

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

MA in Teaching English as a Foreign Language (TEFL)

**Investigating Teachers' Practice of Training Students Vocabulary
Learning Strategies at Jeldu Preparatory School Grade 11 Students in
Focus**

By:

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August, 2015

Investigating Teachers' Practice of Training Students Vocabulary Learning
Strategies at Jeldu Preparatory School

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A Thesis Submitted in Partial Fulfillment of the Requirements

for Master of Arts in TEFL

Department of English Language and Literature

College of Social Sciences and Humanities

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Research Title:

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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 acknowledged.

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Confirmation and Approval

This thesis has been submitted for examination with my approval as a thesis advisor.

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Acknowledgements

First of all, I would like to thank the Almighty God who gave me health, peace, knowledge and hope to bring this study to the end. Next, I would like to express my deepest gratitude to my advisors Temesgen Mereba (PhD) and Gemechis Teshome (Assistant Professor), who were devoting their energy and time for the success of this study. Their constructive scholarly advice helped me so much even for further professional growth. I have no words to express the contribution of my wife, Regatu Chala, for the accomplishment of this work. My special thanks also goes to my cousin Gelana Sori and my colleague Girshe Regasa who were devoting their golden time by writing and editing this research paper from starting up to the end. I am also very grateful to my friends Kulkulu Ijo, Hailu Mulisa and Dejene Melese for their support during this study. My thanks also goes to Jeldu Preparatory and Secondary School directors for their contribution of moral and material support for my study. Finally, I thank Jeldu Preparatory School Grade 11 students and English language teachers for their being obedient to give access data for my study. Without their support and participation, this study would have not been successful.

Abbreviations, Acronyms and Definitions of Key Terms

ELT- English Language Teaching

TEFL- Teaching English as Foreign Language

L2- Second Language

ELS- English as a Second Language

EFL- English as a Foreign Language

VTS - Vocabulary Teaching strategies.

VSS- Vocabulary Self Selection

TBI- Task Based Instruction

SLA- Second Language Acquisition

CL- Cooperative Learning

CLT- Communicative Language Teaching

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. In relation to this, Krashen (ascited in Herrel, 2004) extends Graves ‘definition further by stating that lexicon organizes the mental vocabulary in a speaker’s mind.

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

The Vocabulary Self-Collection Strategy (VSS) - 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(Haggard , 1986).

Collocation - refers to the way in which two or more words are typically used together (McCarten,2007).

Cooperative Learning- is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of Others(Barkley, Cross and Major ,2005).

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.

Abstract

The aim of this study was to investigate teachers' practice of training students vocabulary learning strategies at Jeldut preparatory school Grade 11 students. The study was conducted by using both quantitative and qualitative methods. The researcher used three data gathering instruments to conduct this research. These were questionnaire for students, interview for teachers and observation checklists for both participants of teachers and students. The selected sample students were asked and responded to the questionnaire prepared for them as a major data gathering tool. The teachers were interviewed to give access data. In addition, classroom observation was also employed to gather additional data. Based on this, the finding of this study indicated that more often the English language teachers were not using various strategies during teaching to increase their students' vocabulary. In addition, the students of the mentioned school were ensured that they had shortage of vocabulary to communicate English in appropriate way. The major causes for this were: first, no better practicing students new vocabularies by their English language teachers, second ,less attention and lack of interest that the learners had for vocabulary development ,third, shortage of time for teachers to practice and give corrections and feedback to the students' homework and class work exercise were among them.

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Chapter One

Introduction

This chapter is concerned with background of the study which is entitled "Investigating Teachers' Practice of Training Students Vocabulary Learning Strategies at Jeldu Preparatory School Grade 11 Students in Focus". The chapter introduces the background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation of the study and limitations of the study.

1.1 Background of the Study

Scholars in the field of vocabulary development agree that vocabulary is the key to the language learning process .Vocabulary is a backbone for every skill of a language. According to Paivio (1986), to be successful in second language learning, having vocabulary competence is of paramount importance. Krashen (1983) also suggests that vocabulary plays a significant role in the success of foreign language learner. In short, without vocabulary, it is unthinkable to communicate in the target language.

As English is spoken all over the world as an international language, it is being taught and learnt in many parts of the world. However, vocabulary teaching strategies are differently accomplished. In this case, recognizing vocabulary as an essential building block of language, scholars have begun to pay more considerable attention to vocabulary teaching strategies. Teaching vocabulary was overlooked compared to the emphasis given to teaching of grammar and the four classic skills. However, the development of lexical knowledge was considered essential for learning a language and a vocabulary teaching was also found to be an important indicator of the fluency of the learners' speech (Mehnert, 1998). There is a general belief that students have problem of vocabulary, but they are expected to develop a good proficiency of vocabulary in English so as to express their ideas, feelings and to become rich enough with vocabulary. Parents, the community, the schools and the government are investing their money to educate children and make them effective citizens. Even if the Ministry of Education of Ethiopia has given more consideration to English language teaching, it is assumed that there is problem of English vocabulary teaching strategies that is being seen in students' communication in the language.

Currently, Improving English language teaching is a great concern for the government of Ethiopia. According to Tadesse (2002), it is observed that the status of English language is quite low in Ethiopian schools at all levels. As a result, learners are unable to express themselves both at secondary and preparatory schools. It is assumed that there might be a problem of methodology of vocabulary teaching strategies which hinders the students' vocabulary competence. It is believed that learners cannot improve their English unless teachers use better way of vocabulary teaching strategies. In short, lack of vocabulary knowledge affects all language skills.

In jeldu preparatory School, where this research was conducted, in the researcher's point of view, students often face difficult to communicate using English language. Therefore, this research was intended to indicate the problems of vocabulary teaching and to address a better way of vocabulary teaching and learning strategies.

1.2 Statement of the Problem

Language is a tool with which people share their feelings, ideas and emotions. However, people's ability to communicate becomes limited if they do not develop any of the four language skills namely, listening speaking, reading and writing. To develop these four language skills, they need to develop vocabularies in the target language. Therefore, teaching of vocabulary strategies has been given weight and considerable attention in the world of science and technology. This is because scientific and technological achievements are stored in bulk in vocabularies. Besides, students can properly put their ideas on paper if they attain the skills and knowledge of vocabularies.

In addition, if English teachers teach the students vocabulary strategies well enough, the students will be enriched with vocabularies and will properly express their ideas or feelings both in spoken and written language. In this case, students are expected to be good at and rich in vocabularies to understand what is going in the modern world and to express themselves. Therefore, the researcher has focused on vocabulary teaching strategies so as to assess what strategies were being implemented to make the learners proficient users of English language in their daily communication.

The issue of vocabulary learning strategies is assumed to be a major problem in Ethiopia as the country relies on English language as a medium of instruction. The Ministry of Education (1994) asserts that English language learning has to start from Grade one. However, many learners both in secondary and preparatory schools cannot effectively communicate by using appropriate vocabularies. This might be related to problem of teaching vocabulary strategies.

Even though the government of Ethiopia has been focusing more on developing the methodologies in English language teaching, the way it has been implemented might have its own problem. This makes the learners poor in English language communication in general and strategies of teaching vocabularies in particular. As a result, many students are unable to use/ and or communicate by using vocabularies within the whole language skills. In other word, unless the learners are taught to develop and become rich enough with vocabularies through teaching various strategies, it is unthinkable to communicate in any language skill. The main issue here is about students who are being taught English vocabulary strategies at preparatory school. It is being seen that students often at preparatory level are not able to use sufficient and appropriate vocabularies in appropriate way. This shows that the learners at preparatory schools have lack of vocabulary in English language. As a result, they cannot effectively communicate in English language.

Vocabulary has been recognized as crucial language use. Insufficient vocabulary knowledge of the learners lead difficulties in communication. On top of this Asgari (2011) asserts that one of the most important challenges that learners face during the process of learning English as a second language is the problem of using appropriate words in appropriate context.

Rechards (2001) maintains the idea that the teaching of language primarily must be based on vocabulary and grammar. The issues of using vocabulary and grammar can be seen as the main building blocks of language development. In short, if great consideration is given to the teaching of vocabulary, it is assumed that the English language can be put on a more rational and sound basis.

Diriba (2013), in his unpublished MA thesis on basic errors in paragraph writing, identified that one major problem of students at Dire Inchini Secondary School was that in their writing they faced the lack of vocabulary and irrelevant use of word in their paragraph. He asserted that students have no sufficient vocabulary competence when they come to secondary school. In general, he concluded that both grammar and basic error remain the main problems of students at his context.

In addition, Hailu (2014) in his unpublished MA thesis conducted an action research to improve the teaching of paragraph writing at Jeldu High School. First, the organization of paragraph was taught: designing topic sentence, writing supporting sentences and writing concluding sentence. Then, the students were asked to write a paragraph using guided composition. Eventually, feedback was given for each of the learner. From his implementation, he observed that the majority of the students failed to use appropriate vocabulary. He concluded that this problem may arise from vocabulary teaching strategies. Therefore, he pinpointed that more work must be done to improve this critical problem of vocabulary teaching and learning strategies.

Students most of the time face problems while communicating by using various vocabularies accordingly. At word, phrase and sentence levels, for example, there were problems of using appropriate words in appropriate position both in written and in spoken language. Beyond the sentence level, there were problems of structuring and integrating information meaningfully due to lack of vocabularies. Hence, this study was conducted to indicate what the problem of teaching vocabulary strategies felt in the researcher's context.

The researcher's study was intended to fill the gap of insufficient and inappropriate communication of vocabulary towards the learners that was assumed in Diriba (2013) and Hailu (2014) MA thesis of their study.

1.3 Research questions.

- A. What strategies and mechanisms do English language teachers use while teaching vocabulary at Jeldu Preparatory School?
- B. How often do English language teachers implement various vocabulary learning strategies at Jeldu Preparatory School to develop the students' communication in the skills of English?
- C. What challenges do English language teachers encounter in using different vocabulary teaching strategies?

1.4 Objectives of the study

1.4.1 The main objective

As it has been stated above, the problem of vocabulary teaching strategies in preparatory school was taken into account. Because of this, the main objective of this study was to investigate vocabulary teaching strategies used at Jeldu preparatory school level.

1.4.2 Specific objectives

More specifically, the study attempted to:

- indicate the strategies and mechanisms of vocabulary teaching used by English language teachers at Grade 11 of Jeldu Preparatory School,
- find out how often English language teachers implement vocabulary teaching strategies at Jeldu preparatory School, and
- identify the challenges that English language teachers are faced during vocabulary teaching strategies at the school mentioned.

1.5 Significance of the study

This study was intended to signify English language teachers in identifying the basic problems of vocabulary teaching strategies. In a sense, vocabulary is essential for the academic success of students. If students lack sufficient vocabularies and are not taught the strategies of vocabulary through various and unlimited strategies, they may waste their time rather thinking than producing ideas both in spoken and written language. In addition, why we teach vocabulary in variety of strategies is commonly to eliminate the challenges that the learners encounter. To do this, three challenges have to be solved: psychological, linguistic and cognitive challenges (Adinew, 2002).

In case of psychological factors, for example, writing by using proper vocabularies is a solitary task so that students write and express their ideas independently with no interaction to fetch some kind of feedback. This makes the acts of vocabulary use challenging. So, one purpose of teaching vocabulary strategies is to minimize such problems. Regarding linguistic problems, learners are expected to combine words to make sentences in a sensible way so that the idea or text they produce can be interpreted by its own. So, Linguistic problems must be solved in order to make communication clear by using precise and appropriate grammatical unification of vocabularies.

The result of this study is expected to benefit teachers and students. It has been assumed to enable the teachers to have awareness and understanding about the problems. In the same way, it will enable them to see their own position and method of teaching vocabulary in relation to the identified problems. The study will also be expected to help teachers take appropriate measures to treat students' problems in vocabularies. On top of this, the research will benefit the school in advance. This means that when Jeldu preparatory School wants to prepare forum and module, the study will serve as a stepping stone to it and even to anyone who wants to conduct a research on a similar area in wider scope.

1.6 Delimitation of the study

The study was purposely delimited to Jeldu Preparatory School which is located in Oromia Region, West Shoa Zone in Jeldu Woreda, on 127km from Addis Ababa to the west direction. The school was chosen because the researcher is very familiar with the students and teachers of the school mentioned. The school is found at the researcher's working place and is comfortable to collect data easily so as to conduct the study. In addition, Grade 11 students and English teachers were taken into account because this level is the pre-university and prepare themselves to take a university entrance exam. In this case, they are expected to communicate in English. Therefore, the study was conducted on 75 selected sample of students and 3 English language teachers due to budget and time constraints. On the other hand, the research topic was narrowed down to "Investigating teachers' practice of training students vocabulary learning strategies at Jeldu Preparatory School of Grade 11 students". Data were collected through questionnaire, interview and observation that were taken into account.

1.7 Limitations of the study

This study was a descriptive study that only included a small number of teachers teaching English as a foreign language and a small number of participants. A large number from different preparatory schools would definitely yield more generalizable findings. As a result, conclusion was deduced or generalized from such a narrow context and recommendation provided might not serve definitely the case of all preparatory schools throughout West Shoa Zone and the study does not offer any conclusive findings about vocabulary teaching strategies and also the findings may not be generalized.

Chapter Two

Review of Related Literature

2.1 Definition of Vocabulary

Vocabulary is a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined. It is a sum or stock of words employed by a language, group, individual, or work, or in relation to a subject-scope of language (G. & Merriam, 1976:2560).

According to Encarta Dictionary (2009) “Vocabulary is the set of words associated with a subject or area of activity, or used by an individual person.” Hence, vocabulary is a list, collection, sum or stock of words usually alphabetically arranged and explained or defined and employed by a language, group, individual or work or in relation to a subject. The vocabulary of a language is the total number of words in it and someone’s vocabulary is the total number of words in a language that he or she knows. Since our focus is on the meaning expressed through the vocabulary, other elements such as grammar, stress, rhythm, intonation, tone of voice, pauses, hesitations or silences and the like should also be considered in teaching vocabulary for they are all supplementary to each other in transmitting meaning.

Because, learning a language cannot be reduced to only learning vocabulary though it is also true that no matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 cannot happen in any meaningful way (McCarthy, 1990). In spite of these elements, vocabulary is the least systematized and the most neglected of all the aspects of learning a second language.

Regarding the term 'word', the concept is rather difficult to explain and there are several different views concerning what a word really is. It will be used as an equivalent to lexical item or lexeme and therefore, it refers to expressions made up of meaning. Thus, idioms and multi-word verbs such as phrasal and prepositional verbs are also treated as words from the point of view of vocabulary teaching in the same way as a single word.

Carter (1998) summarizes that orthographic, phonological, grammatical and semantic properties of a word are best captured using the term lexical item. Therefore, knowledge of a word is essential perspective of language and language learning. The characteristics of language learning in association with knowledge of vocabulary suggest communicative meanings contained in the words. Carter (1998) argues that the most accurate definition of a word would be to describe it as the minimum meaningful unit in a language.

The characteristics of language learning in association with knowledge of vocabulary suggest communicative meanings contained in words. In this sense, a word is which can stand on its own as a reply to any question or statement. Moreover, Cook (2001:61) emphasizes that a word is more than its meaning. Each word has certain forms of the word; a certain pronunciation and spelling which are linked to the pronunciation and spelling rules of the language.

According to Carter (1998), in spoken language, words have additional characteristics, for example, word stress. He further states that sometimes words have been defined to have only one stressed syllable. However, some words like prepositions do not convey meaning or convey it vaguely and some words do not have a stressed syllable.

2.2. Concept of vocabulary

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

2.3. Concept of teaching strategy

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 Strasser(1964), teaching strategy is a generalized plan for a lesson which include structure, desired learner behavior, in terms of the goals of the instruction and an outline of tactics necessary to implement the strategy.

In other words, teaching strategy refers to a technique that is used by the teacher or instructor to ensure that the course has been well understood or it refers to a plan or a program that is extensively used to make sure that a certain message or lesson is passed from the teacher to the student. In brief, vocabulary teaching strategies are actions taken by the teacher to teach or practice target vocabulary. So teaching words well means giving students multiple opportunities to learn how words are conceptually related to one another in the texts they are studying.

2.3.1 Language teaching strategies

Language learner strategies have been well researched for the last 30 years and identified two perspectives on language learner strategies (Cohen & Macaro, 2007). Mainstream research has been pinpointed by a cognitive and psycholinguistic view on how complex cognitive skills such as strategies are developed. Language teaching strategies have been defined as specific actions, behavior patterns or techniques undertaken by learners to enhance their own learning (Scarcella and Oxford 1992). Scholars agree that they are problem-oriented tools for active and self-directed involvement and that their effective use can enhance performance in language learning (Cohen 2007). There is also some agreement that the use of strategies is to some degree conscious but the extent of awareness has been debated.

Cohen (1998), O'Malley and Chamot (1995) and Oxford (1990) have shown that strategy use is influenced by a range of factors (and their interaction) such as personality-related variables (e.g. learning styles), person-related elements (e.g. prior learning experience, motivation), social and demographic variables (e.g. age, ethnicity), the task at hand, and culture (e.g. prevailing learning practices). Until recently mainstream researchers viewed LLS as relatively stable processes in the minds of the learners and paid little attention to the situated learning experiences. This issue has been addressed by the recent 'socio cultural turn in LLS research', a significant albeit small move (Gao 2007, p. 619).

Researchers assert that strategies are both related to individual cognitive processes and socially-mediated activities. From the perspective of socio cultural theory LLS are higher mental functions that help learners regulate the processes involved in learning (Oxford 1999). Oxford and Schramm (2007, p. 48) define them as 'a learner's socially mediated plan or action to meet a goal, which is related directly or indirectly to L2 learning'. As higher mental functions, strategies are by definition social and cultural in origin; voluntarily controlled and self-regulated; realized in a conscious way and mediated through the use of cultural tools (Wertsch 1985).

Donato and McCormick (1994) call them a 'by-product of mediation and socialization into a community of language learning practice' (p.453). Researchers have shown that learners can acquire a new language and internalize beliefs, practices and procedures such as ways of learning languages through interaction with more knowledgeable others in socially-mediated activities (De Guerrero and Villamil 2000; Donato & McCormick 1994; Ma 2008; Ohta 2000).

Azadah Agari (2002) pinpointed some four teaching strategies:

- a) **Cognitive strategies:** entails the manipulation or transformation of the learning materials such as repetition, summarizing, using images.
- b) **Meta cognitive strategies:** involving higher-order strategies aimed at analyzing, monitoring, evaluating, planning and organizing one's own learning process.
- c) **Social strategies:** involving communication behaviors aimed at increasing the amount of second language communication and practice the learner undertakes, for instance, initiating, interaction with native speakers, cooperating with peers.
- d) **Affective strategies:** involving taking control of emotional conditions and experiences that shape one's subjective that involving in learning.

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. (McCarthy 1990). Vocabulary teaching is one of the most important components of any language class. The main reason is the fact that it is a medium, which carries meaning; learning to understand and express the meaning is what counts in learning languages. As pointed out by Harmer(1992,p.14), “Words are the building blocks of language and having a good supply of them is very important for students’ right from the beginning of their English learning.”

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

Vocabulary is basic to communication. If people do not recognize the meanings of the key words used by those who address them, they will be unable to participate in the conversation. And if they wish to express some ideas or ask for information, they must be able to produce lexical items to convey their meaning Similarly, Taylor (1990) says that ranging from words to sentence level; we find different vocabulary, which plays an indispensable role for making language meaningful. Vocabulary is thus, useful to create a communicative environment. Regarding this Wallace (1982, p .9) adds that: It has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary, because there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language.

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

Therefore, word knowledge is an essential component of communication and it is important for both production and comprehension in a foreign language. To this end, teaching vocabulary through different strategies 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.

In fact, without vocabulary communication in a second or foreign language is not possible in a meaningful way. McCarthy (1990) stresses that no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way. In 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. Using vocabulary teaching strategy is obviously an essential element within a language. In order to equip the learners with vocabulary knowledge, they should be made aware of the importance using vocabulary teaching strategies.

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. The strategies we share are useful for stimulating students' interest in words, and they promote thinking and talking about words.

2.5. 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 & Lindstomberg, 2008).

Even if learners do not have enough knowledge of the language structures, an adequate knowledge of vocabulary helps learners to maintain a certain degree of communication (Wallace, 1982). 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.

Generally, 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.

2.6 The implication of teaching vocabulary

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

- a) Learners need tasks and strategies to help them organize their mental lexicon by building networks of associations
- b) Teachers need to wean themselves off reliance on direct translation from their mother tongue.
- c) Words need to be presented their typical contexts, so that learners get a feel for their meaning, their register, their collocation, and their syntactic environments.
- d) Teacher should direct attention to the sound of new words, particularly the way they are stressed.
- e) Learner should aim to build a threshold vocabulary as quickly as possible.
- f) Learners need to be involved in the learning of words.
- g) Learners need multiple exposures to words and they need to retrieve words from memory repeatedly.

h) Memory of new words can be reinforced if they are used to express personally relevant meaning.

i) Not all the vocabulary that the learners need can be taught: learners will need plentiful exposure to talk and text as well as training for self-directed learning.

2.7 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) states more over, 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. In general, 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.

2.8 Strategies in vocabulary learning

Nation(1990) states that it is more efficient to spend class time on the strategies of (a) guessing from context (b) using word parts and mnemonic techniques to remember words, and (c) using vocabulary cards to remember foreign language. In doing so, keeping the learning outcomes in mind is an essential thing that teachers need to give priority to. For instance, spelling, pronunciation, similar or opposite meaning, root forms or structure of inflections are some of the teaching aspects that can slightly affect our approach and strategies of teaching. Furthermore, teachers need to apply meta-cognitive strategy in teaching a language in order to improve vocabulary comprehension and retention of the learners.

Moreover, Graves (2006) has identified four key components of effective, comprehensive vocabulary teaching: (1) rich and varied language experiences, (2) direct teaching of individual words, (3) independent word-learning strategies, and (4) fostering word-consciousness. He also identified which words to teach in this regard as:

- Words central to comprehension- without knowing these words, the selection (its theme, main idea, or plot) will not make sense.
- Personally valuable-students need the words to discuss the essential questions related to what they speak about.
- High utility academic words-words students will encounter in multiple subject areas in life. This balanced level of vocabulary development is broad enough and intensive. Generally, vocabulary teaching must address the special challenges that students face (Graves, 2006).

Schmitt (1997) on his part identified seven major groups of strategies:

1. Discovery Strategies: it is the main vocabulary learning strategies in which learners need to discover learning of words.

2. Consolidation strategies: using this strategy a word is consolidated once it has been encountered. In addition, Schmitt (1997) introduced some other five subcategories of vocabulary teaching strategies.

3. Determination strategies: this is the strategy in which individual attempt of learning vocabulary is encouraged.

4. Social strategies: Vocabulary skill can be maximized through peer interaction.

5. Memory strategies: they are strategies whereby learners associate their learning of new word to mental processing by relating background or schemata with the new words.

6. Cognitive strategies: learning vocabulary by means of mechanical way rather than by mental processing.

7. Meta cognitive strategies: this strategy involves monitoring, decision making and evaluation of one's progress.

Considerable research has recently been conducted into the effectiveness of vocabulary teaching through various activities or tasks. Lee and Muncie (2006) showed that a post-reading composition task helped ESL students improve the productive use of higher-level target vocabulary. Newton (1995) pointed out that students made more vocabulary gains when engaging in communicative tasks that demanded interactions than when negotiating word meanings explicitly.

Wesche and Paribakht (2000) demonstrated that students learned vocabulary more effectively when they engaged in text-based vocabulary exercises in addition to reading a text than when they read multiple texts without exercises, because in the latter case, they could learn not only target words, but also their lexical features. Further, Folse (2006) suggested that how frequently students' retrieved unfamiliar words influenced their retention more than how deeply they were involved in processing them, which demonstrates that students could improve their retention of new target words more while engaging in multiple fill-in-the blank exercises than while writing one original sentence with each target word. Finally, Nassaji (2003) suggested that ESL students might grope ineffectively for lexical inferences about word meanings from context, so that teachers should provide them with a chance to identify and define exact meanings for unknown words.

Vocabulary gains for unknown words can be augmented more effectively when a reading text is accompanied by text-based vocabulary exercises than without them (Wesche & Paribakht, 2000), teachers need to consider possible ways of developing exercises that students can carry out with new words to realize varied lexical features. Similarly, a matching exercise and a crossword puzzle can be designed with the target 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. 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 & Redman, 1986; Schmitt & McCarthy, 1997) .

Teaching vocabulary is not just conveying the meaning to the students and asking them to learn those words by heart. If teachers believe that the words are worth explaining and learning, then it is important that they should do this efficiently. 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: (1) the students they are teaching, (2) the nature of the words they decide to teach, (3) their instructional purposes in teaching each of those words, and (4) the strategies they employ to teach the words (Flanigan & Greenwood, 2007).

Similarly, Graves (2006) clearly explains with respect to effective vocabulary instruction should (1) provide students with information that contains the context as well as the meaning of the word, (2) design instruction that engages students and allows sufficient time for word learning, (3) make sure students have multiple exposures to the words with review and practice, and (4) create a dialogue around the words. Thus, in teaching vocabulary, teachers of English 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 The vocabulary self – collection strategy (VSS)

A review of the research on vocabulary instruction conducted by Harmon and Hedrick (2005) led them to claim that struggling readers learn vocabulary when teachers “encourage independent learning by allowing students to self-select terms to be studied.” They pointed to VSS as an approach to encourage students to select and study words that they feel are important to learn. Research conducted by Calderon et al. (2005) with English language learners demonstrated that, in addition to teaching vocabulary before reading, their discourse around the text after reading leads to students’ vocabulary development.

The Vocabulary Self-Collection strategy (VSS) 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. The strategy was first introduced by Haggard (1982, 1986) and since then has been adapted for various grade levels and instructional contexts. 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,p.95) 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.” Beyond definitional knowledge, meaningful vocabulary helps students’ create relationships among and develop their vocabulary by fostering word consciousness and interest in words. In addition, Readence et.al (2001) also state that the purpose of Vocabulary Self -Collection Strategy (VSS) 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, VSS should be introduced before reading and used by students during and after reading. VSS 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. High school students would benefit from the use of VSS after group read-aloud, when they return to the book to select new and interesting words.

To sum up, Vocabulary Self -collection Strategy (VSS) lets the students choose new words that they want to learn. This strategy helps the students to understand the meaning of new words from the context and to integrate them with other sources that make them enable to learn. VSS also helps the students to make connection of the meaning of new words with other skills. 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 each other to the whole groups in the class. So, it will highly motivate the students to learn vocabulary because they can interact with their classmates to learn more about the unfamiliar words.

2.8.1.1 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 (VSS) 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.

2.8.2 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 de-contextualized 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.

According to Kaivanpanah & Alavi, (2008), following the principles below will enhance the effectiveness of teaching vocabulary by the use of context clues:

- 1.Highlight textual clues that lead to the meaning of the target word. This will enhance students' capability to recognize textual clues. Clues include synonyms, definitions, antonyms, contrasts, and examples.
- 2.Select texts in which the target words occur a few times.
- 3.To enhance accuracy of students' inferences of target words, teach them background knowledge of the text.
- 4.Occasionally have ELLs look up the word meanings in a dictionary to validate the accuracy of their inferences. This helps them develop meta cognitive awareness of the level of accuracy of their inferences.

2.8.2.1 Types of contextual strategy

Context clues are indicators of the meaning of a word. Such clues may be in the sentence that contains the word or somewhere else in the text within close proximity (Stahl, 1999). Context clues include definitions, example, comparison and contrast, summary, synonyms and antonym.

1. Definition: Often the writer defines the meaning of the word right in the sentence or gives enough explanation for the meaning to be clear.

2.Example: Many times an author helps the reader get the meaning of a word by providing examples that illustrate the use of the word, e.g., the lantern illuminated the cave so well that we were able to see the crystal formations on the rocks.

3.Comparison and Contrast: Comparison and contrast usually show the similarities and differences between persons, ideas, and things

4.Summary: A summary clue sums up a situation or an idea with a word or a phrase.

5.Synonyms: Very often the reader can find in the same passage a familiar word that relates to a subject in a manner similar to the way that the unfamiliar term does.

6.Antonyms: Words with opposite meanings may be found in the same context.

In general, following the types of context clues will enhance the effectiveness of teaching the use of context clues. Highlight textual clues that lead to the meaning of the target word. This will enhance students' capability to recognize textual clues. Clues include synonyms, definitions, antonyms, contrasts, and examples. Since the background knowledge of words is very important in vocabulary teaching, it is important to enhance accuracy of students' inferences of target words and teach them background knowledge of the text.

2.8.3 Collocation strategy

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. 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 its collocate(s), 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, 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*.

2.8.4 Cooperative strategy

Cooperative learning is the key to deal with children with various abilities and diverse area of intelligences. This learning method lets the students search and find out the best path to learn given subjects by themselves. Students are free to express what they have in mind to complete the tasks given during the lesson. The Cooperative Learning strategies share the idea that students work in groups to accomplish a group goal. In order to teach vocabulary in a meaningful and enjoyable way is using group work.

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 learn it 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 a 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.

2.8.5 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, 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 and so on) 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 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.

2.8.5.1 Advantages and disadvantages of TBI

According to Bourke (2006), there are advantages and disadvantages to task-based instruction. The advantages are numerous. First of all, TBI is suitable for all ages and backgrounds, especially young learners. All learners have learned their L1 in a contextualized setting, learning grammar and structure inductively. Their focus is on meaning, not form. A special consideration for these learners is that their language skills are still developing and teachers must be careful to create appropriate tasks for their level. Some other advantages of TBI are that it can be used to teach content as well as language, can be combined with more traditional teaching methods, can provide motivation due to tasks being relevant and immediate, and can be a useful method for students who don't do well in more traditional types of classroom learning or where teachers have little autonomy over their lesson planning. As for the disadvantages, a major one is that TBI requires a high level of creativity and initiative on the part of the teacher. Other disadvantages are that students may prefer more traditional types of teaching. TBI relies heavily on student motivation and commitment. Students, who are used to a teacher-fronted classroom with little interaction on their part, might feel uncomfortable, and even unwilling to take some of the language risks involved in completing the tasks, especially if the tasks occur outside the classroom.

2.8.6 Communicative language teaching strategy in vocabulary teaching.

Vocabulary teaching in CLT focuses on meaning rather than form as it aims at achieving effective communication. Teachers are expected to create a suitable language environment so as learners use the language for problem solving. This motivates learners to pick up the language since they practice by considering actual situations and introducing their background experience. Therefore, in the CLT classroom much vocabulary is not taught in the form of wordlist of isolated words any more, but taught in authentic contexts. Vocabulary teaching focuses on developing communicative proficiency rather than commanding the forms of the target language. Communicative Language Teaching based on many modern humanistic and communicative theories is effective in English vocabulary teaching and learning in many aspects:

1. CLT makes learners acquire vocabulary knowledge naturally, rather than learning intentionally. Apart from it, the modified target language input which is gotten from conversational interactions between the teacher and learners enables them to get better understanding of vocabulary knowledge.
2. CLT promotes learners' communicative competence and stimulates their inner motivation since the communicative activities are close and relevant to their daily life.
3. CLT prompts the development of learners' spirit of team cooperation by means of the communicative activities and cultivates learners' individuality by expressing their different views and ideas freely in the conversational interactions between them.
4. CLT makes learners acquire vocabulary knowledge naturally, rather than learning intentionally. Apart from it, the modified target language input which is gotten from conversational interactions between the teacher and learners enables them to get better understanding of vocabulary knowledge.
5. CLT makes learners adopt the responsibility to their own learning and encourages them to discover the forms and structures of target language for themselves.

2.8.6.1 The role of CLT in vocabulary instruction

As Richards (2006) states in the principles of CLT, the students learn to communicate by negotiating meaning in real context. The teacher role in Communicative Language Teaching especially vocabulary is mainly acting as a facilitator for classroom activities as well as home take assignments to make learners engage in groups or pairs work. Instruction plays an essential role in passing messages and thoughts to learners.

The ways in which CLT treats vocabulary is in such a way that learners can easily grasp the meaning of new words from the context. To do this, communicative practice that lets learners to use the language should be employed in the classroom.

Thus what teachers should do most importantly is to arouse the students' communicative consciousness, activate their communicative motivation. To comprehend a 'word' real communicative meaning and use, if there is a great amount of situation knowledge in learners' mind. Thus, what the teachers should do is to enlarge readers' situation knowledge, arouse their communicative desire to attain the communicative aim (Yiwei WU,2009). CLT involves equipping students with vocabulary, structures and functions, as well as strategies, to enable them to interact successfully (Pororellana, 2011).

To be effective, a program of vocabulary instruction should provide students with opportunities for word learning by:

- Encouraging wide reading- students learn new words by encountering them in text, either through their own reading or by being read to. Increasing the opportunities for such encounters improves students' vocabulary knowledge, which, in turn, improves their ability to read more and more complex text. In short, the single most important thing you can do to improve students' vocabularies is to get them to read more.
- Exposing students to high-quality oral language -Increase the quality of the oral language to which students are exposed let them hear spoken English that incorporates more of the vocabulary and syntax typical of written and particularly literate English.
- Promoting word consciousness - word-conscious students enjoy learning new words and engaging in word play. They know and use many words, and are aware of the subtleties of word meaning and of the power words can have (Texas Reading Initiative, 2002, p. 11)

2.8.6.2 Teacher roles in CLT vocabulary teaching

A teacher in CLT classes has four main roles according to Breen and Candlin (1980). These are: 1) organizer of resources and as a resource him/herself, second, 2) guide in the context of classroom activities, 3) researcher and learner,4) independent participant within the learning teaching group,4) facilitator of communication process among all the students in the classroom and their activities.

2.8.6.3. Application of CLT in vocabulary teaching

The method of language teaching has been changing from grammar translation to direct method and then to communicative approach. But it was only during the communicative approach that the prominent role of vocabulary knowledge in second or foreign language learning has been recognized by researchers in the field. The current popular communicative approach of language teaching has emphasized meaningful interactive activities over form (Hatch and Brown, 1995). This is because knowledge of vocabulary is basic for better understanding of messages either in written or spoken form. Vocabulary teaching in CLT focuses on meaning rather than form as it aims at achieving effective communication. Teachers are expected to create suitable language environment so as learners use the language for problem solving. This motivates learners to pick up the language since they practice by considering actual situations and introducing their background experience.

2.9 What vocabulary should be taught?

Determining which words to teach and how to teach them are important decisions that affect vocabulary instruction. Not all vocabulary words require the same level (depth) of instruction. Students need to know some words deeply and others only at the surface level. In addition, the students in a classroom can represent a wide range of language experiences and vocabulary knowledge. Because of the immense number of words that young students need to learn, selecting appropriate words for instruction is critical.

Nowadays, methodologists and linguists suggest that teachers can decide and select the words to be taught on the basis of how frequently they are used by speakers of the language. Carter –McCarthy(1991) rightly points out, Knowing a word involves knowing its spoken and written context of use; its patterns with words of related meaning as well as with its collocation partners; its syntactic, pragmatic and discourse patterns. It means knowing it actively and productively as well as receptively. Thus in determining the vocabulary to be taught to students, the teacher should know which should be taught first, second and so on. So, teachers who design their vocabulary instruction purposefully can target specific words that will enhance their students' vocabularies. They select and emphasize each vocabulary word relative to its importance to understanding the text, its frequency across texts and subject areas, and their students' knowledge of that particular word.

According to Harmer (1991), the general principle of vocabulary that should be taught first is the frequency of vocabulary that appears in the students' daily communication. Such as, 'books', 'house', 'names of subjects', 'teacher' and so on. Another principle of teaching vocabulary is to teach from concrete words and gradually become more abstract ones. The words like chair, table, chalk, book are easy to explain because those words are in front of the students. The word 'concept', however, is difficult to explain, because it is not physically represented in the classroom. One more principle that has been used to determine which words to be taught is coverage "a word is more useful if it covers more things than if it only has a very specific meaning". For example the word "book" it covers a lot of meanings. It can be 'notebook, exercise book, text book, hand book, and so on. Based on the above the principles (the criteria) of determining the vocabulary to be taught are as follows:

Range - the extent to which a word occurs in different types of texts.

Coverage - the capacity of a word to replace other words.

Frequency - the number of occurrences of a word in the target language.

Learn ability - the extent to which a word can be learned without difficulty.

Language needs - the extent to which a word is regarded as essential for the specific

outcomes of the course or communication purposes. The generalization that might be made from these ideas is that students might be given easier words to start with. This means, give students vocabulary that has the closest word-for-word exchanges between the native language and target language in concepts for them. Most educators would suggest that the words that are mostly frequently used in English are beneficial for learning and that various word lists can help teachers select words appropriate to various grade levels and content areas (Nan Jiang 2004).

2.10 Challenges in vocabulary teaching strategies

Every language has its trouble spots, so does English. Learning the words of a foreign language is not an easy business since every word has its form, meaning, and usage and each of these aspects of the word may have its difficulties. Indeed, some English words are difficult in form (daughter, busy, bury, woman, women) and easy in usage; other words are easy in form (enter, get, happen) and difficult in usage. Consequently, words may be classified according to the difficulties students find in assimilation. Since a good knowledge of vocabulary has a great effect on the learners' improvement of other aspects of language such as reading comprehension, listening comprehension, speaking, and writing, due attention should be paid to choosing and implementing appropriate vocabulary teaching/learning techniques in language classes.

According to Texas Reading Initiative (2002) there are some barriers to help students develop word knowledge in breadth and depth, we must first recognize the following four fundamental obstacles, and then develop teaching practices to address those obstacles:

- **The size of the task-** the number of words that students need to learn is exceedingly large. We know that, on average, students add 2,000–3,000 words a year to their reading vocabularies(Beck, McKeown & Kucan, 2002). This means that they learn from six to eight new words each day an enormous achievement. Individual differences in vocabulary size also involve large numbers. Some students may know thousands more words than other students in the same classroom. As a teacher, you know the difference this can make: students who know the meanings of many words catch on to and understand new ideas and concepts much faster than do those students with limited vocabularies.
- **The differences between spoken English and written, or “literate” English-** the vocabulary of written English, particularly the “literate” English that students encounter in textbooks and other school materials, differs greatly from that of spoken, especially conversational, English. Students both English language learners and those for whom English is the first language may have limited exposure to literate English outside of school.
- **The limitations of sources of information about words-** the sources of information about words that are readily available to students - dictionaries, word parts, and context pose their own problems. Each can be difficult to use, uninformative, or even misleading.
- **The complexity of word knowledge-** knowing a word involves much more than knowing its dictionary definition, and simply memorizing a dictionary definition does not guarantee the ability to use a word in reading or writing. Adding to the complexity is the fact that different kinds of words place different demands on learners.
- **Lack of creating genuine communication-** CLT holds that learning takes place through genuine communication. However, determining how to create genuine communication within the classroom setting presents challenges to teachers.

However, in general, teaching vocabulary is not easy, clearly more than just presenting new words (Harmer, 1993). According to Aganes (2008), the causes of the problem might be that: 1) the material is not interesting; 2) the limited time and the equipment; 3) the strategy of delivering materials is neither suitable nor interesting. Because of the problems, students got difficulties in learning vocabulary. Teachers also know that one of the challenges of struggling high school readers is their limited vocabulary and knowledge of using vocabulary in relation to the other language skills. For some categories of students, there are significant obstacles to developing sufficient vocabulary to be successful in school:

- **Students with limited or no knowledge of English-** Literate English (English used in textbooks and printed material) is different from spoken or conversational English. This can present challenges as these students try to make sense of the English they read, especially at the high school levels.
- **Students who do not read outside of school-** The amount of time spent reading and the amount read are important. For example, a student who reads 21 minutes per day outside of school reads almost 2 million words per year. A student who reads less than a minute per day outside of school reads only 8,000 to 21,000 words per year (Texas Reading Initiative, 2002).
- **Students with reading and learning disabilities-** Weaknesses in phonemic awareness, phonics, and word analysis skills prohibit students from reading grade-level content material and the rich opportunity this offers for encountering new, content-related words that can only be found in written English.
- **Students who enter school with limited vocabulary knowledge-** At first-grade, high performing students know about twice as many words as low-performing students, but that differential gets magnified each year, resulting in high-performing 12th grade students knowing about four times as many words as the low performing (Hart & Risley, 1995). To overcome these obstacles, teachers need to engage different types of vocabulary teaching strategies according to their suitability and practice them to accommodate and support the instruction.

Chapter Three

Research design and Methodology

3. Research Design

The research design for this study was descriptive research. The descriptive method was assumed to be suitable to indicate the problems of students in vocabulary and address the solution. Based on the objective of this study, data was gathered from primary sources by using interview, questionnaire, and observation. Results of the data gathered were discussed through qualitative and quantitative method to elaborate and show the better way of teaching vocabulary strategies so as to aware the English language teachers how to solve and improve the problems of vocabulary teaching strategies in English.

3.2 Participants of the study

During this study, the two main stockholders that took part in the study were Grade 11 students and English language teachers. Therefore, seventy-five sample of students and three English language teachers were chosen and involved as participants of the study from Jeldu preparatory school due to budget and time constraints.

3.3 Sampling method

3.3.1 School sampling method

For this study, Jeldu Preparatory School was chosen due to the fact that it is the work place of the researcher so as to enable him collect data easily. In addition, the school was purposely chosen to be studied by the researcher.

3.3.2 Grade level sampling method

Jeldu Preparatory School has two grade levels that are Grade11 and Grade12. From the two grade levels, Grade11 was purposely chosen. In this school, there were ten sections of Grade11 students. The purposive selection for the grade level was used to investigate how much vocabulary strategies that Grade11 students have developed at this level since they started secondary school level.

3.3.3 Teachers' sampling method

There were three English language teachers of Grade11 in Jeldu Preparatory School. All of them were males and included in the study. So, the sampling method for the teachers was used comprehensive (available) sampling because they were very small in number and available for the study.

3.3.4 Students' sampling method

There were ten sections of Grade 11 students at Jeldu Preparatory School. All sections of this level were included in the study to be given equal chance for each section. The total number of students in this grade level was 751. From this number,422 were males and 329 were females

Gay and Airasian(2000), as cited in Best and Khan (2003) argued, it is fair and appropriate to use 10% of the total population if the population is less than or equal to 1000.

According to Best and Khan (2003), if the population size is less than 1000, 10% of the population size is taken for the sampling of descriptive research method. Therefore, 10% of the total 751 students is 75. So, 75 students were needed and selected by using systematic random sampling technique. The total number of 751 students' names were alphabetically listed A-Z. Then, to determine Kth interval, the formula $K=N/n$ where 'K' represents the interval, 'N' stands for the total population size, and 'n' represents the number of the needed and selected sample size. Thus, $K=751/75$ which is 10th element 1 up to 751 were taken by using the systematic random sampling. Every 10th element was randomly taken up to 751 to be 75 selected sampling students. As indicated above, it was assumed to give equal chance for every section of the grade level mentioned to get the sample size of students.

3.4 Instruments for data collection

This study employed three tools for data collection as follows. These tools were questionnaire, interview and observation. Amo.

3.4.1 Questionnaire

In order to collect data and to analyze it, the study related questionnaire for students were prepared in two items that were closed-ended and open-ended. The questions were prepared English for students to ask them to respond the questions in written answers. In addition, the researcher translated the students' questionnaire into their mother tongue (Afan Oromo) in order to make it very understandable so as to get data from students. Directions and information were given to orient and guide the respondents before the questions were distributed to them to obtain properly completed data.

3.4.2 Interview

The basic oral questions concerned with the problem of vocabulary teaching strategies were prepared for the selected three English language teachers. Similar semi-structured interview questions were prepared in English and the three English teachers were interviewed in different duration of time to get their responses. The responses that were responded by the interviewee were noted and written carefully and organized for the data analysis. The common and similar responses were organized and analyzed accordingly.

3.4.3 Observation

To get proper data and more information, the researcher observed the three selected English teachers during the lesson they were teaching English vocabularies. The three English teachers of Grade 11 and students were observed twice each in different periods of vocabulary teaching in English class. The data gathered were carefully noted and recorded based on check lists to be filled by the researcher. The data obtained were organized and interpreted.

3.5 Data collection procedures

Before the study started to be conducted, the data collection procedures were organized. The procedures in this case were the ones listed below:

- Consulting the advisors assigned for the researcher for awareness of the study intended beforehand,
- Getting cooperation letter written from Jimma University to the concerned bodies,
- Contacting the selected school for the study,
- Following the ethical issues of research to be successful and in order to conduct the study as effectively as possible,
- Giving directions and guidelines in the instruments for data collections ,
- Preparing the study related questions, interview and observation ,
- Orienting the selected respondents in the study for more understanding ,
- Distributing the questionnaire to the selected students,
- Interviewing and observing the intended and selected teachers in time planned and
- Collecting the data from the respondents and organizing the data collected for analyzing.

3.6 Methods of data analysis

The study used both quantitative and qualitative methods. This means that the data which were collected from different sources and instruments for the data collection were quantitatively and qualitatively analyzed based on the nature of the data obtained.

3.6.1 Quantitative analysis

Data that were gathered through the closed –ended items of questionnaire were tabulated and organized under quantitative analysis. Lists of data gathered were arranged and interpreted in numerical values. In this regard, the diagrams such as tables, pie charts, and bar graphs were used for clear illustration.

3.6.2 Qualitative analysis

Data that were gathered through the open-ended items of questionnaire, interview and observation were categorized and organized. The collected data were organized and qualitatively analyzed by the researcher. The researcher qualitatively analyzed the data organized by describing, interpreting and elaborating through narration.

3.6.3 The validity and reliability of instruments

The three tools questionnaire, interview and observation checklists of the study were sent to the advisors for comments before the data collection. The advisors of the researcher checked and commented the tools by discarding and rejecting the irrelevant questions to the study. In addition, the researcher consulted the other experienced intellectual fellows who were lecturers at Addis Ababa and Ambo Universities for the validity and reliability of the tools. The researcher got advice and guidelines from those practitioners and revised the tools by discarding out the irrelevant questions before they were distributed to the respondents.

Chapter Four

Data Analysis And Discussion

4.1 Introduction

As already mentioned, the main objective of this study was to investigate vocabulary teaching strategies used at preparatory school. Based on the objective of the study, the following three research questions were raised.

1. What strategies and mechanisms do English language teachers use during teaching vocabulary at Jeldu Preparatory school?
2. How often do English language teachers implement vocabulary teaching strategies to develop students' vocabulary in English skills?
3. What challenges do English language teachers encounter in using different vocabulary teaching strategies?

To answer these three research questions, the three specific objectives were:

- To indicate the strategies and mechanisms of vocabulary teaching used by English language teachers at Grade 11 of Jeldu Preparatory school,
- To find out how often Grade 11 English language teachers implement vocabulary teaching strategies to develop students' vocabulary in English skills and
- To assess the challenges that English teachers are faced during vocabulary teaching strategies at the school mentioned.

In the same way, the three research tools questionnaire for students, observation checklists with participants and interview for English language teachers were used to collect data from each body. Seventy-five sample of students and three English language teachers took part in the study.

4.2. Analysis of Data Obtained from Students' Questionnaire

4.2.1 Strategies Used by the Teachers during Vocabulary Teaching

The obtained data were organized and each of them was interpreted and analyzed by the researcher one by one next to the table for more understanding.

Table 1. Shows data obtained from students' questionnaire

S.N	Questions	Options					
		Yes, all in all		Yes some times		No, not at all	
		Number of respondents	%	Number of respondents	%	Number of respondents	%
1	Do your English teachers practice you vocabulary strategies to develop your communication in English?	25	33.3	47	62.7	3	4
2	Do your English teachers teach you new words in isolate vocabulary notebook?	7	9.3	33	44	35	46.7
3	Do your English teachers make you communicate in English by using new words?	14	18.7	43	57.3	18	24
4	Are you taught class of words, their spellings and pronunciations by your English teacher?	30	40	42	56	3	4
5	Are you given class works and homework exercises of vocabularies and corrected by your English teachers?	26	34.7	40	53.3	9	12
6	Are you asked to guess the meanings new words from their contexts?	26	34.7	46	61.3	3	4
7	Do your English teachers equally teach you vocabulary strategies as they teach other skills of the language?	13	17.3	42	56	20	26.7
8	Do your English teachers practice you new words to make sentences in spoken and written language?	15	20	37	49.3	23	30.7
9	Do your English teachers more often focus on vocabulary teaching strategies to increase your vocabularies?	14	18.7	47	62.6	14	18.7
10	Can you speak and write in English by using appropriate vocabularies in appropriate way?	9	12	50	66.7	16	21.3
11	Do you understand whether your English teachers have any methods of teaching problems during teaching?	14	18.7	46	61.3	15	20

Concerning question number 1 in the table above, whether English language teachers practice their students vocabulary to develop their communication, more than half of the respondents that is 47 (62.7%) answered by saying 'yes sometimes ', 25 (33.3%) of the respondents by saying 'yes all in all', and the least number 3 (4%) of them answered by saying 'no, not at all'. This shows that English language teachers practice students as compared to the observation check list and interview.

It has been seen that even if the language teachers practice students vocabulary to develop their communication, less attention was given to vocabulary by the learners. Therefore, students are expected to give more attention for developing their communicative in English language.

When the respondents answered question number 2, whether their English teachers teach them vocabulary in an isolate note book, 35 (47.6%) of the respondents said no not at all. 33 (44%) of them responded by saying yes sometimes they do and the least number of the respondents 7 (9.3%) gave their answers that their teachers do all in all. However, it was understood that English teachers do not make students use an isolate vocabulary note book during teaching vocabularies.

Making students have an isolated vocabulary note book is an essential issue to develop their vocabulary. Therefore, students have to use vocabulary note book in isolate to develop their vocabulary.

To answer question number 3, whether English language teachers make their students communicate in English by using new words, 43 (57.3%) of the respondents gave their answers by saying yes some times. 18 (24%) of the responded in no not at all and 14 (18.7%) of them answered by saying yes all in all. When the responses are compared to the observation checklist and an interview, English teachers relatively make their students communicate by using new words in English.

Even if the language teachers sometimes make their learners communicate in English by using new words, many of them do not use new words in their communication. Therefore, students are expected to use new words to increase their vocabulary.

When the respondents answered question number 4, whether their English teachers teach them class of words, their spellings and pronunciation, 42 (56%) of the respondents gave their answers that their teachers teach them sometimes. Whereas 30 (40%) of them answered that their teachers teach them all in all, and the least number of the respondents 3 (4%) said that their teachers never do. This shows that English language teachers sometimes teach parts of speech or class of words, their spellings and pronunciation. It has been assured from the data during the observation checklist and interview of the study.

Teaching students class of words, their spellings and pronunciation helps the learners to have good awareness and knowledge about new words. In this case, students must often learn parts of speech and class of words, their spellings and pronunciation to develop their vocabulary.

Regarding question number 5 ,to answer whether English teachers give their students class work and home work exercises of vocabularies, more than half of the respondents 40 (53.3%) of them answered that their teachers sometimes do. 26 (34.7%) of the respondents said that their English teachers always do and the least number of them 9 (12%) answered that their English teachers never do. When these responses are compared to the observation check list and the interview, it has been understood that English teachers sometimes give their students class work and home work exercises and correct them.

Giving students class work activities and homework exercises on vocabulary help students to practice new words in English. In addition, both the subject teachers and students can maximize their vocabulary knowledge if they apply the activities through class work and homework exercises.

Question number 6, whether English language teachers ask their students to guess the meanings of new and unfamiliar words from their contexts, 46 (61.3%) of the respondents gave their answers that their English teachers sometimes do. 26 (34.7%) of the respondents answered that their teachers always do and the least number 3 (4%) of them responded that their teacher never do. This shows that English teachers sometimes make students guess the meanings of new or unfamiliar words from their contexts.

Asking and making students guess the meanings of new words from their contexts is helpful. Using contextual clues are very important especially when reading a text to the related meanings to the new words. As a result, teachers are often expected to practice students how to guess the meanings of new words.

To answer question number 7, whether English teachers equally teach their students vocabulary strategies as they teach other skills of the language, 42 (56%) of the respondents gave their answers that their English teachers sometimes teach vocabulary to other skills of English language. 20 (26.7%) of the respondents answered that their English teachers never equally teach vocabulary compared to other skills of the language. That means, they teach vocabulary less than teaching other skills. the rest 13 (17.3%) of the respondents answered that their teachers always teach vocabulary equal to the other skills of the language. when the responses given are compared to the observation checklists and interview, it shows that English language teachers do not equally teach vocabulary strategies as they teach other skills of language.

Teaching any skill of the language equally is necessary. However, the teachers of English language at the mentioned school do not teach vocabulary equally with other skills such as reading, writing, grammar, and so forth. They teach vocabulary less than they teach other skills. So, the teachers are expected to teach vocabulary equally with other skills.

To answer question number 8, whether English language teachers practice their students new words to make sentences either in spoken or in written language, 37 (49.3%) of the respondents answered that their teachers sometimes practice them to do. 23 (30.7%) of them gave their answers that their teachers never practice them new words to make sentences both in spoken and written language. The rest 15 (20%) responded that the teachers always practice students new words to make sentences in spoken and written language. However, the reality has been seen from the observation and the interview that teachers of the subject do not practice the students new words making in sentences of spoken and written English.

Practicing the students new words to make sentences in spoken and written language help students to increase their vocabulary. Therefore, English language teachers have to practice their students new words to make sentences of their own in spoken and written language.

To answer question number 9, whether English language teachers more often focus on vocabulary teaching strategies to increase their students' vocabularies, 47 (62.6%) of the respondents answered that their teachers sometimes focus on vocabulary teaching strategies to increase the students' vocabularies. 14 (18.7%) of the respondents gave their answers that their teachers always focus on vocabulary teaching strategies and the rest 14 (18.7%) of them also responded that the teachers never focus on vocabulary teaching. This shows that as indicated by more than half of the respondents and was understood from the data of observation and interview, English language teachers sometimes focus on vocabulary teaching strategies to increase their students' vocabulary. Although the large number of the respondents gave answers that the subject teachers sometimes focus on vocabulary teaching strategies, the responses compared to the observation checklist and the interview endured that teachers of the subject did not focus on vocabulary teaching strategies to increase the students' vocabulary.

Focusing on vocabulary teaching strategies help students to increase their vocabulary. Therefore, English language teachers are expected to focus on vocabulary teaching by using various strategies to increase their students' vocabulary.

To answer question number 10 of the students' questionnaire, whether students can effectively speak and write by using appropriate vocabularies in appropriate way, 50 (66.7%) of the respondents answered that they sometimes can do so. 16 (21.3%) of them responded they can never effectively speak and write sentences by using appropriate vocabularies in appropriate way. The rest 9 (12%) of them answered that they always can effectively speak and write sentences by using appropriate vocabularies in appropriate way. However, when the given responses are compared to the data obtained from observation and teachers' interview, many students cannot appropriately speak and write sentences by using appropriate vocabularies. This shows that students were lack in and insufficient with vocabularies to communicate in English language.

Many students cannot effectively speak and write English sentences by using appropriate vocabularies in appropriate way due the fact that they are lack in vocabularies. So, students should increase their vocabularies in order to use them in an appropriate way.

To answer question number 11, whether students understand if their teachers have any problem of method of teaching when they teach them vocabulary strategies, 46 (61.3%) of the selected respondents answered that they understand their teachers sometimes have methodology problems during vocabulary teaching strategies. whereas 15 (20%) of the respondents answered that they never understand their teachers' methodology problems during vocabulary teaching strategies. The rest 14 (18.7%) of the respondents gave their answers that they always understand their teachers' methodology problems during teaching vocabularies. Compared to the data obtained from observation and interview, it was understood that students were able to understand their teachers' methodology problems during vocabulary teaching strategies.

Many students know their English language teachers how and what they teach them. In this regard, students can evaluate teachers' teaching methodology. Therefore, teachers should take care and prepare for the vocabulary teaching strategies quite to make their teaching meaningful and acceptable during English class.

4.2.2 Do English Language Teachers implement Vocabulary Teaching Strategies to develop students' vocabulary in English?

There were five basic questions with three options each to be answered by the respondents. Each selected option given by the respondents was interpreted and analyzed through pie chart under each question raised accordingly.

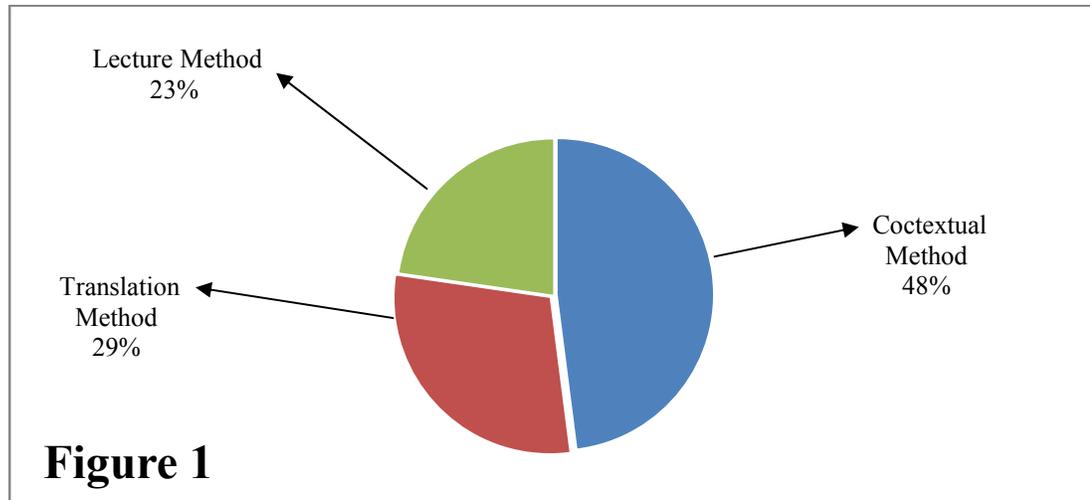


Figure 1 shows strategies used by English language teachers during vocabulary teaching. To answer question number 1, what strategy is used more often by English language teachers during teaching vocabularies, 36 (48%) of the respondents answered that contextual method was more often used by their teachers. 22 (29.3%) of the respondents gave their answers that translation method was more often used and the rest 17 (22.7%) of them answered as the teachers more often used the lecture method. However, when these responses are compared to the data obtained from the observation and the interview, lecture method was more often used rather than the other strategies by the teachers during vocabulary teaching at the school mentioned.

As the respondents answered, using contextual clues is one of the important strategies needed to teach to teach new words in a text. But more often the subject teachers use lecture method. Using contextual clues is more helpful than the lecture method for the students at preparatory level. Therefore, the teachers should use the contextual method rather than both the lecture and the translation methods.

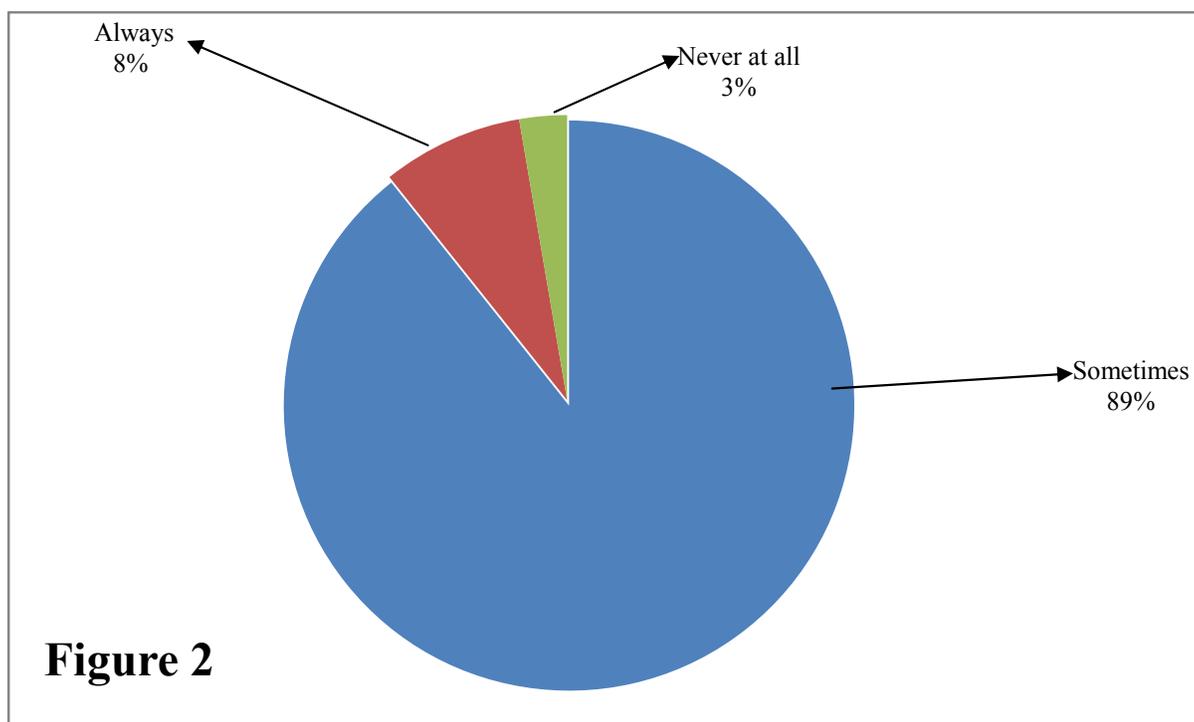


Figure 2 Shows how often English language teachers make students construct sentences by using new words

Figure 2 shows how the respondents answered question number 2 that is how often English language teachers make their students construct sentences by using new words. 67 (89.3%) of the sample students answered that their teachers sometimes make them construct sentences by using new words. Whereas 6 (8%) of the respondents gave their answers that English language teachers always make them construct sentences by using new words. The least number of the respondents that is 2 (2.7%) of them responded that their teachers never make the students construct sentences by using new words. When these given responses are compared to the data obtained from the observation and the interview, it has been seen that the teachers sometimes make the students construct sentences by using new words.

Making students construct sentences by using new words is one of the methods to be used to develop students' vocabulary. So, teachers of the subject are expected to practice students so as to enable them making sentences of their own by using new words.

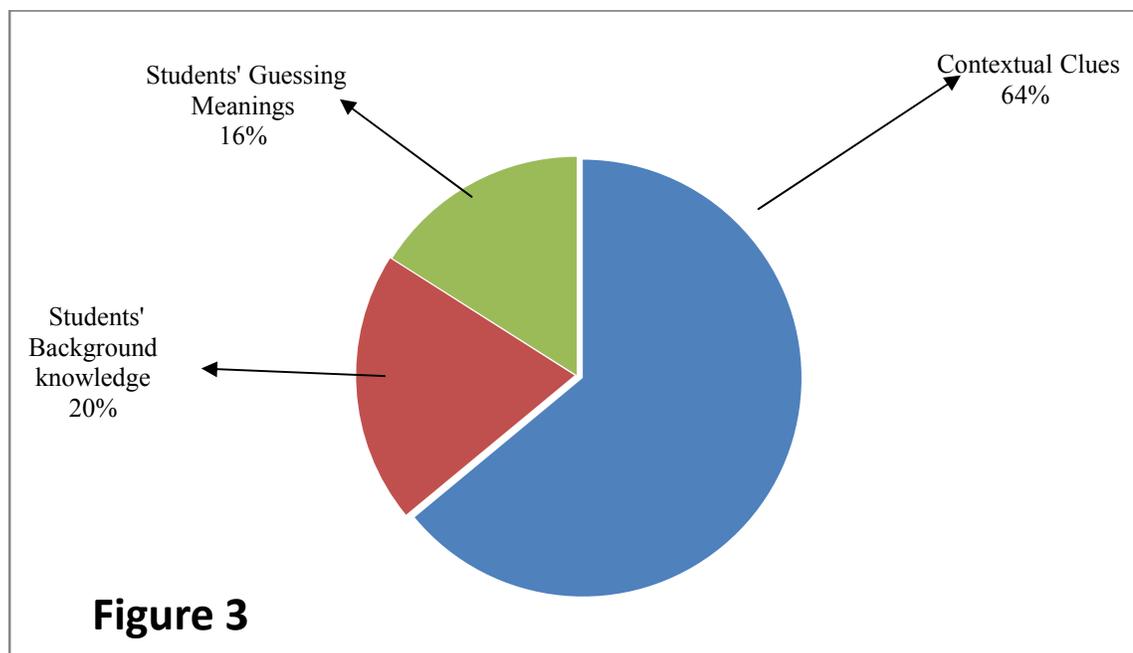


Figure 3 Shows strategies used by teachers to make students understand unfamiliar (new) words

To answer question number 3, which strategy is often used by English language teachers during teaching meanings of new words to make students understand more, 48 (64%) of the respondents answered that the teachers more often use contextual clues make them more understand the meanings of new words. 15 (20%) of the respondents gave their answers that making them use their background knowledge often used makes them understand the meanings of new words more. The rest 12 (16%) of the respondents answered that guessing the meanings of new words makes them more understand. As the respondents addressed and compared to the data obtained from observation and interview, using contextual clues make the students more understand the meanings of new vocabularies.

Using contextual clues rather than using background knowledge and guessing meanings of new words can help students for more understanding about the meanings of new words. Therefore, teachers of English language are expected to use contextual methods to make students more understand the meanings of new words in a text.

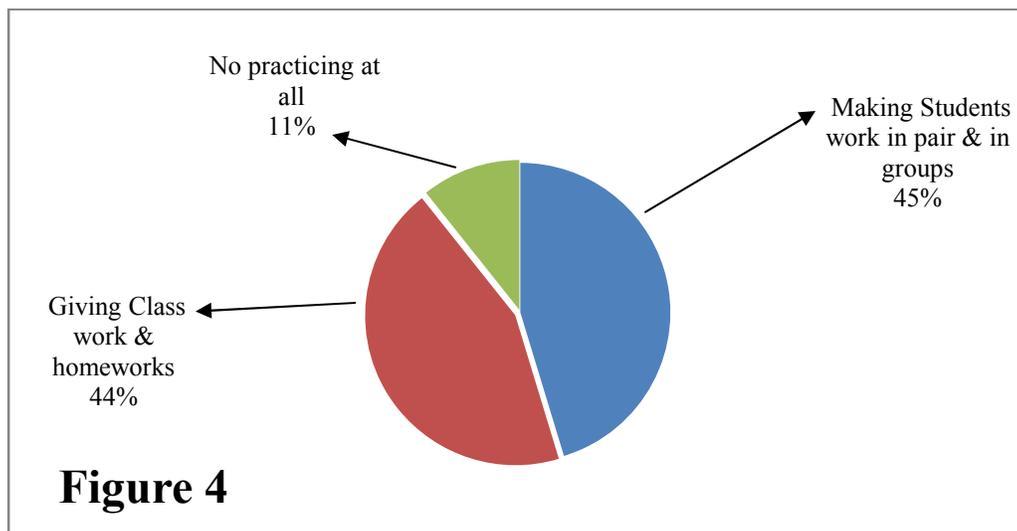


Figure 4 Shows the methods that English language teachers practice students to develop their vocabulary in English

To answer question number 4, the methods of practicing much more used by English language teachers to develop their students' vocabulary in English, 34 (45.3%) of the respondents gave their answers that using pair and group works take place much more to develop students' vocabularies. Whereas 33 (44%) of the respondents answered that the given class works and homework exercises and being corrected by the teachers take place much more to develop the students' vocabularies. The rest 8 (10.7%) of them responded that no practicing takes place at all to develop their vocabularies. When these responses were compared to the data obtained from observation checklist and the interview, it was assured that practicing students work in pairs and in groups used by their teachers helped them much more to develop their vocabularies. Therefore, it has been seen that pair and group works in developing students' vocabulary are the most essential ways of practicing the learners to develop their vocabularies.

Pair and group work as well as giving students class work activities and homework exercises are the crucial issue in developing students' vocabulary during English class. Therefore, English language teachers should practice their learners to develop their vocabulary in English.

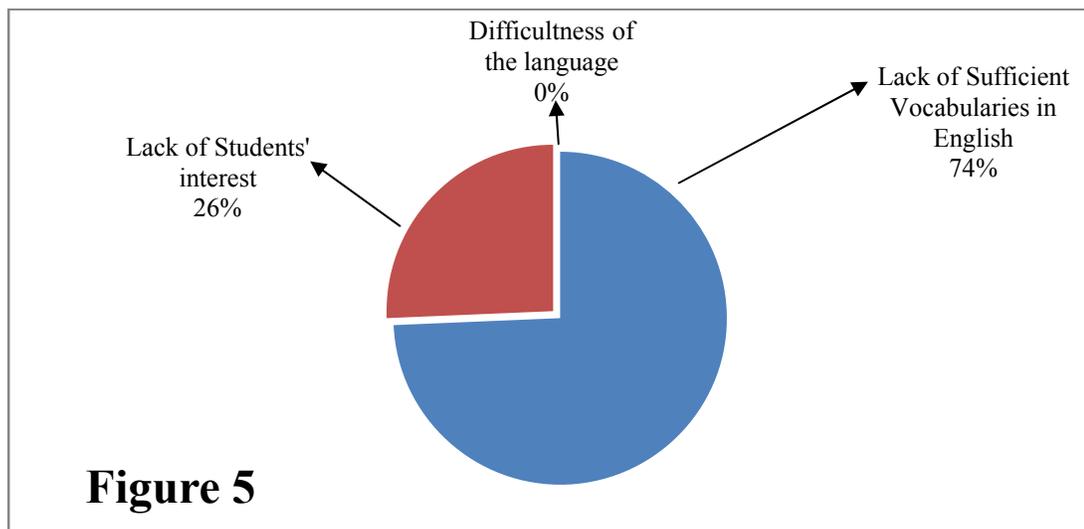


Figure 5 Shows the basic reasons that make students not appropriately to speak and write in English

To answer question number 5, what the basic reason that hinders students not to speak and write in English, 55 (73.3%) of the respondents answered that they cannot appropriately speak and write in English due to they are lack in and insufficient with vocabulary the rest 20 (26.7%) of the respondents answered that do to their lack of interest, they are unable to speak and write in English. No one has responded by saying due to the difficultness of the language. As highest number of the respondents addressed, insufficient vocabularies towards the students, makes them not to speak and write sentences in English appropriately.

Many students cannot appropriately speak and write sentences in English language due to the fact that they are insufficient with vocabulary. Therefore, both the subject teachers and the learners should pay more attention to vocabulary development for appropriate speaking and writing sentences in English.

4.2.3 Challenges that English Language Teachers Face during Vocabulary Teaching Strategies

There were five open ended questions raised to be answered by the respondents using their personal ideas. The responses that were given by the respondents have been tabulated and analyzed in short as seen below.

1. What are the problems(challenges) that your English language teachers face during vocabulary teaching?

Data Analysis of Responses Given by the Respondents to Question Number 1

The selected respondents gave their answers in brief to the above question as follow:

- Lack of the teachers' understanding about students vocabulary problems,
- Lack of giving more attention to vocabulary teaching,
- Lack of giving detail explanation,
- Lack of students' interest in the subject,
- Shortage of reference vocabulary materials,
- Problem of vocabulary teaching methods,
- The influence of students' mother tongue and

- No vocabulary note book for students.

As the students addressed the problems that the language teachers were faced, the researcher compared the given responses above to the data obtained from the observation and the interview, he could observe and understood that the challenges were certainly seen. Therefore, the concerned bodies are expected to solve the problems.

2. What are the strengths and weaknesses of your English language teachers during vocabulary teaching strategies?

Data Analysis of Responses Given by the Respondents to Question Number 2

The responses given by the respondents have been categorized into the teachers' strengths and weaknesses.

Teachers' strengths

- Follow the curriculum
- Use context
- Give class works and home works
- Write short notes

Teachers' weaknesses

- Use only text book
- Do not encourage the learners
- Go with fast learners
- Less attention for vocabulary teaching

The researcher recommended that the language teachers are required to improve their weaknesses in order to increase and develop their students' vocabulary quite by understanding how to implement the strategies.

3. Is the vocabulary learning strategies that your teachers teach you restricted only to class room activities or given as to be performed outside the class?

Data Analysis of Responses Given by the Respondents to Question Number 3

To answer the above question number 3, 55 (73.3%) of the respondents answered that vocabulary teaching strategies given by the teachers was restricted only to the classroom and 20 (26.7%) of the respondents gave their answers that vocabulary teaching strategies was given as to be performed outside the classroom. As the large number respondents indicated, vocabulary teaching strategies was restricted only to the classroom in English period.

Teaching English vocabulary restricted only to the classroom activities and only during the English period is not enough to increase the students' vocabulary. But also, it should be given as to be performed outside the classroom. So, teachers should teach vocabulary strategies to be used outside the classroom even in the society and among the students

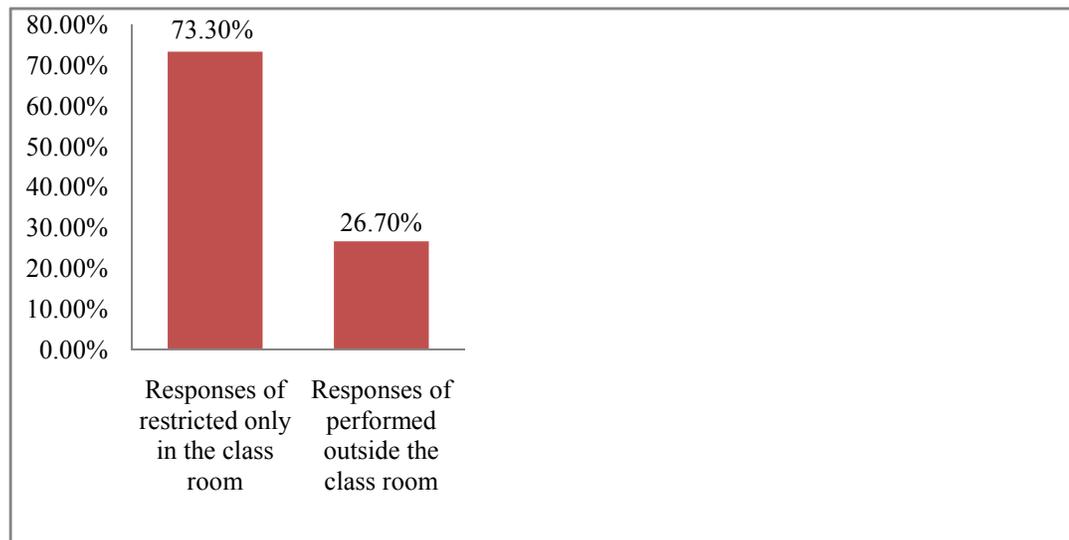


Figure 6 *The difference number of responses about English taught whether only in the classroom activity or outside the classroom performance*

4. What reasons make students lack in and be insufficient with vocabulary?

Data Analysis of Responses Given by the Respondents to Question Number 4

The basic reasons that were given by the respondents to the above question number 4 were:

- Lack of teachers' vocabulary teaching methods,

- Lack of practicing new words in their sentences,
- Lack of hard working and studying,
- Neglecting doing home works and not being corrected them by their teachers,
- Less attention was given to the subject by the learners and
- Students' background and experience were some of the basic reasons that make students be insufficient with vocabularies.

Therefore, students are expected to overcome the reasons that make them not to have sufficient vocabularies. In addition, both the students and the subject teachers should pay more considerable attention to develop vocabulary strategies.

5. Is the time given to teach you vocabulary sufficient?

Data Analysis of Responses Given by the Respondents to Question Number 5

To answer this question, 59 (78.7%) of the respondents gave their answers that the time given to teach vocabulary was not sufficient. The rest 16(21.3%) of the respondents answered that the given time to teach vocabulary was sufficient. As the large number of respondents addressed their responses, the given time for teaching vocabulary was not sufficient to practice the learners much more vocabulary.

Time plays significant role to teach and to enable students to be sufficient with vocabulary. Unless sufficient time is given for vocabulary teaching and practicing, it is impossible to increase students' vocabulary well enough. Therefore, the time for vocabulary teaching must be sufficient.

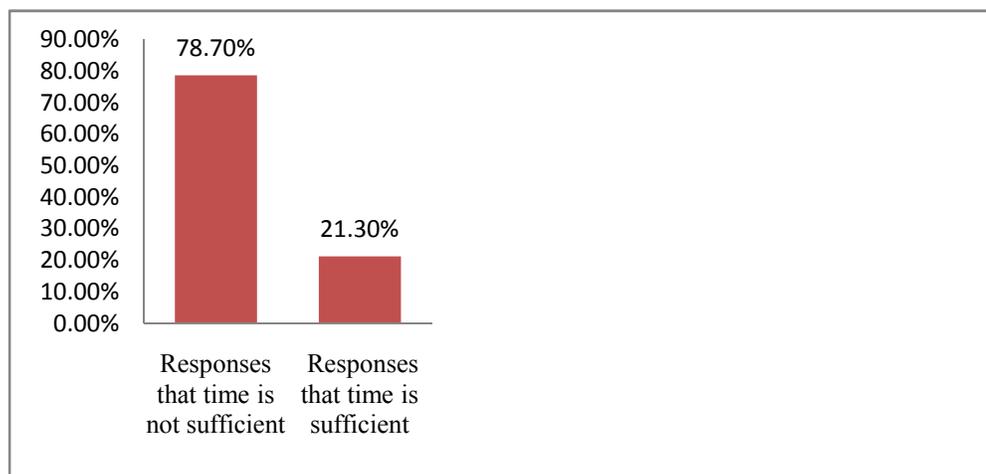


Figure 7 *The number of responses that whether the time given is sufficient or not sufficient for vocabulary teaching*

4.3 Analysis of data obtained from the teachers' interview

Table 2 shows background of English language teachers took part in the study

S.N			Sex/Gender			
			Male	Female	Total	%
1	Qualification	MA Degree	2	-	2	66.7
		BA Degree	1	-	1	33.3
		Diploma	-	-	-	-
2	Subject/Course Graduated in	English	3	-	3	100
		Other	-	-	-	-
3	Service Year	1-5 Years	-	-	-	-
		6-10 Years	-	-	-	-
		11-15 Years	2	-	2	66.7
		16 and above	1	-	1	33.3

There were three teachers of English language who sat for the interview. They were volunteer for the interview and took part in it. The researcher could get the necessary data from their responses provided. The interview questions prepared for the interviewees were totally ten in number whose four items were closed-ended and six of them open-ended types. The responses given by the interviewees to each question were analyzed and interpreted after recorded and noted. Their analyses are the following ones .

Responses given to question number 1, what aspects of vocabulary the teachers focused on during they were teaching their students:

The three English language teachers were interviewed and responded the interview almost in the same ways. They answered that they focused on the aspects of vocabulary such as *synonyms, antonyms, spellings through various techniques, pronunciations, affixations that are prefixes and suffixes* and so forth. When their responses were comparatively seen with the observation checklists and the students' questionnaire, the responses given by the teachers, it was relatively true that they focused on the aspects of vocabulary they responded. Besides, the teachers should know and use various aspects of vocabulary to teach their students through different techniques.

The analysis of answers given to question number 2, whether the teachers regularly gave their students vocabulary homework and class work exercises and corrected them,

The teachers responded that they gave vocabulary homework and class work exercises based on the situation of the content of the daily lessons. However, they were not correcting the individual students due the fact that every class size was too large and the time was constraint to correct them. In this case, the teachers answered that they were correcting the exercises of vocabulary either by writing on chalkboard or by telling the students the right answers verbally to the entire class. The researcher could understand from the observation and the students' questionnaire that students were not being corrected and initiated what they did and how they tried the given homework and class work exercises.

Therefore, the researcher found and recommended that English language teachers are expected to use various techniques to correct the learners' answers to the given homework and class work exercises although the large class sizes were serious problem at the school mentioned.

The analysis of responses given to question number 3, whether English language teachers implement vocabulary teaching strategies:

The interviewed teachers responded that they absolutely had clear idea and understanding about vocabulary teaching strategies. When their responses given were compared with the responses of students' questionnaire and the observation, it was also seen that the teachers had clear idea and understanding about vocabulary teaching strategies to implement it in the English class.

In addition, the three interviewed teachers addressed that they were experienced enough .Of course, they were experienced and had clear idea about vocabulary teaching strategies. However, the researcher could understand that less hard working was seen with the teachers of English language. Therefore, much hard working and effort is expected from them to increase their students' vocabulary.

Interview question number 4, whether English language teachers were giving equal attention to vocabulary teaching strategies as to the other skills:

The interviewee teachers gave their responses that they were not giving and paying considerable attention to teach vocabulary as they teach other skills of the language. As responded, especially grammar section and language focus were taking their attention rather than vocabulary teaching. Even though they knew that paying equal attention for every skill of language was necessary, they said that they did not pay more attention to vocabulary teaching strategies.

In addition, the researcher observed from the students' questionnaire and the observation checklist that all the three teachers of English language did not give and pay more attention to vocabulary teaching strategies as they did for the other skills of the language. Rather, they prefer teaching grammar to vocabulary strategies because of their adaptation of grammar knowledge.

Teaching all skills of English language equally help students to increase their vocabulary in any means. Therefore, teachers of the subject should give equal attention to vocabulary as the other skills he/ she teaches.

Interview question number 5, what the common strategies teachers used in vocabulary teaching:

The three interviewed teachers of English language gave almost the same responses of the common strategies that they used. They indicated the common strategies that they often used were *practicing the learners meanings of words in their contexts, synonyms versus antonyms, pronunciations, affixations that are prefixes and suffixes, some translations* when necessary and so on.

In addition, they responded that they used the common strategies of *word families, word formation system and collocations* in vocabulary teaching. when the responses given by the teachers were comparatively seen with the data obtained from observation and students' questionnaire, it was understood that the language teachers commonly used the strategies that they gave in their responses.

Interview question number 6, which strategies English language teachers were interested in and easy for them to teach vocabulary:

The interviewees answered the above question raised in the same way. They responded that they were interested in teaching *contextual meanings, antonyms, synonyms, affixations and word building strategies* were easy for them to teach vocabularies. The researcher could find out the strategies that were mentioned by the respondents made them interested in and easy for them to teach vocabularies.

Interview question number 7, how English language teachers were practicing their students to enable them increase their vocabularies:

Regarding this question, the teachers responded that they were practicing and encouraging their students by:

- Making the students use new words in their own sentences,
- Practicing them the way how to use contexts of new words,
- Giving them vocabulary exercises to do as home works and class work activities, and
- Letting the learners to have their own isolate vocabulary exercise books.

However, the researcher could find out from his observation checklist and the students' questionnaire that the teachers rarely used the given responses by them. The students were rarely practiced new words and did not have vocabulary exercise books in isolate to learn only vocabularies on them. Therefore, the language teachers are expected to practice students new words. In addition, it is very important for the learners to have vocabulary note book to increase their vocabularies of new words in their daily lessons through practicing.

Interview question number 8, whether students had sufficient English vocabulary to communicate in English:

All the respondents gave their responses that all students of Grade 11 at Jeldu preparatory school did not have sufficient vocabulary. In this case, they could not effectively communicate English because they did not bother to have much vocabulary for the purpose of communication. Rather, the students only think that learning English for passing exams. Besides, they do not practice and use vocabulary strategies to develop their own vocabularies. Instead, they often need spoon feeding. This leads them to be insufficient with vocabulary and even cannot express themselves and their ideas in English. Based on these responses of the interviewees, the researcher compared the data obtained from his observation and the students' questionnaire with the responses provided by the teachers' interview. Thus, he found that as a whole, students did not have sufficient vocabulary to communicate effectively in all skills of the language.

Interview question number 9, what challenges that English language teachers face during they are teaching vocabulary learning strategies:

The teachers said that they faced various challenges during teaching vocabulary learning strategies. Some of the challenges that were addressed by the interviewed teachers were:

- No participation in English by the students,
- Less interest towards the learners while learning vocabulary,
- Shortage of time for practicing the learners in depth and
- Students being frightened to speak in English

On the other hand, the teachers did not have extra teaching materials and additional references except the text book used in the classroom. Therefore, the challenges indicated by the teachers should be taken into account to solve those problems by the concerned bodies.

The last question number 10, what solutions to be given to solve the problems in vocabulary teaching strategies:

The researcher strictly asked the teachers to get critical and more considerable answers from them. The interviewees responded the interview question quite by thinking in depth. They gave their constructive responses how to solve the challenges that were addressed in vocabulary teaching strategies as follows.

- Teachers must have plenty of time to practice students vocabulary strategies;
- References and additional materials concerned with vocabulary teaching strategies are needed;
- Vocabulary teaching strategies should start from lower grades
- A lot of practicing is expected from teachers and students;
- Critical and considerable attention should be given to vocabulary teaching strategies; and
- Detail research is needed to be conducted on the current curriculum to improve and develop students' vocabulary.

In sum, the researcher also found that the above listed responses given by the interviewees are helpful to solve the problems in vocabulary teaching strategies. In the same analogy, good effort and hard working is very essential for English language teachers to bring better way of vocabulary teaching strategies.

4.4. Analysis of data obtained from observation checklist one

4.4.1 Vocabulary teaching strategies

1.Date of observation:13/04/2015

5.The observed teacher's code:T1

2.Time

6. Number of students in the class

3.Grade and section: 11A

4.Topic of the lesson presented: B7.6 Increase Your Word Power: Word building (Adjectives' and Verbs' forms and Suffixes -en, -ise,- ify)

Table 3 *Data Obtained from observation checklists of strategies used by teacher 1*

S.N	Strategies used by the teacher	Level/Frequency of using strategies		
		Always	Some times	Never
1	Dictating the spelling			√
2	Practicing pronunciation		√	
3	Describing a concept and giving examples		√	
4	Teaching, reading, spelling and pronunciation together		√	
5	Checking understanding			√
6	Emphasizing content words		√	
7	Emphasizing affixes/functional words		√	
8	Using word families		√	
9	Using synonyms		√	
10	Using antonyms		√	
11	Using collocations/Combination of words			√
12	Using contextual/Situation to generate meanings	√		
13	Identifying word class		√	

4.4.2 Implementation of vocabulary teaching strategies by English language teacher1

1. Does the observed teacher himself understand and have clear idea about vocabulary teaching strategies during teaching? From researcher's point of view, to some extent the teacher has implemented some strategies about vocabulary teaching.

2. Does the teacher use clear and easy strategies to give the meanings of new words? In the researcher's opinion, the observed teacher used easy ways of strategies.

3. Does the teacher help the students by practicing them unfamiliar words by using various strategies? The researcher observed that the teacher used the same common strategies rather than using different strategies.

4.4.3 Problems or challenges seen towards the teacher

1. Does the teacher have experience problem? The teacher has no experience problem; but pays less attention to vocabulary teaching.
2. Is the teacher not confident enough while teaching vocabularies? He is confident enough during teaching.
3. Does the teacher have methodology problem during vocabulary teaching? The teacher follows the same strategy rather than being flexible and using various techniques when teaching vocabulary.

4.5 Classroom observation two

1. Date of observation: 14/04/2015
2. Time
3. Grade and section: 11B
4. Topic of the lesson presented: B7.9 Increase Your Word power: Phrasal verbs with *on* and *off*.
5. The observed teacher's code: T2
6. Number of students in the class

Table 3.1 Data obtained from observation checklists of strategies used by teacher 2

S.N	Strategies used by the teacher	Level/Frequency of using strategies		
		Always	Some times	Never
1	Dictating the spelling			✓
2	Practicing pronunciation		✓	
3	Describing a concept and giving examples	✓		
4	Teaching reading, spelling and pronunciation together		✓	
5	Checking understanding			✓
6	Emphasizing content words			✓
7	Emphasizing affixes/functional words		✓	
8	Using word families		✓	
9	Using synonyms	✓		
10	Using antonyms		✓	
11	Using collocations/Combination of words		✓	

12	Using contextual/Situation to generate meanings	✓		
13	Identifying word class		✓	

4.5.1 Implementation of vocabulary teaching strategies by teacher 2

1. Does the observed teacher himself understand and have clear idea about vocabulary teaching strategies during teaching? The teacher has clear idea about vocabulary teaching strategies.
2. Does the teacher use clear and easy strategies to give the meanings of new words? The teacher uses clear and easy strategy to give meanings of new words.
3. Does the teacher enable the students understand unfamiliar words by using various strategies? The teacher does not use various strategies.

4.5.2 Problems or challenges seen towards the teacher:

1. Does the teacher have experience problem? The teacher has no experience problem.
2. Is the teacher not confident enough while teaching vocabularies? He is confident.
3. Does the teacher have methodology problem during vocabulary teaching? Some problems were seen that the teacher was not being flexible and situational while teaching vocabulary.

4.6 Classroom observation three

1. Date of observation: 15/04/2015
2. Time
3. Grade and section: 11G
4. Topic of the lesson presented: B7.11 Study Skills: Focus on vocabulary
5. The observed teacher's code: T3
6. Number of students in the class

Table 3.2 Data Obtained from Observation Checklists of Strategies Used by Teacher 3

S.N	Strategies used by the teacher	Level/Frequency of using strategies		
		Always	Some times	Never
1	Dictating the spelling		✓	
2	Practicing pronunciation		✓	
3	Describing a concept and giving examples		✓	✓

4	Teaching, reading, spelling and pronunciation together			
5	Checking understanding			✓
6	Emphasizing content words			✓
7	Emphasizing affixes/functional words		✓	
8	Using word families		✓	
9	Using synonyms	✓		
10	Using antonyms		✓	
11	Using collocations/Combination of words		✓	
12	Using contextual/Situation to generate meanings	✓		
13	Identifying word class		✓	

4.6.1 Implementation of VTS by teacher 3

1. Does the observed teacher himself understand and have clear idea about vocabulary teaching strategies during teaching?

The teacher has clear idea about it.

2. Does the teacher use clear and easy strategies to give the meanings of new words.

To some extent he uses easy strategies to give meanings of new words.

3. Does the teacher enable the students understand unfamiliar words by using various strategies?

The teacher does not use different strategies to enable the observed students understand unfamiliar words.

4.6.2 Problems or challenges seen towards the teacher

1. Does the teacher have experience problem?

He does not have experience problem; but less attention for vocabulary teaching.

2. Is the teacher not confident enough while teaching vocabularies?

He is confident while teaching.

3. Does the teacher have methodology problem during vocabulary teaching?

The observed teacher has some problems quite focusing only on lecturing method rather than practicing the observed learners to make them understand new vocabularies.

4.7 Analysis of data obtained from observation checklist one

4.7.1 Strategies used by English language teachers during vocabulary teaching

1. Dictating the spelling

The English language teachers were observed by the researcher whether or not they dictate the spelling. They were hardly dictating the spelling of new words during vocabulary teaching. Rather, they focused on lecturing method to give the meanings of new words. When this observed data was compared to the students' questionnaire and the teachers interview, it was relatively similar to them.

2. Practicing pronunciation

The language teachers sometimes practiced the students to pronounce some of unfamiliar words during vocabulary teaching. Even if much practicing was expected from the teachers, they did not explain that the spelt forms and the pronunciation of a word in English are different. The researcher observed that not much practicing of pronunciation was seen towards the teachers. That was one of the shortcomings appeared among the teachers and their students. Therefore, teachers are expected to practice the learners ways of pronouncing various words to develop both vocabularies and sound system of words in English language. The researcher also observed that the teachers themselves had problem of pronunciation of words in English. So, they are expected to solve and improve the problem indicated.

3. Describing a concept and giving examples

Teachers of English language at the school mentioned were describing concept of new words and gave some examples to make them understandable to the students. The researcher found out that description of words through their concept and giving some examples were given by the language teachers.

4. Teaching reading, spelling and pronunciation together

The three observed English language teachers were sometimes teaching new words in the text, spelling and the way how the words were pronounced. However, many students were not paying attention to the activities. The teachers were trying to practice them as much as they could. The researcher observed and compared the activities of reading teaching, spelling and pronunciation with the students' questionnaire and the teachers' interview and found out that they were relatively the same data .That means, the subject teachers did not always practice reading, spellings and pronunciation together; but they sometimes did the three indicated strategies at the same time.

5. Checking understanding

The observed teachers were not checking understanding of the learners about new vocabularies during they were teaching. The researcher observed that not checking understanding of the learners made them unable to use the new vocabularies in their own sentence construction. Therefore, the students could not make appropriate sentences by using new words during the English class. So, the teachers should have to check their students understanding by asking or evaluating the students whether the targeted new words were understandable.

6. Emphasizing content words

The observed language teachers were sometimes emphasizing on content words while they were teaching vocabulary strategies. It was suggested by the researcher that the teachers were not always focusing on content words such as nouns, pronouns, verbs, adverbs, and adjectives. They did not identify content words from functional words while they were teaching vocabulary. So, the researcher found out that the teachers were not giving students awareness about content words as well as functional words to be used by the students in their own sentences. Therefore, the subject teachers are expected to emphasize on content words during vocabulary teaching strategies.

7. Emphasizing affixes

Teachers of the language sometimes emphasized affixation both on prefixes and affixes during their vocabulary teaching. The teachers knew that affixations were the essential strategies to teach and develop the students' vocabulary. Therefore, they emphasized on affixes through their teaching.

8. Using word families

The observed teachers moderately used word families during vocabulary teaching. They sometimes tried to use word families to teach their students vocabulary. In this case, the teachers also used affixes to generate various meanings from a single root of word. The researcher found out from his observation that teachers of the language used word families during teaching vocabulary as much as they could. He also observed that the teachers had good understanding about the strategy of using word families in English vocabulary teaching.

9. Using synonyms

All the observed English language teachers used synonym strategy in their vocabulary teaching. This shows that using synonym is common when vocabulary is taught. The researcher observed that all the subject teachers almost used the same or nearly the similar meanings of words during teaching new words.

10. Using antonyms

The observed English language teachers sometimes used opposite meanings of new words during vocabulary teaching. The researcher observed that teachers of the language had good awareness about this strategy to teach students new words by using opposite meanings. Both the strategies synonyms and antonyms were seen as easy way for the teachers in vocabulary teaching.

11. Using collocations

The observed teachers of the language not always used combination of words which are known as collocations in vocabulary teaching strategies. They sometimes used verbal explanation rather than in written language and displaying to students for practicing.

12. Using contextual (situation)

The observed subject teachers were quite using contextual clues of new and unfamiliar words to generate meanings. The researcher observed that they always used contextual to teach meanings of new words. He also compared this data with the responses obtained from the students' questionnaire and the teachers' interview and found out that the teachers were almost using contexts for meaning teaching.

13. Identifying word class

The English language teachers were observed by the researcher whether or not they were identifying word class or parts of speech during vocabulary teaching. The teachers were identifying parts of speech and their forms while teaching vocabulary. The observed teachers sometimes used identification of words into their word class that were nouns, pronouns, verbs, adverbs, adjectives, prepositions or any other class. So, the researcher found out that teachers of the language were identifying parts of speech or class of words during vocabulary teaching.

4.7.2 Implementation of VTS by English language teachers

1) The observed subject teachers were checked by the researcher whether they had clear idea about vocabulary teaching strategies. During the interview they responded that they had clear idea and understanding about vocabulary teaching strategies. Based on data, the researcher observed and compared the responses obtained from the students' questionnaire and the interview. He could find out that the observed teachers had good awareness and clear idea about vocabulary teaching strategies. However, the teachers were not paying much attention for the strategies during vocabulary teaching.

2) The researcher observed that the teachers were using clear and easy way to teach the meanings of new words while teaching vocabulary. Even if the teachers were using clear and easy strategies in vocabulary teaching, the observed students did not pay more attention to vocabulary. Therefore, students have to pay more considerable attention to vocabulary lesson to increase their vocabulary.

3) The observed teachers were not using various strategies to enable the observed students understand meanings of unfamiliar words. Rather, the teachers were using the same and common strategy that was lecture and verbal explanation. So, the teachers should have to use different techniques and mechanisms to enable the observed learners understand the meanings of new words in a better way.

4.7.3 Whether problems (challenges) seen towards the observed teachers

1) The observed subject teachers did not have any experience problem. All the observed teachers were more experienced for the level to teach English vocabulary as well. However, the researcher observed that the teachers were paying less attention to vocabulary teaching strategies. Therefore, they are expected to overcome their neglecting to teach vocabulary strategies.

2) All the observed subject teachers were confident enough while teaching vocabularies. The researcher could understand full confidence of the teachers although they were not initiating and encouraging their students to develop their vocabularies. Therefore, the teachers had to initiate and encourage their students in order to increase their vocabularies.

3) The observed teachers had some methodology problems during vocabulary teaching. They always used the same strategy rather than being flexible and situational. In addition, the teachers were not using various strategies when they were teaching vocabulary.

4.8 Summary of data analysis of observation one up to three

During English class, the researcher observed different sections of Grade 11 in order to check whether those teachers teach vocabulary strategies. At the time, the researcher observed different aspects of the classroom such as how teachers were teaching vocabulary strategies, the response of teachers, classroom size, the way of teachers were giving correction and feedback, whether teachers gave awareness about vocabulary strategies, how they treated vocabulary in their daily lesson plans, when teaching vocabulary strategies, and how students were doing their class work and home works were the important ones.

During this observation students' and teachers' activities were taken properly. The researcher used check list for this observation to gather data during class room observation. The class room observation helped the researcher to get reliable data for the triangulation of data through the students' questionnaire and the interview.

To make a cross check about the issue, the researcher planned to carry out class room observation. Generally, the situation of the class room, students' and teachers' interaction were analyzed.

4.9 Classroom observation four for teacher 1

1. Date: 20/04/2015
2. Time: 12:42-1:22 pm (1st Period)
3. Grade and section: 11H
4. Topic of the lesson: A8.5 Increase Your Word Power: Word building (Verb, Noun, Adjective, Adverb)
5. Teacher's code: T1
6. Number of students in the class: 67

Table 4 *Observation checklist two for teacher 1*

S.N	Statements	Comments by the researcher
1	How does the teacher teach vocabulary strategies	Not various techniques, but the same method of teaching. So, let it be improved
2	How often does the teacher respond to vocabulary home work and class work exercises?	The teacher does not always respond all the activities. But some times before the daily lesson.
3	What does the class room look like?	It is too crowded/large number of students to manage and evaluate every period of the time.
4	Does the teacher give correction and feedback?	Yes, to some extent he does.
5	Does the teacher have any problem during vocabulary teaching strategies?	Yes, there is no more attention given to the strategies of vocabulary.
6	Does the teacher include vocabulary strategies in his daily lesson plan?	Yes, to some extent he does.
7	Does the teacher encourage/practice students' vocabulary to increase their vocabulary?	No, more practicing due to shortage of time.
8	How does the teacher manage vocabulary teaching in the class work activities?	He tried to organize students to work in pair and in group and more lecture is used.
9	Is the allotted time enough to teach and practice vocabulary?	The allotted time for practicing vocabulary in depth is not enough.

4.10 Classroom observation five for teacher 2

1. Date: 21/04/2015
2. Time: 1:22-8:02 pm (2nd period)
3. Number of student in the class: 70
4. Topic of the lesson: A9.2 Reading: Disability is no obstacle to success (Matching the name of each disabled person, Finding words & expressions with meanings in the text.
5. Grade and section: 11I
6. Teacher's code: T2

Table 4.1 *Observation checklist two for teacher 2*

S.N	Statements	Comments by the researcher
1	How does the teacher teach vocabulary strategies	He uses the same techniques without changing the style.
2	How often does the teacher respond to vocabulary home work and class work exercises?	He sometimes corrects some students due to shortage of time and large class size.
3	What does the class room look like?	It is too crowded and large number of students to each individual at a period.
4	Does the teacher give correction and feedback?	Not always ; but sometimes he does.
5	Does the teacher have any problem during vocabulary teaching strategies?	He focuses on grammar rather than vocabularies.
6	Does the teacher include vocabulary strategies in his daily lesson plan?	He plans vocabulary strategies in his daily lesson plan but does not pay more attention to vocabulary teaching.
7	Does the teacher encourage/practice students' vocabulary to increase their vocabulary?	The teacher does not practice and encourage students to increase their vocabularies.
8	How does the teacher manage vocabulary teaching in the class work activities?	The teacher almost uses verbal explanation and lecturing method for vocabulary teaching.
9	Is the allotted time enough to teach	The 40 minutes time allotted is not

	and practice vocabulary?	enough for vocabulary teaching and practicing.
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4.11 Classroom observation six for teacher 3

1. Date: 22/04/201
2. Time: 9:20-10:00 am(3rd period)
3. Number of student in the class: 68
4. Topic of the lesson: A9.9 Increase your word power: Affixes (1.prefixes 2.Suffixes)
5. Grade and section: 11D
6. Teacher's code: T3

Table 4.2 *Observation checklist for teacher 3*

S.N	Statements	Comments by the researcher
1	How does the teacher teach vocabulary strategies	The teacher uses a few technical ways to enable the students understand new words.
2	How often does the teacher respond to vocabulary home work and class work exercises?	He sometimes gives the right responses to vocabulary homework and class work exercises.
3	What does the class room look like?	It is a large class size. The teacher is unable to evaluate each 68 students at once in a period.
4	Does the teacher give correction and feedback?	He rarely gives feedback and corrections orally to the entire class.
5	Does the teacher have any problem during vocabulary teaching strategies?	The teacher does not pay more attention for vocabulary teaching strategies.
6	Does the teacher include vocabulary strategies in his daily lesson plan?	Although he includes some strategies in his daily lesson plan, he does not focus on them.
7	Does the teacher encourage/practice students'	He does not practice and encourage the observed learners to increase their new

	vocabulary to increase their vocabulary?	vocabularies.
8	How does the teacher manage vocabulary teaching in the class work activities?	The teacher always uses more verbal expressions than practicing them individually, in pair or in groups.
9	Is the allotted time enough to teach and practice vocabulary?	The time is not sufficient for practicing vocabulary so well.

4.12 Summary of data analysis of observation four up to six

The researcher observed the three teachers of English language by using the second observation checklist to make his study reliable and triangulation in addition to the previous data gathering tools. All the teachers were observed twice in different classrooms to be checked what and how they were manipulating various activities concerned with vocabulary teaching strategies. The researcher carefully evaluated the teachers' and the students' activities accordingly.

He noticed and registered every activity for more interpretation in his data analysis. The activities were put into the table in the form of questions to be commented by the researcher.

In sum, the researcher could see and understand several shortcomings among the English language teachers and the observed students in the classroom during the observation. All the observed teachers in each classroom did not use various strategies in their vocabulary teaching. Few of them sometimes give responses to the given homework and class work exercises.

In addition, large class sizes are serious problem to practice the learners vocabulary to enrich them new vocabularies by evaluating and giving feedback to the individual students in a period. Although the observed teachers include some vocabulary strategies in their daily lesson plan, they do not pay more attention to the strategies in order to increase their learners' vocabulary. On the other hand, due to paying less attention by the teachers and time constraint, the observed teachers often neither practice nor encourage the students to develop their vocabulary.

Moreover, both the observed teachers and students in each classroom have been seen with less consideration for developing vocabulary through teaching and learning process. Therefore, the teachers of English language are expected to give more critical consideration to increase vocabulary teaching strategies quite by focusing on the issues indicated as the shortcomings. To do this, the problems addressed earlier should be solved beforehand.

Chapter Five

Summary, Conclusion and Recommendation

5.1 Summary

The study was entitled "Investigating Vocabulary Teaching Strategies at Preparatory School the Case of Jeldu Preparatory School". Grade eleven students had acute problem in vocabulary at the mentioned school. The students were not able to communicate appropriately by using sufficient and appropriate vocabulary. The researcher observed that many students could not express themselves and their ideas by using appropriate words. When the students were asked to make sentences in spoken and written English, they could not construct precise sentences.

Three basic research questions were prepared and employed for the study which has been entitled vocabulary teaching strategies at preparatory school. The study focused on Grade eleven students at Jeldu preparatory school. The three research questions about the study were:

- a) What strategies and mechanisms of vocabulary are used at Jeldu preparatory school?
- b) How often do English language teachers implement vocabulary teaching strategies to develop students' vocabulary? and
- c) What are the problems or challenges that English language teachers are faced during vocabulary teaching?

In order to conduct the study, the related literature review was used various reference materials and were cited for the study. The literature review was being focused on vocabulary teaching strategies and used to answer the three research questions raised above.

The descriptive method was employed both qualitatively and quantitatively in narration based on data obtained from the sources and bodies such as students and teachers. The school and grade level mentioned in the study have been purposively selected due to the problem of students' vocabulary always seen at the school level indicated. In addition, the researcher is familiar with the problems of teachers and students of the school about vocabulary teaching strategies. Therefore, teachers of English language were purposively selected.

Seventy- five sample size of the whole sections of Grade eleven students were randomly and systematically selected for the study based on the principles of the scholarly interpreted method. The sample size was 10% of the total 751 students. The whole sections of Grade eleven were selected so as to give equal chance for each section to find out the problems of students vocabulary teaching strategies and to address the better way of vocabulary teaching strategies. To do this, the researcher prepared and used three research tools such as questionnaire for the selected students, interview for the subject teachers and observation checklists for teachers' and students' activities in the classroom.

The three research tools were used to triangulate the data obtained from each tool. The tools were used to get the reliable and valid data for the study. Under each research question and research tool, the data obtained were interpreted, analyzed, and the results were found out. In this regard, rating scales were used for the quantitative methods of data and narration was used for the qualitative data interpretation in the study.

Some main findings in the study about vocabulary teaching strategies accomplished at Jeldu preparatory school were the following ones. Those were:

- Limited vocabulary teaching strategies used by the teachers;
- Less attention given to vocabulary teaching strategies;
- Less practicing, encouraging and motivating students to increase their vocabulary;
- Less correction and feedback to the given vocabulary home works and class work exercises; and
- Students' low interest and attention to increase their vocabulary.

5.2 Conclusion

In this study, qualitative and quantitative methods have been employed to analyze aspects of vocabulary teaching strategies. The data sources also revealed the causes for students' insufficient with vocabulary is related with linguistic background of the learners and other additional factors. The results of this study indicate that there are many factors which are causes for students' being insufficient with vocabulary so that they are unable to communicate English in appropriate way by using appropriate words. As it has been discussed in chapter four, the first issue is about the strategies used by English language teachers during vocabulary teaching were limited and not various strategies. Rather, the teachers often used common and the same repeated strategies through vocabulary teaching. Some of the major causes are:

- Teachers' less attention given to vocabulary teaching strategies,
- No detail practicing and encouraging students to increase their vocabularies,
- Lack of interest of the learners to develop their vocabulary through practicing,
- Shortage of time for the subject teachers to practice students vocabulary strategies in depth,
- Shortage of reference materials concerning vocabulary teaching strategies and
- Less and limited strategies provided in English text book of Grade 11.

The other issue of the study was concerned with whether the subject teachers at the grade level they teach have clear idea and understanding about vocabulary teaching strategies. The researcher ensured by using the three research tools that English language teachers have clear ideas about it. However they give less consideration for vocabulary teaching by using different and flexible strategies. This leads the learners not to be initiated and enriched with new vocabularies. In this case, many learners are unable to communicate appropriately in English skills. In short, the researcher found out that even if the subject teachers have clear ideas about vocabulary teaching strategies, they rarely implement them to develop the learners' communication in English.

The third issue is about challenges that English language teachers are faced during vocabulary teaching.

As the concerned teachers and students were asked, interviewed and observed, the subject teachers were encountered some challenges while teaching vocabulary strategies. Almost many students could not communicate in English even when they were told to do various activities in pair and group work. Instead, they prefer to use their mother tongue. Most learners could not express their ideas in English due to they lack in sufficient vocabulary. The other problem was concerned with responses and feedback to be given to check the students' understanding about new vocabularies. The subject teachers neglect giving feedback to each learner in the class due to the fact that every class size was too large for better evaluation of students understanding.

In sum, the subject teachers were using a few strategies in their vocabulary teaching. On the other hand, they were ensured that they had clear idea and understanding about vocabulary teaching strategies. However, they pay less attention to use several strategies in their teaching. In addition, teachers of English language faced some challenges like the following ones. Those were:

- Students' inability to communicate in English,
- Large class sizes for giving feedback to each individual to check his /her understanding,

- No addition reference materials to practice students new vocabularies to increase their knowledge,
- Insufficient time for detail practicing, and so forth.

Therefore, the above concerned issues raised in the research questions should be taken into account to overcome the problems indicated and to bring them to better way of vocabulary teaching strategies in order to increase the students' vocabulary.

5.2 Recommendations

As it has already been mentioned, the main objective of this study is to investigate vocabulary teaching strategies at preparatory school. Besides, it is to study the teachers' idea and understanding about vocabulary teaching strategies and to identify challenges that the subject teachers face during vocabulary teaching. In the same way, the study is aimed to suggest some solution that can help the teachers in the learners. Therefore, the researcher recommends the following essential points based on his findings.

- Teachers of English language are expected to use several and various strategies to make their students understand and use new vocabularies in communication.
- Teachers of the subject have to pay more considerable attention to vocabulary teaching strategies.
- Students should be practiced, motivated and encouraged to increase their vocabulary.
- Teachers of the subject are expected to give regular corrections and feedback to the students' homework and class work exercises.
- Students on their part, should give more attention to increase their vocabulary through practicing.
- Large class sizes should be solved by the body it concerns so as to evaluate every learners in the English class.
- Additional reference materials concerned with vocabulary teaching strategies should be fulfilled in the library to help teachers and students.

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Appendices

Appendix I

Part One

Research Questionnaire For Students

Dear students,

The following questionnaires are prepared to collect data in order to conduct research regarding vocabulary teaching strategies in Jeldu preparatory school. Your genuine responses have great value for the study. So, the researcher of the study would like to ask you kindly, to fill the questionnaire with due and considerable attention. The researcher thanks you for your right answers.

General Direction

- The questionnaire is filled only by the selected students.
- Do not write your name on the questionnaire.
- Please, don't leave or jump any question without giving your proper answer.
- Follow the given directions carefully and answer the questions accordingly.

Background Information

Direction: Put an "X" for your answer in the box.

Your sex: Male Female
 Your age: 15-20 20-25 Above 25

Section One: Teaching Strategies Used By English Language Teachers

Direction: There are questions with three options provided in the table in front of each question. Read the questions carefully and give only one answer by putting an "X" under the option you select.

S.No	Questions	Options		
		Always	Some times	Never at all
1	How often do your English teachers practice you new vocabulary to develop your communication in English?			
2	Do English teachers teach you new words in isolate vocabulary notebook?			
3	Do your English teachers make you communicate in English by using new words?			
4	Are you taught class of words, their spellings and pronunciation by your English teachers?			
5	Are you given class work and home work exercises of vocabularies by your English teachers?			
6	Are you asked to guess the meanings of new or unfamiliar words from their contexts?			
7	Do your English teachers equally teach you vocabulary as they teach other skills of			

	language?			
8	Do your English teachers practice you new words to make sentences either in spoken or written language?			
9	Do your English teachers more often focus on vocabulary teac to increase your vocabularies?			
10	Can you speak and write by using appropriate vocabularies in appropriate way?			
11	Do your English teachers have any teaching problems when they teach you vocabulary ?			

Section Two: Questions to investigate how often English Language teachers implement vocabulary teaching strategies

Direction: The followings are questions with three options to be answered. Give only one answer of your own by circling the letter of the choice you select.

1. What strategy do your English teachers use more often during teaching vocabularies?
A) Lecture method B) Translation method C) Contextual method

2. How often do your English teachers make you construct sentences by using new words? A)Always B) Sometimes C) Never at all

3. When your English teachers teach you meanings of unfamiliar words(new vocabularies), which strategy is often used to make you understand more?
A) Using your guessing B) Using your background knowledge
C) Using contextual clues of words

4. How do your English teachers practice you much more to develop your vocabulary in English?
A) By giving class work and home work exercises and correcting them
B) By making students work in pair and in groups C) No practicing at all

5. What is the basic reason that many students cannot appropriately speak and write in English?

- A) Due to lack of interest
- B) Due to lack of sufficient of vocabulary in English
- C) Due to difficultness of English language

Section Three: Challenges that teachers are faced during vocabulary teaching strategies.

Direction: There are questions to be answered by using your personal ideas. So, give your answers clearly and briefly by writing on the spaces provided.

1. What are the problems(challenges) that your English teachers face while teaching vocabulary? _____ ?

2. What are the strengths and weaknesses of your English teachers during vocabulary teaching strategies?

Strengths: _____

Weaknesses: _____

3. Is the vocabulary teaching strategies that your teachers teach you restricted only to classroom activities or given as to be performed outside the class?

4. What reasons make students lack in and insufficient with vocabulary?

5. Is the time given to teach you vocabulary is sufficient?

Appendix II

Students' Questionnaire Translated Into Their Mother Tongue

Kutaa Tokko

Gaaffilee Qorannoo Barreeffamaa Barattootaaf

Jaalatamtoota Barattoota,

Gaaffileen qorannoo armaan gaditti barreeffamaan qophaa'an qo'annoo jechoota afaan Ingilizii Mana barnoota qophaa'inaa Jalduutti tooftaaleen ittin barsiifamaan ragaaleen ittin walitti qabuuf kan qophaa'aniidha. Deebiiwwaan keessan kan haqan kennitan qo'annichaaf gatii guddaa qaba. Kanaafuu,

qo'ataan qo'annichaa kan kabajaan isin gaafatu gaaffilee qorannichaa xiinxalaa fi hubannaa sirrii ta'een akka guuttaniif isin gaafata. Qo'ataan qo'annichaa deebiiwwan sirrii isin kennitaniif guddaa isin galateeffata.

Qajeelfama Walii Galaa

- Gaafannichi barattoota filatamaniin qofa guutama.
- Maqaa keessan qo'annicha irratti hin barreessinaa.
- Gaaffii kamiyyuu osoo deebii hin kennin irra hin darbina, adaraa.
- Qajeelfama(ajaja) kennamu sirritti hubachuudhan akkaataa gaafatamaniin deebisaa.

Odeeffannoo Buu'uraa

Ajaja:Deebii keessaniif mallattoo "X" sanduqaa keessatti katabaa.

Saala kee: Dhiira Dhalaa

Umurii kee: 15-20 21-25 above 25

Birkii Tokko: Tooftaalee barsiisuu barsiisonni Afaan Ingilizii Fayyadaman

Ajaj: Gaaffileen gabatee armaan gadii keessatti deebiiwwan filannoo sadi sadi fulduraa isaanitti kennamaniiru. Gaaffilee kannen sirritti dubbisuu fi xiinxaluun deebii tokko qofa mallattoo "X" deebii filattu jalatti kaa'i.

T.L	Gaaffilee	Deebiiwwan Filannoo		
		Eeyyen, guutuman guutuutti	Eeyyen, darbee darbee	Lakkii, gonkumayyuu
1	Barsiisonni keessan kan Afaan Ingilizii maloota jechoota Afaan Ingilizii ittin dagaagfattan isin shaakalchisuu?			
2	Barsiisonni keessan kan Afaan Ingilizii jechoota kan irratti barattan baruullee adda ta'e irratti isin barsiisuu?			
3	Barsiisonni keessan kan Afaan Ingilizii jechoota haarawaan akka isin haasoftan(dubbattan) ni taasisuu?			
4	Barsiisonni Afaan Ingilizii garee jechootaa, qubeewwanii fi akkaataa itti dubbifaman isin barsiisuu?			
5	Barsiisonni Afaan Ingilizii hojii daree fi hoj-manee gilgaloota jechootaa isiniif ni kennuu?			
6	Hiikkawwan jechoota haarawaa akkaataa galumsaa isanirraa akka tilmaamtan isin gaafatuu?			
7	Haaluma dandeettiwwan afaanichaa kanneen birootti jechoota hoo wal-qixa isin barsiisuu?			
8	Barsiisonni Afaan Ingilizii akka isin jechoota haarawaatin himoota ijaartanii dubbatan yookiin barreesitan isin shaakalchisuu?			
9	Barsiisonni Afaan Ingilizii yeroo mara tooftaalee jechoota barsiisuu irratti xiyyeeffachuun akka jechoota dagaagfattan ni taasisuu?			
10	Jechoota sirrii ta'aniin fayyadamtee haala sirrii ta'aniin haasa'uu fi katabuu ni dandeessaa?			
11	Barsiisonni keessan kan Afaan Ingilizii yemmuu tooftaalee jechootaa barsiisan rakkoolee wayii ni qabuu?			

Birkii Lama: Barsiisonni Afaan Ingilizii waa'ee tooftaalee jechoota barsiisuu irratti hubannoo ifa ta'e qabaachuu isaanii ilaalchisee gaaffilee dhiyaatan

Ajaja: Gaaffileen armaan gadii deebii filannoo sadi sadi waliin kan dhiyaatanii dha. Deebii kee tokko qofa sirri kan jettu qubee filannoo isatti maruun deebisi.

1. Tooftaalee jechoota barsiisuu keessaa kan barsiisonni Afaan Ingilizii irra caalaa yeroo mara fayyadaman kami?

A) Mala ibsuutin B) Mala Afaan birootti hiikuu C) Mala akkaataa galumsaatin

2. Barsiisonni Afaan Ingilizii akka isin jechoota haaraatin fayyadamtanii himoota ijaartan hammam taasisuu?

A) Yeroo mara B) Yeroo tokko tokko C) Gonkumaa hin taasisaan

3. Yemmuu hiika jechoota haarawaa isin barsiisaan tooftaan yeroo mara fayyadamuun akka irra caalaa hubattaa taasisan isa kami?

A) Akka hiika tilmaatan gochuun B) Beekumsa bu'uuraa keessan akka fayyadamtaan gochuun C) Akkaataa galumsaa jechootatin akka fayyadamtan gochuun

4. Barsiisonni keessan kan Afaan Ingilizii akka isin jechoota gabbiifattan irra caalaa akkamitti isin shaakalchisuu?

A) Gilgaalota hojii daree fi hoj-manee kennuu fi sirreessuu B) Barattoota cimdii fi gareedhaan akka hojjatan gochuun C) Shaakalli homtuu hin taasisamu

5. Barattoonni hedduun qixa sirrii ta'een Afaan Ingiliziitin haasa'uu fi barreessuu akka hin dandeenye kan taasisu sababni bu'uuraa maalidha?

A) Sababa fedhii dhabuu barattootaa B) Jechoota Afaan Ingilizii gahaa ta'an dhabuu(wallaaluu) C) Sababa Afaan Ingilizii ulfaatuu.

Birkii Sadi: Yemmuu Tooftaalee Jechootaa Barsiisan Rakkoolee Barsiisota Mudatan

Ajaja: Gaaffilee armaa gadii yaada dhuunfaa keetiin deebii kee akka kennitu kan dhiyaatani dha.

Kanaafuu, deebii kee ifaa fi gabaabinaan iddoowwan duwwaa kennamanirratti barreessuudhaan deebisi.

1. Yemmuu jechoota barsiisan rakkooleen barsiisota kee kan Afaan Ingilizii mudatan maal maal fa'i?

2. Barsiisonni Afaan Ingilizii yemmuu tooftaalee jechootaa barsiisan ciminni fi hanqinni (dadhabinni) isaanii maal maali dha?

Cimina: _____

Hanqina: _____

3. Tooftaalee jechootaa kanneen barsiisonni keessan isin barsiisan gochaalee daree barnoota keessatti qofa daangeeffamuu moo daree barnootan alatti akka ittin fayyadatamtanitt kennamuu?

4. Barattoonni jechoota Afaan Ingiliziitin akka hanqina qabatani fi hedduuminaan akka hin beeknee sababoonni taasisan maal maal fa'i

5. Jechoota isin barsiisuuf yeroon kennamuu gahaa dha?

Appendix III

Part Two

Interview For English Teachers

Dear teachers,

This is an interview prepared for English teachers. The purpose of this study is to collect data for conducting a study about vocabulary teaching strategies at Jeldu preparatory school. Your genuine responses have great value for the study. So, the researcher of the study would like to ask you kindly to give your proper answer. The researcher thanks you for your right responses.

1. What aspects of vocabulary do you focus on during you teach your students? Similar meanings? Opposite meanings? Spelling? Pronunciation?
2. Do you regularly give your students vocabulary home work and class work exercises and correct them?
3. Do you have clear idea about vocabulary teaching strategies to implement it in the English class?
4. Do you give equal attention to vocabulary teaching strategies compared to the other skills of language you teach?
5. What are the common strategies that you use in vocabulary teaching?
6. From various vocabulary teaching strategies you use, which are you interested in and the easiest for your teaching?
7. How do you encourage and practice your students to enable them increase their vocabularies?
8. Do you think your students have sufficient vocabulary to communicate English well enough?
9. What challenges are you faced during vocabulary teaching strategies in English class?
10. What solutions to be given to solve the problems in vocabulary teaching strategies?

Appendix IV

Part Three

Vocabulary Teaching Strategies

Observation Checklist One

I. Teaching strategies

S.N	Strategies used by the teacher	Level/Frequency of using strategies		
		Always	Sometimes	Never
1	Dictating the spelling			
2	Practice pronunciation			
3	Describing a concept and giving examples			
4	Teaching reading, spelling and			

	meaning together			
5	Checking understanding			
6	Emphasizing content words			
7	Emphasizing affixes/or functional words			
8	Using word families			
9	Using synonyms			
10	Using antonyms			
11	Using collocations			
12	Using contextual/situation to generate meaning			
13	Identifying word class			

II . Implementation of the teacher about vocabulary teaching strategies.

1. Does the teacher himself implement vocabulary teaching during teaching?
2. Does the teacher use clear and easy strategies to give the meanings of new words?
3. Does the teacher enable the students to practice unfamiliar words by using various strategies?

III. Problems or challenges seen towards the teacher

1. Does the teacher have experience problem?
2. Is the teacher not confident enough while teaching vocabularies?
3. Does the teacher have methodology problem during vocabulary teaching?

Vocabulary Teaching Strategies

Observation Checklist Two

Date of observation: _____

The observed teacher's code: _____

Topic of the lesson presented: _____

Data of observation check lists of strategies used by the teacher

S.N	Strategies used by the teacher	Level/Frequency of using strategies
-----	--------------------------------	-------------------------------------

		Always	Some times	Never
1	Dictating the spelling			
2	Practicing pronunciation			
3	Describing a concept and giving examples			
4	Teaching, reading, spelling and pronunciation together			
5	Checking understanding			
6	Emphasizing content words			
7	Emphasizing affixes/functional words			
8	Using word families			
9	Using synonyms			
10	Using antonyms			
11	Using collocations/Combination of words			
12	Using contextual/Situation to generate meanings			
13	Identifying word class			

4.3.2 Understanding(idea) of English Language teacher about vocabulary teaching strategies:

1. Does the observed teacher himself practice and define new vocabulary during teaching?

2. Does the teacher use clear and easy strategies to give the meanings of new words?_____

3. Does the teacher enable the students understand unfamiliar words by using various strategies?

4.3.3 Problems or challenges seen towards the teacher:

1. Does the teacher have experience problem?

2. Is the teacher evaluate students while teaching vocabularies?

3. Does the teacher have methodology problem during vocabulary teaching?

Class room observation check list

1. Date _____ 4. Grade and section _____
2. Time _____ 5. Teacher's code _____
3. Number of student in the class _____ 6. Topic of the lesson _____

S.N	Statements	Comments by the researcher
1	How does the teacher teach vocabulary strategies	
2	How often does the teacher respond to vocabulary home work and class work exercises?	
3	What does the class room look like?	
4	Does the teacher give correction and feedback?	
5	Does the teacher have any problem during vocabulary teaching strategies?	
6	Does the teacher include vocabulary strategies in his daily lesson plan?	
7	Does the teacher encourage/practice students' vocabulary to increase their vocabulary?	
8	How does the teacher manage vocabulary teaching in the class work activities?	
9	Is the allotted time enough to teach and practice vocabulary?	

Appendix V

Table 5 Summary of classroom observation

Observation Number	Observation Date	Grade & Section	The observed Teacher	What were observed
Observation 1	13/04/2015	11A	T1	-Vocabulary strategies used by the teacher, -Implementation of VTS, -Problems seen towards the teacher
Observation2	14/04/2015	11B	T2	
Observation3	15/04/2015	11G	T3	

Observation 4	20/04/2015	11H	T1	The whole activities of the teacher and students concerned with VTS, Methods of teaching Class work activities
Observation 5	21/04/2015	11I	T2	&corrections, -Teachers' & students' responses,
Observation 6	22/04/2015	11D	T3	-Teachers' &students' problems, -Teachers' daily lesson plans about VTS