of obtaining information are the most important factors to be considered to choosing the appropriate research design (Essays 2018.). Thus, the research design employed in the present study was a descriptive research design. Descriptive research type is used to describe the fact that exists in the form of perception, awareness, and challenges and factors (Kothari, C. R. 2004.). Also to answer the research questions posed, both qualitative and quantitative research methods of data analysis were employed. This is because the use of quantitative and qualitative approaches in combination provides a better understanding of the research problems and effective data analysis (Johnson, 2004).

3.2.Research Method

Research method was described as the research strategy including the type of research and methods (Hennet al., 2006). Creswell (2009) identifies two strategies of inquiry: quantitative and qualitative strategies. This study used mixed research that incorporates quantitative and qualitative method. The purpose of choosing quantitative and qualitative method for the present study was associated with the assumption that the former provides ample data via questionnaires. The later method was chosen to provide qualitative data that worked on classroom observations which was complemented by teacher interview and document analysis.

3.3.Research Setting and Population

This study was conducted at secondary schools in the Dedo District. Dedo is one of the 21 districts of Jimma Zone. It is located in the south Jimma Zone at a distance of 18 km. The reasons behind selecting grade 10 at such schools are the following. First, English language

teachers at this grade level are believed to have more experience and all of them are BA to MA degree holders in Teaching English as a Foreign Language (TEFL). Second, at this level, English language proficiency has a great role to play since students learn other subjects in English. In addition, the schools were chosen due to their nearness for the researcher's repeated contact with the target samples. Finally, the researcher did not come across a study conducted on the EFL teachers' awareness and practice of vocabulary teaching strategies in the selected secondary schools, and the researcher thought that this research finding would help the schools by indicating certain ways to overcome the challenges that EFL teachers encountered while teaching vocabulary.

3.4.Sampling Techniques and Sample Size

To obtain reliable data about a given population; it is obvious that using the whole population is better. However, due to limited resources, a complete coverage of the population is not an easy task. As a consequence, sampling is a preferable method that enables the researcher to study relatively small units in the place of the population and obtain data that are representative of the whole population. The researcher selected Dedo Secondary School, Warokoloboo Secondary School, and Methoso Secondary School to be the site of the study. Thirty-four EFL teachers were teaching the English language at the schools and among these 30 of them were included. As it was difficult and inconvenient to observe and interview all EFL teachers of the selected EFL teachers, 9 sections and 6 EFL teachers were selected for classroom observation and interview, respectively using the purposive sampling technique because the researcher believed that these participants were needed to provide valid information.

3.5.Data Collection Instruments

To obtain quantitative and qualitative data from the respondents, the researcher used three types of data collection instruments: a questionnaire, semi-structured interview, and classroom observation. These instruments were used with the assumption that they provided clear information about the issues under the study and that the data could not be obtained through one instrument may be gathered through another or to crosscheck the findings from the three data collection instruments. Also, the reasons behind using primary data sources, as indicated by Chaudron (1988), are commonly useful instruments in strategy-based research. These sources are also helpful to validate the research findings. In addition, they help the researcher to obtain full information about EFL teachers' use of vocabulary teaching strategies.

3.5.1. Questionnaire

A questionnaire is a type of systematically structured question used by a researcher to get needed information from respondents. The data collected through the questionnaire were used to crosscheck the information that was drawn through observation and to obtain supplementary data because the primary data collection tool for this study was classroom observation. Thus, in this study, the purpose of using a survey questionnaire was to investigate EFL teachers' awareness of their practice of vocabulary teaching strategies in EFL classes. Therefore, a questionnaire was selected for this study not only because it is the most common data-gathering tool, but also because it helps to collect a great deal of information within the time limit and helps to reach a large group of research subjects (Kothari, 2004). In line with this, To identify teachers' practices of vocabulary instructional activities in EFL classrooms, seven items having close-ended questions were designed for 30 EFL teachers' sample population. In line with this, the questionnaire for EFL teachers was designed to collect relevant data about the extent to which EFL teachers' awareness and practice of vocabulary teaching strategies in EFL classes.

For the purpose of this study, semi-structured interview was used for its convenience to the research as Nunan (1992) stressed that semi-structured interview has found favor with many researchers for its flexibility.

Accordingly, nine open-ended semi-structured questions were prepared for 2 (2 from each three selected secondary schools) grade 10 EFL teachers as interviewees to collect information for the study purposively. They were interviewed for 15 minutes on awareness and on how often they practice vocabulary teaching strategies in EFL classes. Their responses were recorded and the recorded data was transcribed. Classroom Observation

It has been mentioned earlier that the main objective of the study was to investigate EFL teachers' awareness and practice of vocabulary teaching strategies in EFL classes at the three selected secondary schools of the Dedo district. Then the 30 questionnaires were distributed, filled, and collected back for the researcher.

3.5.2. Semi-Structured Interview

For the interview data, the researcher made necessary arrangements with EFL teachers and all were available on the assigned time. Then interviews for 6 EFL teachers of the selected secondary schools (See appendix-B) were conducted based on the random selection method.

3.5.3. Classroom Observation

The researcher conducted classroom observation of 9 EFL teachers 2 times during vocabulary lessons at different times and checklists were used every time (See appendix-C). Finally, the overall vocabulary instructional activities in the classrooms were crosschecked by comparing the whole observation using observation checklists.

3.6. Ethical Issues

Conducting research includes collecting data from a variety of individuals and being ethical is considered as one of the main conditions for any social research (Wellington, 2000). Therefore, a research undertaking must fulfill the expected requirements and meet ethical standards predetermined by respective institutions in which the research taking place

Firstly, to provide proof for the authority of the study, before starting the data collection process, the researcher took a confirmation letter from Jimma University that declares the legality of the researcher's work. By this fact, upon onset to the study area before data collection, the researcher made firsthand contact with the administration of the study area, and created awareness about the intent of the study. To get granted permission for the research project, further discussions was made with these officials.

Afterward, sample participants were clearly informed that the data gathered through questionnaire would be used only to collect data for the study, and also informed that their participation in the study is based on their permission. As well, the researcher informed that the results obtained from respondents during data presentation, analysis, and interpretation would not be modified or used for any kind of assessment beyond its academic purpose. Thus, data collected properly from the sample participants and as much as possible all the materials used for the study would properly be cited and appropriately recognized.

The process of data collection via the three instruments described above was carried out as follows. Firstly, the instruments were developed based on the information gained from the

review of related literature. After checking the validity and reliability of the instruments, the researcher improved the items of each instrument based on the comments and suggestions given from advisors. Secondly, a helpful letter which was obtained from Jimma University and submitted to the principals of the three selected secondary schools of the district, and the purpose of the study was explained. Next, the researcher got permission from the schools' principals to collect data from the respondents. Then, the purpose of the study was explained to the study participants prior to the running of the instruments. Finally, during data collection, first the questionnaire was distributed to collect data from thirty EFL teachers (respondents) at the three selected secondary schools to assess how they practice different vocabulary teaching strategies in EFL classes. Next, interview was made with 9 (3 from each three selected secondary schools) of EFL teachers who are teaching Grade 10 at the three selected secondary schools of the district. Finally, observation was made with 9 (2 times each) of EFL teachers who are teaching Grade 10 at the three selected secondary schools of the district based on the check lists about different vocabulary teaching strategies so as to assess whether the EFL teachers' practices of vocabulary teaching strategies in their actual EFL class or not.

3.7. Data Collection Procedure

When collecting data, first questionnaire was employed. Since the required data is from EFL teachers to investigate the extent to which they aware and practice vocabulary teaching strategies in EFL classes. Next, interview was made. Finally, observation was made based on check lists about different vocabulary teaching strategies so as to investigate the EFL teachers' actual EFL class practices of strategies in vocabulary teaching whether they practice different strategies or not.

3.7.2. Reliability and Validity of Instruments

The purpose of conducting a pilot study was to examine the content and clarity of the items of research instruments. The Pilot test was administered to EFL teachers at Defkela Secondary School which was not part of the target schools. Before the actual data gathering, the instruments were administered to nine EFL teachers having well experienced and MA in TEF at Defkela secondary school that were in not the target school in order to make clear, understandable and reliable of data collection instruments and to reduce an ambiguous expressions. Based on the pilot study, some items and contents of the questionnaire items were modified and some were

discarded, and their grammatical forms were also corrected by the researcher. After that, the revised data gathering instruments were administered to thirty EFL teachers of the target schools in the district.

The quality of a research can be affected by many factors. Among these, the two most important measurement procedures are reliability and validity. Reliability and validity are crucial in quantitative and qualitative research approach because it is used to determine the strengths and weaknesses of a certain research undertaken. Therefore, the EFL teachers of the selected school were told to fill in the questionnaires in their free time. The open ended questionnaires were rejected by 6 EFL teachers. Based on the result of pilot study, the researcher rejected the open ended item and also made some modifications on the close ended items.

To see the validity of the questionnaire, the researcher invite one of the EFL teacher who holds MA in English subject and was teaching in Jimma town secondary school to give the professional comment for the researcher. And then he suggested the researcher on some item to be modified. Accordingly, the researcher has accepted the comments and made some modifications on some language errors and etc. The main idea was to assess EFL teachers' awareness of vocabulary teaching strategies and practice of vocabulary teaching strategies mentioned in the questionnaire and to assess the extent of awareness and how often the EFL teachers practice these vocabulary teaching strategies.

3.8. Methods of data analysis

Data analysis is the process of making sense of the data by reducing and interpreting what people have said and what the researcher has observed and read (Merriam, 1998). In order to analyze the data the researcher used a mixed approach.

On the other hand, the data which was collected through closed ended questionnaires (See appendix-A) was organized and analyzed by using quantitative method. Statistical tools such as percentage and frequency were used for the quantitative data. Data from the questionnaires was analyzed using the Statistical Package for Social Sciences (SPSS 16.0) version to get the findings in order to answer the research questions. For analyzing the questionnaires, the percentages were calculated by using SPSS. Here the data were organized in tables based on their features to acquire the picture of the data. Generally, the three categories of data gathering on the

characteristics of subjects under study were integrated, interpreted to create a general picture of the findings.

Qualitative data analysis was used in order to analyze the data which was collected through interview (See appendix-B). This means that, the reports of the qualitative data was analyzed by interpreting interview to give appropriate conclusions and recommendations through supporting the quantitative data.

The data obtained through classroom observation checklists (See appendix-C) was analyzed, interpreted and discussed. The data gathered through this instrument was analyzed qualitatively using narration and description according to the themes taken from the research questions. Finally, the data collected quantitatively was triangulated qualitatively to verify the findings on 8 items of vocabulary instructional activities that the teachers really practiced in EFL classrooms.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

Introduction

This chapter focused on investigating EFL teachers' awareness and practice of vocabulary teaching strategies in EFL classes at Dedo Secondary School, Warokolobo Secondary School and Methoso Secondary School. To collect data for the study questionnaire, interview and classroom observation were used. It provided a comprehensive description of the quantitative and qualitative results supported by the examples from the classroom observation, and interviews concerning the awareness and practice of vocabulary teaching strategies in EFL classes. Then analysis and discussion was done by relating the data which was collected through different data collection instruments.

4.1. Analysis of Data Obtained from Questionnaire for EFL teachers related to the extent of EFL teachers' practice of vocabulary teaching strategies.

4.1.1. Teachers' Responses towards their personal Information

Out of thirty EFL teachers from the target schools, males 26(86.7%) and females 4(13.3%). Age ranging from 24 to 56 years having, Service 3 to 31 years with Education status of BA 28(93.3%) and MA 2(6.7%). In this study an attempt was made to determine whether the sampled EFL teachers aware and practice of EFL vocabulary teaching strategies or not.

Table 1: Analysis of data related to the extent of EFL teachers' awareness of vocabulary teaching strategies.

No.	Items	Rating Scales										Total		Mean
		Always		Usually		Some times		Rarely		Never				
		F	%	F	%	F	%	F	%	F	%	F	%	
1.	How often do you aware of teaching vocabulary using different strategies according to their suitability in EFL classes?	4	13.3	12	40.0	11	36.7	2	6.7	1	3.3	30	100	3.53
2.	How often do you aware to motivate your students to ask you for clarification when they don't understand the meaning of new words?	4	13.3	7	23.3	14	46.7	4	13.3	1	3.3	30	100	

Key: F=Frequency %=percentage

As far as EFL teachers' awareness of teaching vocabulary using different strategies according to their suitability in Table 1 is concerned, respondents 4 ,12(40%) and 11(36%) of the respondents replied that they practiced always, usually and sometimes respectively. However, 2 and 1 of the them replied that they rarely and never implemented the strategy respectively. Similarly, during interview session, all EFL teachers of the selected schools responded that they implemented different types of vocabulary teaching strategies according to their suitability. They (T1-T6) said, "We know that teaching vocabulary using different strategies according to their suitability is beneficial for our students." But, this was inconsistent with classroom observations result which indicated that the majority of EFL teachers were not observed when they implemented different types of vocabulary teaching strategies according to their suitability except contextual clue of vocabulary teaching strategies.

Concerning item 2 in Table 1, 4, 7(23.3%), and 14(46.7%) of the EFL teacher participants also reported that they always, usually, and sometimes, respectively to motivated their students to ask for clarification when they did not understand the meaning of new words. Whereas few of the respondents, 4 and 1 said they rarely and never practiced this strategy respectively. In line with this, the interview session, all interviewees reported that they motivate their students to ask for clarification when they did not understand the meaning of new words. Similarly, when classroom

observations were made, the majority of the EFL teachers were observed when they motivated their students to ask them for clarification when they don't understand the meaning of new words. But, the problem was students were asking in their mother tongue (Afaan Oromoo).

Table 2: Analysis of data related to the extent of EFL teachers' practice of vocabulary teaching strategies.

No.	Items	Rating Scales										Total		Mean
		Always		Usually		Some times		Rarely		Never				
		F	%	F	%	F	%	F	%	F	%	F	%	
1.	How often do you use cooperative vocabulary teaching strategy?	2	6.75	13	43.3	9	30.0	6	20.0	0	0	30	100	3.37
2.	How often do you practice Self-selection vocabulary teaching strategies in EFL classes?.	4	13.3	8	26.7	12	40.0	3	10.0	3	10.0	30	100	3.23
3.	When you teach vocabulary, how often do you practice task-based vocabulary teaching strategies in EFL classes?	3	10.0	8	26.7	13	43.3	4	13.3	2	6.7	30	100	3.2
4.	During EFL classes, how often do you use contextual clues of vocabulary teaching strategies for unfamiliar words?	5	16.7	10	33.3	10	33.3	4	13.3	1	3.3	30	100	3.47
5.	How often do you practice collocation vocabulary teaching strategies in EFL the classes?	2	6.7	5	16.7	14	46.7	7	23.3	2	6.7	30	100	2.93

Key: F=Frequency %=percentage

As far as practicing cooperative vocabulary teaching strategy is concerned in Table 2 above, 2, 13(43.3%), and 9 of the respondents confirmed that they practiced it always, usually and sometimes respectively. Whereas 6 of them replied rarely practiced it. Likewise, during interview session, almost all interviewees except (T4) reported that they practiced cooperative vocabulary teaching strategy in EFL class. But this was found inconsistent with the evidence found in the actual classroom observations. That is the researcher did not see them when they used cooperative vocabulary teaching strategy in EFL class. However, the problem observed by the

researcher related to this strategy was that, students preferred to practice in their local language rather than the target language.

As illustrated in Table 2, 8 and 12(40%) of them responded always, usually and sometimes respectively to confirmed that they practiced Self-selection vocabulary teaching strategies frequently. But 3 of the respondents replied rarely and never to ensure that they did not practice self-selection. Similarly, it was consistence with the evidence obtained from interview, except two EFL teachers (T3&T5) the rest of them (T1, T2, T4 &T6) Claimed that they practiced self-selection vocabulary teaching strategies in EFL classes. According to Readence et.al (2001), the purpose of vocabulary self -selection strategy is to help students to generate a list of words to be explored and learned and to use their own prior knowledge and interests to enhance their Vocabulary knowledge. On the other hand, during class-room observation, (27.8%) of them practiced Self-selection vocabulary teaching strategies, but (72.2%) of them did not practiced it.. Therefore, it is possible to say the teacher participants did not practiced self-selection vocabulary teaching strategy frequently

Task-based language teaching can make language learning in classrooms closer to the natural way and may reach a higher rate of language acquisition because it provides learners with a clear communicative goal, interaction is needed to reach the goal, and comprehensive input can occur, and then language acquisition is facilitated (Wang, 2006).So, in table 2 item 3 above,3 ,8 and 13(43.3%) of the respondents reported that they always, usually and sometimes practiced task-based vocabulary teaching strategies in EFL classes respectively. Whereas4 and 2 of them replied rarely and never to ensure that they did not practice it. As far as classroom observations on the same issue is concerned (44.4%) of EFL teachers were seen when they practiced task-based vocabulary teaching strategies in EFL classes, but (55.6%) of them did not. In line with this, during interview session less than half of the interviewees (T3&T5) of EFL teachers replied that they practiced it.

According to Gipe (1980), initially teachers use a sentence from the passage so that concepts can be used to further link vocabulary learning to text comprehension.” Teachers ask students to predict the definition of the words after they have reviewed the four sentences. Presenting vocabulary in context enables students to improve their vocabulary. In line with this, on the same table item 4 and 1 confirmed that respondents replied that they rarely and never used contextual

clues to teach vocabulary in EFL class. On the other hand, the rest of the respondents 5, 10(33.3%), and 10(33.3%) claimed that they always, usually and sometimes practiced it respectively. Similarly, during interview session, almost all of the interviewees (T1 to T9) confirmed that they practiced contextual clues of vocabulary teaching strategy in EFL class. They said it is the strategy they mostly used in EFL class. In addition, when classroom observations were made, (72.22%) of them used contextual clues of vocabulary teaching, but (27.8%) of them did not. From this one can understand that, the researcher observed them when they used contextual clues of vocabulary teaching strategies in all of the observed classes.

The data from item 5 in Table 2 showed that 2, 5 & 14(46.7%) of the respondents replied always, usually and sometimes respectively to confirm that practiced collocation vocabulary teaching strategies in EFL classes; But, 7 & 2 of them answered that they rarely and never used such strategy to say that they did not practice collocation strategy to teach vocabulary. It shows that the respondents frequently practiced this strategy to encourage their students to understand how to use words according to their collocation. This implies the importance of obeying Jaén(2007) who Stressed / emphasized that collocations are very important part of second language vocabulary teaching. On the other hand, during interview session, except T4& T6 , the rest of the interviewees reported that they did not practice collocation vocabulary teaching strategies in EFL classes.” It is tiring and lack of details knowledge about how it is implemented and even if we trained we left it to use became it is hard to use.” (T2, T3&T5) said. Likewise, when classrooms observations were made, (39.9%) of them were seen when they implemented the collocation vocabulary teaching strategy but (61.1%) of them did not implement it.

4.2. Analysis of Data Obtained through interview related to the extent of EFL teachers’ practice of vocabulary teaching strategies.

Next to questionnaires, the researcher conducted semi structured interview on six EFL teachers of the selected schools. The contents of interview question had eight items which deals with the EFL teachers’ awareness and practice of vocabulary teaching strategies in EFL classroom (see Appendix-B).

The first interview question, which is ‘‘During the EFL class, how often do you use cooperative vocabulary teaching strategy?’’ almost all interviewees except (T4) responded that they practiced it. For instance: EFL Teachers answered this question as follow:

‘‘As far as I know, cooperative vocabulary teaching strategy is one of the strategies EFL teachers should use in order to increase students’ vocabulary knowledge. So I practiced it frequently in EFL class.’’ except (T4) all teachers’ answered. However this was found inconsistent with the actual classroom observation because the teachers were not seen when they attempted to practice cooperative vocabulary teaching strategy.

Similarly, for question ‘How do you practice Self-selection vocabulary teaching strategies in EFL classes? Except two EFL teachers (T3&T5) the rest of them (T1, T2, T4 &T6) claimed that they practiced self-selection vocabulary teaching strategies frequently. On the other hand, concerning question ‘‘When you teach a vocabulary, how often do you practice task-based vocabulary teaching strategies in EFL classes?’’ less than half of the interviewees (T3&T5) of EFL teachers replied that they practiced it. The rest, (T1, T2, T4), and (T6) responded that they do not have awareness of this strategy.

Concerning the question, ‘‘Since there is no one best strategy of teaching vocabulary, how do you use different strategies according to their suitability in EFL classes? All of the EFL teachers (T1-T6) at the selected secondary schools answered that they practiced it frequently. On the other hand, as far as classroom observations is concerned, (33.3%) of EFL teachers were observed when they practiced different types of vocabulary teaching strategies according to their suitability, but 66.7%) of them did not.

4.3. Analysis of Data Obtained through interview related to the extent of EFL teachers’ awareness of vocabulary teaching strategies.

In the EFL teachers’ interview question, ‘Have you ever taken training on vocabulary teaching strategies from the institution you are qualified so far?’’ The respondents proposed their own ideas on how to promote the practice of vocabulary teaching strategies at secondary schools. In replying to this item, most of the respondents reported that the poor interest of the students in attending English lesson. Also, because of they trained in old curriculum, now they need training to improve their awareness of vocabulary teaching strategies. In addition, it is known that English language is only spoken in classroom. This it has great impact in the mastery of

vocabulary. The way students' text book designed doesn't encourage their vocabulary proficiency since it is not based on students' indigenous knowledge.

EFL teacher's awareness and practice of vocabulary teaching strategy plays a great role in students' words proficiency. The result of the interview revealed that the majority of EFL teachers at the selected schools had awareness of vocabulary teaching strategies and accepted the importance of practicing it. However, there was inconsistency between interview result and the actual class room observation result. That means, during the observation session, EFL teachers were used limited strategies, For instance, less than half of the interviewees were practicing task-based vocabulary teaching strategy as they said it was due to lack of awareness of this strategy.

4.4. Analysis of Data Obtained through class room observation related to the extent of EFL teachers' practice of vocabulary teaching strategies.

The analysis of data obtained through classroom observation were presented and discussed. To get data through observation, the researcher observed two times all selected nine EFL teachers of the schools and totally 18 classroom observations were made. The data based on the requirement of the classroom checklist (see Appendix C) were collected. In the analysis of classroom observation, the researcher employed descriptive in percentage as presented in table 3 below.

Table 3: Analysis of the data related to EFL teachers' Awareness and practice of vocabulary teaching strategies.

No	Items	Respondents																		18 days	
		T1		T2		T3		T4		T5		T6		T7		T8		T9			
		1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	F ₁	F ₂
1.	During the EFL class, how often do EFL teachers use cooperative vocabulary teaching strategy?	0	0	0	0	✓	✓	0	0	0	0	✓	✓	0	0	0	0	0	0	4	14
2.	How do EFL teachers practice Self-selection vocabulary teaching strategies in EFL classes?.	0	0	✓	0	0	✓	0	0	0	0	0	0	✓	0	✓	✓	0	0	5	13
3.	When they teach a vocabulary, how often do EFL teachers practice task-based vocabulary teaching strategies in EFL classes?	0	0	✓	0	✓	✓	0	0	0	✓	✓	✓	0	0	✓	✓	0	0	8	10
4.	During EFL classes, how often do EFL teachers use contextual clues of vocabulary teaching strategies for unfamiliar words?	✓	✓	✓	✓	✓	✓	0	✓	0	0	✓	✓	✓	✓	0	0	✓	✓	13	5
5.	To what extent do EFL teachers practice collocation vocabulary teaching strategies in EFL classes?	0	✓	0	✓	✓	✓	✓	✓	0	✓	✓	✓	0	0	✓	✓	0	0	7	11

6.	Since there is no one best strategy of teaching vocabulary, how do EFL teachers use different strategies according to their suitability in EFL classes?	✓	0	✓	0	0	0	✓	0	0	0	0	0	✓	0	0	0	✓	✓	12	6
7.	During EFL class, how do EFL teachers motivate your students to ask you for clarification when they don't understand the meaning of new words?	✓	✓	✓	0	0	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	3	15

✓ =Observed and 0= Not observed

The result item 3, showed that except (T3 and T6) the rest all seven EFL teachers did not use cooperative vocabulary teaching strategy during the two times round class observation sessions. According to (Richards & Rodgers, 2001).The role of the teacher in the classrooms where cooperative language learning is implemented is significantly different from the traditional teacher-centered classrooms.

As far as item 2 in Table 3 above is concerned T2, T3 &T7 practiced Self-selection vocabulary teaching strategies one time each during class observation sessions. But only T8 used the strategy during the two times round class observation sessions. On the other hand, the rest all EFL teachers of the selected schools did not practice it.

In Table 3 above, the classroom observation result indicated that the majority of the EFL teachers (T1,T4,T7 &T9) didn't implement task-based vocabulary teaching strategies except a few of them. For example, T2, &T5 one time from the two rounds observation made. Likewise, T3, T6, &T8 implemented task-based vocabulary teaching strategies during all rounds of observation sessions in their actual classes.

As one can see item 4 in table 3 above, except T5&T8 did not use contextual clues of vocabulary teaching strategies, but T4 used it one time from the two rounds class room observation made

.On the other hand the rest all EFL teachers used contextual clues of vocabulary teaching strategies for unfamiliar words in their actual classes.

The result of item5 in table 3 above indicated that the majority of EFL teachers of the selected schools except T7 &T9 did not practice collocation vocabulary teaching strategies did not practice collocation vocabulary teaching strategies but T1, T2, &T5 each implemented collocation vocabulary teaching strategies one time from the two rounds class room observation made. Whereas, the rest all EFL teachers used collocation of vocabulary teaching strategies in their actual classes.

As one can see item 6 from table 3 above T1, T2, T4 &T7 each implemented different vocabulary teaching strategies according to their suitability as well as, only T9 used it the two rounds class room observation made. On the other hand, the rest all EFL teachers of the selected schools did not implement different vocabulary teaching strategies according to their suitability in their actual class room.

In Table 3 item 7 above only T3 did not motivate his students to ask him for clarification when they don't understand the meaning of new words but T2 motivated them one round during class room observation made. On the other hand, the rest all EFL teachers of the selected schools motivated their students to ask them for clarification when they don't understand the meaning of new words in their actual class room.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter deals with summary, conclusions, and recommendations based on the findings of the study. This study aimed to investigate EFL teachers' awareness and practice of vocabulary teaching strategies in grade ten EFL classrooms. Therefore, to achieve the main purposes of the study, three types of data-gathering instruments (questionnaire, interview, and observation) were employed. Thus, the data were gathered through these instruments and were presented, analyzed, and interpreted in chapter four. Based on the major findings, the following summary, conclusions, and recommendations were forwarded.

5.1.SUMMARY

This study aimed to assess EFL teachers' awareness and practice of vocabulary teaching strategies at Dedo, Warokolobo, and Methoso Secondary Schools of grade ten. In dedo district. The subjects of the study were thirty EFL teachers with reference to grade ten. Therefore, data were collected from 30 EFL teachers purposively through questionnaire, interview and classroom observation. Analysis was made on EFL teachers' awareness and practice of vocabulary teaching strategies, and the types of strategies, EFL teachers frequently implemented.

As the result of the study indicated; the teachers had awareness and practice of vocabulary teaching strategies, but in implementation of the strategies there is a great gap. With regards to types of frequently used vocabulary teaching strategies were: contextual clues, self-selection, and cooperative vocabulary teaching strategy, but task-based and collocation vocabulary teaching strategies were practiced with few teachers.

5.2.DISCUSSION

The findings indicated that vocabulary was the EFL part in which the students have very low proficiency. The factors which hinder the students' low proficiency were the students' poor interest towards learning vocabulary because of they think English is difficult to them, the EFL teachers looking the vocabulary teaching as a hard lesson, their poor knowledge of English language since English only is spoken in EFL class by the teacher, due to the words in their text

book were not based on their indigenous knowledge, the EFL teachers less focus to teach vocabulary and shortage of students' text book. Although the students are learning secondary school, they could not express their ideas neither in writing nor in speaking using the words in the target language.

The research also indicated that EFL teachers often used long time for themselves in EFL classes, even they taught the meaning of the vocabularies from their note in some of the students' mother tongue (afaan oromoo.) This is because they forgot the vocabulary teaching strategies due to the long years ignorance of teaching vocabulary for many reasons they forwarded during data collection (example: large number of students in the class, job over load and etc).

This indicated that the EFL teachers of the selected schools had lack of awareness of implementing vocabulary teaching strategies.

5.3.CONCLUSIONS

It is possible to draw the conclusion that grade ten EFL teachers at Dedo secondary school, Warokolobo secondary school and methoso secondary school did not appropriately implement various vocabulary teaching strategies in EFL class based on the study's results and discussions of those findings. Based on the overall results of the investigation into the three main research questions, this conclusion has been reached. The results of the analysis and discussion of the data from all sources indicate that EFL teachers are not aware and practice the strategies of vocabulary teaching.

The study focused on EFL teachers of grade ten in selected secondary schools. With regard to the awareness and practice of vocabulary teaching strategies, the EFL teachers did not regularly use these strategies throughout the process. That means, study shows that vocabulary teaching strategies were not always used in EFL class in a way that should have been done.

Based on the main findings of the study, conclusions were drawn as follows: The EFL teachers hardly practiced different vocabulary teaching strategies in EFL classes. From this, one can realize that the teachers do not obstinately practice these strategies during vocabulary instruction.

Some of the EFL teachers frequently practiced contextual clue, self-selection, and task-based when they taught vocabulary in EFL classes. The most important strategy, cooperative strategy which helps students' knowledge of vocabularies in the classroom and outside the classroom was rarely practiced by the EFL teachers.

On the other hand, the EFL teachers told that they did not get adequate training on the implementation of vocabulary teaching strategies. Therefore, it seemed that there was a gap between the teachers' knowledge (example: cooperative vocabulary teaching strategy) on awareness and practice of vocabulary teaching strategies in EFL classes.

To sum up, it is clear that different EFL teachers practice different strategies to teach vocabularies in EFL class. Currently vocabulary teaching practices through different strategies at Dedo, Warokolobo, and Methoso Secondary Schools, but practiced a limited number of vocabularies teaching strategies were practiced by the sample EFL teachers. So the EFL teachers were less concerned with the practice of different vocabulary teaching strategies compared to contextual clue of vocabulary teaching strategy which was mostly practiced than other vocabulary teaching strategies. Therefore, students were less interested in learning vocabulary. Since no varieties of vocabulary teaching strategies were practiced at the selected secondary Schools in EFL classes, vocabulary teaching through different strategies has got less attention.

5.4.RECOMMENDATIONS

Based upon the findings and the conclusions drawn from the study, the following recommendations were forwarded.

1. EFL teachers should use different vocabulary strategies according to their suitability to develop their students' word power.
2. The EFL teachers should reduce using '*Afaan oromoo*' to teach vocabulary in EFL class and should try to use simple English words which students can understand.
3. EFL teachers should motivate students in EFL class so that the students can develop their vocabulary deficiency.
4. The EFL teachers should update themselves on their awareness of vocabulary teaching strategies.
5. Further research should be conducted in the future to assess the awareness and practice of vocabulary teaching strategies in EFL classes at the same school level.

REFERENCES

- Alemu Hailu (1994). High school Teachers' Attitude towards An Awareness Raising Approach to vocabulary teaching. Master's Thesis, Addis Ababa University.
- Amalia, N.: Meningkatkan Penguasaan Vocabulary Siswa Menggunakan Vocabulary Self-Collection Strategy Pada Kelas VII A3 di SMPN 1 Singaraja. *Journal of Education Action Research*, 2(2), 172-179. (2018).
- Allen, M. J., & Yen, W. M. (1979). *Introduction to measurement theory*. Monterey, CA: Brooks/Cole.
- Bejarano, Y. (1987). A cooperative small-group methodology in the language classroom. *TESOL Quarterly*, 21, 483-501.
- Campilo,R,M.2007. Teaching and Learningvocabulary:An introduction for English students
- Carter, R. & McCarthy, M. (1988). Developments in the teaching of vocabulary. In R. Carter M.
- Creswell, (2009), j. W. *educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (.4th edition). Lincoln. University of Nebraska.
- Curtis. & Longo. Ann 2001.Teaching vocabulary to Adolescents to Improve Comprehension.
- Diamond, Linda,& Gutlohn, 2006.Teaching Vocabulary in the Class Room. Oxford: OUP.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Flanagan,K,&Green wood,SC.2007.Efective Content Vocabulary instruction in the Middle:Matching students purpose, words and strategies.*Journal Adolescents&Adult Literacy*,51(3),226-238.
- Folse, 2004.Myth about Teaching and Learning Vocabulary: What a recent research say. University of Central California, USA.
- Gerlach. (2006). *At the Chalk Face, Practical Techniques in Language Teaching*. Ltd. Hong Kong Nelson.

- Graves, M. F. (2006). *The vocabulary book: Learning and instruction*. New York: Teachers College Press
- Gairns and Red man 1986 *working with words: A Guide to teaching and learning vocabulary*. Cambridge: Cambridge University.
- Gashaw Nigusse 2008 .*A Study on the Effectiveness of Learning Vocabulary in Three Second Cycle Elementary School in Addis Ababa: Grade 8 in focus*. Addis Ababa University, unpublished thesis.
- Haggard, M. R. (1982). The Vocabulary Self-Collection strategy: An active approach to word learning. *Journal of Reading*, 27(3), 203–207.
- Harmer, J. (1991). *The Practice of English language teaching*. New York: Longman.
- Jaén, M. M. (2007). A corpus-driven design of a test for assessing the ESL collocational competence of university students. *International Journal of English Studies*, 7(2), 127-147
- Johnson, B. R., (2004).Mixed methods research: a research paradigm whose time has come. *Educational Researcher*, (7), 14-26
- Kothari.(2004).*Research methodology: methods and techniques*. New Delhi: New international publishers.
- Krashen,S .(1998). TPR: Still a Very Good Idea. *System*, 5(4), 82-85.
- Minwuyelet AD (2019). *An Investigation into EFL Teachers Awareness and Practices of Vocabulary Teaching Strategies in EFL Class Rooms: In Selected Schools of North Western Ethiopia*. *Inter. J. Eng.Lit. Cult.* 7(6): 185-196
- Miressa 2014.*Assessment of the Practice of Vocabulary Teaching Strategies in EFL Classes; Kelem Secondary school English teachers, Haramaya University; Unpublished thesis.*
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge, England: Cambridge University Press.
- Nattinger, J. R. (1988). Some current trends in vocabulary teaching. In R. Carter & M. McCarty (Eds.).*Vocabulary and language teaching* (1st ed., pp. 62-82). New York: Longman
- Nunan, D. 1991. *Language Teaching Methodology*. New York: prentice Hall McMillan.
- Nurdiana, S., Laaribi, M., Thi, N., & Chuyen, H. (2023). Applying Wattpad Platform as an Instruction Medium to Improve Reading Skills Viewed from Reading Strategies. 3(1), 80–91.

- Oxford, R. and Scarcella, R. C.(1994). Second language vocabulary learning among adults: state of the art in vocabulary instruction. *System*, 22(2), 231-243.
- Particsoons,M .2008.TheimportanceofLanguageawareness.Ambiguitiesinthe understanding of language awareness and the practical implications. Malamohogskola .
- Readance, Bean, and Baldwin (2001) . Literacy Strategy Vocabulary Self Collection Strategy (VSS). Retrieved from <http://www.VSS literacy. pdf>.on 8 th November 2012.
- Richards, J. and T. Rodgers. (2001). *Approaches and Methods in Language Teaching: A description and analysis*. Cambridge: CUP.
- Rupley, W.H., Logan, J.W., & Nichols, W.D. (1998/1999). Vocabulary Instruction in a Balanced Reading program. *The Reading Teacher*, 52 (4). 336-347
- Schmitt, N. (2000). *Vocabulary in language teaching*: Cambridge Language Education. Cambridge: Cambridge University Press.
- Stahl, S.A. (2005). Four problems with teaching word meanings and what to do to make vocabulary an integral part of instruction. In E.H. Hiebert and M.L. Kamil (Eds.), *Teaching and learning vocabulary: Bringing research to practice*. Mahwah, NJ: Erlbaum
- Thomas, J., & Nelson, J.K.(2001). *Research Methods in Physical activity*.(4th ed). Campaign II: Human Kinetics.
- Taylor, L. (1990). *Teaching and learning vocabulary*. Herefordshire: Prentice Hall international.
- Thornbury.S.1997. *About Language*. Cambridge; Cambridge University press.
- Uberman.A.1998.TheUseofgamesforvocabularypresentationandrevision. *EnglishTeachingForum*36(1).
- Wang, C. (2006). Designing communicative tasks for college English courses. *Asian-elf-journal*. China: Normal University & Yangtze Normal University.
- Wilkins, D.A.(1982). *Second Language Learning and Teaching* .London: Eduward Arneid ltd.
- Woodard, C. (1998). Developing vocabulary skills. ERIC Document Reproduction. Service No. ED426400
- Wright .T. 2002 “Doing Language awareness: Issues for language study in language Teacher’s education.”
- Zadeh, 2012 . *Function-based VS Meaning –based in Teaching Vocabulary*. Oxford Press

Appendix A: Teachers' Questionnaires

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Dear teachers:

I am currently conducting a study to investigate your awareness and practices with respect to vocabulary teaching strategies in EFL classes. The following questionnaires are designed to gather relevant data for the study from you. Therefore, you are kindly asked to fill in the questionnaire, honestly and carefully. Please note that your answers should be based on what you really do but not based on what you wish you could have done or should have been. Thank you!

Part one

Background information

Instruction I: Please write in the appropriate space or writing where it is necessary on the space provided.

1. Sex: _____ 2. Age: _____ 3. Current educational status/Qualification _____
4. Year of Experience _____

Part Two: EFL Teachers' Awareness and Practicing Vocabulary Teaching Strategies in EFL Classes

Instruction II: Show to what extent you agree with the following questions based on your awareness and Practicing Vocabulary Teaching Strategies in EFL Classes by putting a (√) under each number in the table below. Thank you for your cooperation and willingness to fill out the questionnaire in advance!

Table 1: Analysis of data related to the extent of EFL teachers' awareness of vocabulary teaching strategies.

No.	Items	Rating Scales										Total		Mean
		Alwa ys		Usual ly		Some times		Rarel y		Never				
		F	%	F	%	F	%	F	%	F	%	F	%	
3.	How often do you aware of teaching vocabulary using different strategies according to their suitability in EFL classes?	4	13.3	12	40.0	11	36.7	2	6.7	1	3.3	30	100	3.53
4.	How often do you aware to motivate your students to ask you for clarification when they don't understand the meaning of new words?	4	13.3	7	23.3	14	46.7	4	13.3	1	3.3	30	100	

Table 2: Analysis of data related to the extent of EFL teachers' practice of vocabulary teaching strategies.

No.	Items	Rating Scales										Total		Mean
		Alwa ys		Usual ly		Some times		Rarel y		Never				
		F	%	F	%	F	%	F	%	F	%	F	%	
6.	How often do you use cooperative vocabulary teaching strategy?	2	6.75	13	43.3	9	30.0	6	20.0	0	0	30	100	3.37
7.	How often do you practice Self-selection vocabulary teaching strategies in EFL classes?.	4	13.3	8	26.7	12	40.0	3	10.0	3	10.0	30	100	3.23
8.	When you teach vocabulary, how often do you practice task-based vocabulary teaching strategies in EFL classes?	3	10.0	8	26.7	13	43.3	4	13.3	2	6.7	30	100	3.2
9.	During EFL classes, how often do you use contextual clues of vocabulary teaching strategies for unfamiliar words?	5	16.7	10	33.3	10	33.3	4	13.3	1	3.3	30	100	3.47
10	How often do you practice collocation vocabulary teaching strategies in EFL the classes?	2	6.7	5	16.7	14	46.7	7	23.3	2	6.7	30	100	2.93

Appendix B: Teachers' Interview

Jimma University

College of Social Science Humanities

Department of English Language and Literature

Name of the School: _____ Qualification: _____ Year of experience _____

Dear Teachers,

The purpose of this interview is to gather information about grade 10 students' awareness and practice of vocabulary learning strategy while they are learning vocabulary in their actual classroom. Therefore, I kindly ask you to give the appropriate response for each question to indicate your answer related to you and your students' awareness and practice stated in each question. The information will be used for academic purpose only. Thank you for your cooperation in advance!

1. During the EFL class, how often do you use cooperative vocabulary teaching strategy?
2. How do you practice Self-selection vocabulary teaching strategies in EFL classes?.
3. When you teach a vocabulary, how often do you practice task-based vocabulary teaching strategies in EFL classes?
4. During EFL classes, how often do you use contextual clues of vocabulary teaching strategies for unfamiliar words?
5. To what extent do you practice collocation vocabulary teaching strategies in EFL classes?
6. Since there is no one best strategy of teaching vocabulary, how do you use different strategies according to their suitability in EFL classes?
7. During EFL class, how do you motivate your students to ask you for clarification when they don't understand the meaning of new words?
8. Have you ever taken training on vocabulary teaching strategies from institution you are qualified so far? _____

Thank you

Appendix C: Classroom Observation Check List

Jimma University

College of Social Science Humanities

Department Of English Language and Literature

School Name_____ Grade_____ Section_____

Unit _____ Topic of the lesson_____ Period _____ Date _____

Table 3: Analysis of the data related to EFL teachers' Awareness and practice of vocabulary teaching strategies.

No	Items	Respondents																18 days			
		T1		T2		T3		T4		T5		T6		T7		T8				T9	
		1 ST	2 nd	1 ST	2 nd	1 ST	2 nd	1 ST	2 nd	1 ST	2 nd	1 ST	2 nd	1 ST	2 nd	1 ST	2 nd	1 ST	2 nd	F	
8.	During the EFL class, how often do EFL teachers use cooperative vocabulary teaching strategy?	0	0	0	0	✓	✓	0	0	0	0	✓	✓	0	0	0	0	0	0	4	14
9.	How do EFL teachers practice Self-selection vocabulary teaching strategies in EFL classes?.	0	0	✓	0	0	✓	0	0	0	0	0	0	✓	0	✓	✓	0	0	5	13
10.	When they teach a vocabulary, how often do EFL teachers practice task-based vocabulary teaching strategies in EFL classes?	0	0	✓	0	✓	✓	0	0	0	✓	✓	✓	0	0	✓	✓	0	0	8	10
11.	During EFL classes, how often do EFL teachers use	✓	✓	✓	✓	✓	✓	0	✓	0	0	✓	✓	✓	✓	0	0	✓	✓	13	

[illegible]