JIMMA UNIVERSITY

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MA IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

AN ASSESSMENT OF TEACHERS' BELIEFS AND   PRACTICES IN TEACHING VOCABULARY: GRADE NINE TEACHERS *IN KAFFA ZONE IN FOCUS*

BY

DANIEL HAILE

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR MASTER OF ARTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

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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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Abstract

This study is about assessing high school EFL teachers' beliefs and practices in teaching vocabulary in EFL classes. It attempted to find out high school English language teachers' beliefs and practices in teaching vocabulary. In line with the major objective, the concern of this study was to assess teachers' beliefs of vocabulary teaching, investigate teachers' practices of vocabulary teaching in language classes, to assess the relation between teachers' beliefs and their practical implementation of vocabulary teaching. To this end, all grade 9 English language teachers who have been teaching English at six high schools in Kaffa Zone were purposefully selected to be the subjects of the study. To collect the necessary data for the study observation, FGD and questionnaire were used. A questionnaire that consisted of 37 close-ended and open ended items was distributed to 45 English language teachers in six government secondary schools that are found in Kaffa Zone. The questionnaire was primarily designed for collecting data regarding teachers' beliefs towards vocabulary teaching. For in-depth information about EFL teachers' beliefs and practices of vocabulary teaching, twelve teachers (two from each school) were participated in FGD and Classroom observation subsequently employed. Then, the collected data through questionnaire compared with classroom observation results and quantitatively analyzed while FGD analyzed qualitatively to triangulate the data. Finally, the findings of the study revealed that the majority of teachers had positive beliefs and understandings about vocabulary teaching and learning techniques. However, teachers did not put into practice the knowledge or concept that they have on the approach and techniques of vocabulary teaching in language classes. With regard to the link between EFL teachers' belief and their practice of vocabulary teaching, classroom practices have been noted to have mismatched with the principles and techniques of vocabulary teaching approach.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

The methods and approaches of teaching English as a foreign language have been changed through time based on the research carried out. Researchers of the language include the new findings of their research in English language teaching and learning. At early 17 up to 19 centuries, teaching English language was considered as mastering the structure of the language and hence focused on the form of the language. At that time grammar teaching was viewed as the main task in foreign language teaching. On the contrary, vocabulary teaching and learning was given a little attention. In relation to this, Yu-Ling (2005, P.1) stated that:

> *Although vocabulary teaching and learning has suffered neglect for a long time, owing to the advances in the linguistic study of the lexicon, psycholinguistic investigations into the mental lexicon, and the popularity of the communicative approach since the 1970s, we have seen a re-think of the role of vocabulary in language pedagogy.*

Besides this, Hashemi (1997) stated that after many decades of being neglect and receiving little importance, teaching and learning second language (L2) vocabulary has now given attention and become the focus of interest of many researchers and language teachers.

The advancement of researches in linguistics and communicative language teaching (CLT) approach brought a new sight for vocabulary to be stressed in language teaching. Wilkin (1982,p.134) stated the importance of vocabulary in communication as "… without grammar very little can be conveyed, without vocabulary, nothing can be conveyed" . In language teaching and learning, learning vocabulary is a basic issue, since words play an important role in expressing our feelings, emotions, and ideas to others. This means, without vocabulary, no amount of grammatical or other types of linguistic knowledge can be obtained in second language communication. In addition to this, Vilma, (2002,P.11) stated that it is impossible to convey message   without vocabulary .

For effective communication, understanding and applying vocabulary according to setting, (time and place), audience, age of addressee should be considered. To do this one to know the three significant aspects of words: form, meaning and use. Form has to do with different derivation, spelling and pronunciation; meaning has to do with denotation/ connotation while use has to do with collocation and constraints. The three aspects of each word are applicable in language teaching and learning in two dimensions of vocabulary: receptive vocabulary (listening and reading) and productive or expressive vocabulary (speaking and writing) (Nation, 2001).

Positive effects of vocabulary teachings has been mentioned by Nation (2001) that vocabulary teaching should occur in the context of message -focused activities involving listening, speaking, reading and writing. On the other hand, the researcher's past learning experience never reminds him such kind of environment of learning vocabulary in a meaningful contextual way. He informally noticed that, the place teachers give to vocabulary teaching is not as it is required by the syllabus rather some of they taught vocabulary by translating to L1 by focusing on non-contextual meaning.

Regarding vocabulary teaching approaches, different scholars have different views. For example, Jameel A, (2012) affirmed that incidental vocabulary learning encourages students for extensive reading. It is said to be an effective way of learning vocabulary from context. In harmony with the Jameel , Nation, (2001,P.28) stated that "Incidental Vocabulary promotes deeper mental processing and better retention. The learners get themselves fully involved in the process of deciphering the meaning through the clues available in the text". Also Krashen (1989) concluded that incidental vocabulary teaching achieves better results than explicit or intentional vocabulary teaching

On the other hand, National Reading Panel (2000) argued that explicit instruction of vocabulary is highly effective. National Reading Panel further explained that to enhance vocabulary intentionally, students should be explicitly taught both specific words and word learning strategies .These two different notions were reconciled by Zuraina, A.(2012)and he claim that incidental vocabulary learning is not necessarily more effective than intentional learning, nor is intentional vocabulary learning necessarily more effective than incidental learning. They both are helpful.

In addition to this, many researchers like Schmitt (2000) point out that combining explicit vocabulary teaching with incidental vocabulary learning is the best for language learners. Learners need to both learn words from context through reading as well as get information about words in explicit way. Having these concepts in mind, the researcher triggered to assess teachers' beliefs and practices in teaching vocabulary in Kaffa zone.

Teacher beliefs can reflect their own teaching philosophy in actual teaching activity. Several studies, however, suggest that teachers' self-expressed teaching beliefs that they claimed before do not always match with their practice (Hedge, 2000). For instance, the awareness of the congruency of beliefs and practices may better help teachers who put teaching training they received into practice, improving teaching efficiency. So, it is of great importance to explore whether there is a discrepancy between teachers' beliefs and practices in vocabulary teaching.

 According to Borg and Burns (2008) as cited in Buzayehu (2007) explain that there is a good deal of evidence that teachers derive their personal theories from their own teaching experience, their understanding of their own teaching contexts and their training courses. In addition, (Pajares, M.F. 1992, p.4) expresses, "the main source of professional learning is classroom experience". These views imply that what teachers actually do in their classes play a decisive role in the success of a language teaching program. If teachers do not develop the right beliefs or conceptions of vocabulary teaching, they do not able to execute the method into the classrooms.
In connection to teachers' beliefs and practices in vocabulary teaching, a study conducted by Danhua Lu (2017) on ESL teachers' beliefs and practices about vocabulary instruction, the finding show that participants held a positive attitude towards explicit vocabulary instruction in general but they also supported implicit teaching. it also show that   some teachers act differently from what they believe.

In light of this, the purpose of this study was to assess grade 9 English teaches' beliefs and practices of vocabulary teaching in EFL classes during vocabulary instruction in Kaffa zone six Secondary and preparatory schools.

1.2. Statement of the problem

Many scholars like Sedita, (2005) affirmed that vocabulary is the backbone of any language. Without extensive vocabulary knowledge, mastery of grammar might experience the failure to communicate. Thornbury (2000,p.1) also states that "language emerges first as words, both historically and in terms of the way each of us learned our first and any subsequent languages" Words are the bases on which other skills can be built. Without a doubt, vocabulary is the key to all the language skills; speaking, reading, writing and listening.

Although vocabulary teaching is very important in EFL class, it is uncommon to see when EFL teachers implement different approaches in teaching vocabulary in Kaffa zone secondary schools. According to Schmitt (2000) well-structured vocabulary program needs to mix explicit teaching and activities from which incidental learning can occur. According to him, it is necessary to explicitly teach all words until students have enough vocabulary to start making use of unknown words they meet in context. Beyond this most basic level, incidental learning should be structured into the program in a principled way. This is important for at least two reasons: meeting a word in different contexts enhances what is known about it, which improves quality of knowledge, and additional exposure helps consolidate it in memory. Taking an incremental view of vocabulary acquisition, such enhancement and consolidation are both crucial.

To make English more useful and purposeful, vocabulary should be taught in meaning oriented way. To do this, EFL teachers are responsible to implement vocabulary teaching in EFL classes. Vocabulary teaching implementation (practices) in the classroom depends on the teachers' beliefs of vocabulary effectiveness. Thus, in order to use English words effectively, EFL teachers' beliefs towards vocabulary teaching and its practical implementations are basic to promote the language teaching and learning processes. EFL teachers' beliefs in vocabulary teaching are considered as the first step towards understanding the process of teaching the language. This is because teachers' beliefs are important concept in understanding students' thought process, instructional practices and learning the language. Teachers' beliefs, therefore, are important considerations in creating students educational programs design to develop vocabulary teaching methods and practices. According to (Liao, 2003), teachers' beliefs about vocabulary teaching reflect the way they perceive it and guide their practical teaching actions.

Moreover, Borg (2003) suggested that beliefs affect the way in which we perceive reality, guide both our thoughts and behaviors. In other words, teachers' beliefs greatly impact their instructional decisions in the classroom practices. Therefore, a positive belief of teachers regarding vocabulary teaching has positive effect on the implementation (practice) of vocabulary in the classroom.

Wright (1987) says the educational process is deeply influenced by EFL teachers' beliefs and attitudes. This implies that all those members of the teachers' role sets have beliefs and attitudes, which influence the teaching /learning process. Above all, Lockhart. (1994,p. 29) maintain that "…What teachers do is a reflection of what they know and believe, and that teacher knowledge and 'teacher thinking' provide the underlying framework or schema which guides the teacher's classroom actions". More importantly, teachers' beliefs towards language teaching shape the sense they make of any educational innovation, and play a critical role in how they behave in a classroom situation .Similarly, Karavas (1996) points out that teachers beliefs and theories although in many cases unconsciously held, have an effect on their classroom behavior, particularly teachers inevitably bring their personal views of life into the classroom (Mc Arthur 1983). The teachers may not always be fully aware of the effects of this can be useful to examine its implications for the teaching-learning process.

In relation to this, research has been done on teacher and student perceptions and practices on vocabulary. For instance, Savignon (2002) confirmed the fact that there is a low correlation between what teachers' belief and their classroom practices.In addition to this, case study conducted by Liao's (2003) which investigated two high school teachers' perceptions towards vocabulary teachings and their practice. The results indicated that the teachers held strong and positive beliefs towards teaching of vocabulary aspects

There are also some local researches that have been done on teachers' perceptions and practices of vocabulary teaching in English language classroom settings. For instance, Lakew(2003) conducted a study titled " Teachers' attitude towards vocabulary teaching and practical problems in its implementation." The findings of his study shared that the majority of the EFL teachers have mildly favorable attitudes towards vocabulary teaching, but they didn't implement it in the EFL classrooms due to a number of constraints that hampered them from effective implementation of the method in the classroom situation. In addition to the above research

works, Belete (2008) has conducted a research entitled "Perception and Classroom Practice of EFL teachers towards vocabulary teaching". In his study, Belete tried to investigate the understanding of vocabulary teaching approaches, and their practices in EFL classes. The study showed that teachers have positive perception and good understanding of vocabulary teaching approach. But EFL teachers did not actually practice these approaches in the classroom.

As discussed so far, previous works were done in relation to EFL teachers' perceptions and attitudes towards vocabulary and its practices. However, this study wants to assess EFL teachers' beliefs and classroom practices of vocabulary teaching. This is due to the fact that a belief is different from perception, i'e a belief is a state or habit of mind in which trust or confidence is placed in some person. However, perception is the way someone can understand or notice things. Hence, this study is different from the past studies as it focuses only on EFL teachers' beliefs and practices of vocabulary teaching. In addition, the EFL teachers' grade level and area in this study are different from the previous local and foreign pieces of research works. The present study is concerned with an assessment of teachers' beliefs and practices in teaching vocabulary in six selected government preparatory schools in Kaffa Zone namely; Bonga, Gimbo, Chena, Shishinda, Decha and Bitta high Schools. From the researcher experience, an assessment of teachers' beliefs and practices of teaching vocabulary has not been addressed adequately specifically in Kaffa zone.

This study, therefore, tried to assess high school EFL teachers' beliefs and classroom practices of vocabulary teaching.

1.3 Objectives of the study
This study has two objectives: General and specific objectives.

1.3.1. General objective
The general objective of the present study was to assess EFL high school teachers' beliefs and practices in teaching vocabulary.

1.3.2. Specific objectives
The specific objectives were to:

1. Find out the Teachers' beliefs about vocabulary teaching.

2. Investigate   classroom practices of   teachers' in vocabulary teaching,

3. Assess the link between teachers' beliefs and practices in vocabulary teaching.

1.4. Research questions

Depending on the above objectives, this study tried to answer the following questions:

1. What are the beliefs of the teachers about vocabulary teaching?

2. How do EFL teachers practice vocabulary teaching?

3. Is there link between teachers' beliefs and practices in teaching vocabulary?

1.5. Significance of the study

Vocabulary is an indispensable part of language and it is of vital importance for second language learners. They are the currency of communication. They help to improve all areas of communication-Listening, Speaking, Reading, and Writing. Based on this fact:

This study and its findings may be significant in the following ways. It may help teachers to teach vocabulary by using various teaching vocabulary techniques. Moreover, it might demonstrate the roles that English teachers play in teaching vocabulary and the role of vocabulary in acquiring EFL classroom**.** This study also will be more significant for the teachers those who have a limitations related to teaching vocabulary in practice, therefore, it can be helpful for teachers to upgrade their knowledge of various kinds of teaching vocabulary techniques. Also this study may identify teachers' beliefs in teaching vocabulary and provide alternative notions and crucial recommendations to concerned bodies of educational department of Kaffa zone on the implementation of vocabulary instruction.   Finally this study will function as a supporting document for other researchers so that they can make further exploration in the area.

1.6. Scope of the study

The scope of this study was delimited to the following aspects. Firstly, the study focused on English vocabulary teaching beliefs and practices used by English teachers specifically in grade 9 classrooms at Kaffa zone. Secondly, the participants of the study were only six secondary and preparatory schools of grade 9 English language teachers.

1.7. Limitations of the study

It would be better to increase the number of schools and participants in this study. However, due to time and financial constraints, the study was limited to six secondary and preparatory schools and forty five grade nine English language teachers for an assessment. Therefore, the findings of this study would not be generalizable.

1.8. Acronyms

CLT- Communicative Language Teaching

EFL-English as a foreign Language

EGSECE -Ethiopian General Secondary Education Certificate Examination

ESL-English as a second language

FL-Foreign language

FGD- Focus group discussion

L1-First language

L2- Second Language

SL-Second language

TEFL – Teaching English as a Foreign Language

1.9. Operational definition of Key Terms

Assessing: In this study it refers to evaluation of teaching process held by teachers whether their vocabulary teaching beliefs and practices are matched in EFL classroom.

 Beliefs- Beliefs are judgments and evaluations that we make about ourselves, about others, and about the world around us. They are personal convictions based on observation or logical reasoning.

Classroom Practices - A set of teaching strategies and methods of instruction employed in the classroom.   The interaction between the teacher and his students in order to expand their

cognitive and skillful perceptions through the appropriate classroom management, determination to teach and continuous evaluation to achieve the desired teaching objectives .

Collocation - refers to the way in which two or more words are typically used together (McCarty, 1990).

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.

Explicit instruction- students are given definitions or other attributes of words to be learned (pre-teaching of vocabulary, analysis of word roots or affixes).

Indirect instruction- students are exposed to words or given opportunities to do a great deal of reading (wide reading to increase vocabulary)

Method- is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. A method is procedural (Anthony 1963, p.7).

Perception- is the way someone can understand or notice things

Technique: In this study it refers to the techniques that teacher used to teach vocabulary in EFL classroom**.**

Vocabulary: In this study it refers to the words that used to communicate/learn (listening, speaking, reading and writing) in English language.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. 1. Introduction

The purpose of this chapter is to review some relevant literature that has been written on the issues related to the present study. The main topics incorporated in this review of related literature section are: The complex nature of vocabulary knowledge, the importance of vocabulary and vocabulary teaching strategies, teachers' and students' beliefs of vocabulary teaching and learning, teachers' role in implementing vocabulary teaching ,vocabulary teaching techniques and activities, vocabulary teaching and learning approaches, effective vocabulary instruction and finally challenges on vocabulary teaching.

2.2. Theoretical frame work

Vocabulary is an important part of language which is central to all language skills and meaningful communication. According to Hubbard (1983) vocabulary can be defined as a powerful carrier of meaning. Additionally, Diamond &Gutlohn (2006) suggest that vocabulary is the knowledge of words and their meanings. This means that without establishing a strong vocabulary base first, comprehension and use of a language will not be achieved. In addition, the student should be able to recognize words, and know their meanings as well. Thus, when a student effectively recognizes and uses a word in different contexts, pronouncing the word well, she/he has the knowledge and meaning of that word. vocabulary knowledge requires not only word meanings knowledge, but it requires the usage of the words in the appropriate context and in a natural way and also includes the relationship between new words acquired and the ones already acquired.

 To do this there are different approaches to vocabulary teaching suggested by different scholars. These are explicit, implicit and mixed approaches. Some scholars like Jameel Ahmad (2012), suggested that incidental vocabulary learning encourages students for extensive reading. It involves learners' ability to guess the meaning of new words from the contextual clues. It occurs more particularly through extensive reading in input-rich environments. In harmony with the Jameel , Nation, P.28 (2001) stated that incidental vocabulary teaching approach promotes deeper mental processing and better retention. On the other hand, National Reading Panel (2000)

recommended that explicit instruction of vocabulary is highly effective. They further explained that to enhance vocabulary intentionally, students should be explicitly taught both specific words and word learning strategies .These two different notions were reconciled by Zuraina, A.(2012)and he claim that incidental vocabulary learning is not necessarily more effective than intentional learning, nor is intentional vocabulary learning necessarily more effective than incidental learning. They both are helpful. According to Schmitt (2000) well-structured vocabulary program needs to mix explicit teaching and activities from which incidental learning can occur. He further point out that combining explicit vocabulary teaching with incidental vocabulary learning is the best for language learners. Learners need to both learn words from context through reading as well as get information about words in explicit way

Vocabulary is a great tool to share or understand thoughts, feelings, opinions and ideas of different people or texts. Al-Jarif (2006) states by learning new words, students can increase their listening, speaking, reading and writing vocabularies and can improve comprehension and production in L2. In addition, he says that   practicing vocabulary in context, combining vocabulary with reading and writing activities, and providing the students with different lexical information about the words under study enhanced students' vocabulary learning.

The purpose of teaching vocabulary is to develop learners' vocabulary knowledge and to have complete command of word knowledge. In connection with this, Richards and Ellis (1976) list the different things learners need to know about a word before we can say that they have learned it. These include: the meaning(s) of the word, its spoken and written forms, what "word parts" it has (e.g., prefix, suffix, and "root" form), its grammatical behavior (e.g., its word class, typical grammatical patterns it occurs in), its collocations, its register, what associations it has (e.g., words that are similar or opposite in meaning), what connotations it has and its frequency.

Even though, the concept of a word defined in various ways, but three significant aspects teachers need to be aware of and focus on are form, meaning, and use.

In connection to this, Nation (2001, p.121), affirmed that

> the **form** of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix), **meaning** encompasses the way that form and meaning work together, in other words, the

concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression. ***Use,*** *involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so forth.*

Tafani Vilma (2008) added that while dealing with the vocabulary, student and teachers should have in mind the word's form, meaning and use. Form has to do with different derivation, spelling pronunciation, connecting sounds to spelling, etc. Meaning has to do with denotation/ connotation while use has to do with collocation, constraints, expressions, idioms etc.

Therefore, in teaching and learning of vocabulary, it is strongly recommended to give emphasis on word form/structure/, meaning/function /and use. This can be implemented if and only if EFL teachers use mixed approach to teach vocabulary.

2.3. The Complex Nature of Vocabulary Knowledge

The common notion of FL/SL learners is that learning a word is thought as learning the form, meaning and usage of the word. Despite this thought, Schmitt (2000, p.5) affirms that "the potential knowledge that can be known about a word is rich and complex." Nation (2001), identified as elements of word knowledge that should be mastered in English class in order to know a word. These include: meaning of the word(s), spelling (written form), pronunciation (spoken form), grammatical behavior of the word, collocations, register, associations and frequency. To say confidently 'I know a word,' one has to master all these components of word knowledge.

Even though it is strongly believed by researchers about the importance of understanding of all aspects of words as mentioned above, acquisition of all these components appears to be too difficult. Of course, Cook (2001, p. 123) writes that "nobody completely knows every aspect of a word." It should be stressed that at least they cannot necessarily be learned at the same time. The acquisition of all aspects is perhaps possible only through a long time of practice and interaction with the language. In relation to this, Schmitt (2000, p.4) said that "vocabulary acquisition must be incremental…Vocabulary knowledge is not something that can ever be fully studied; it is something that expands and deepens over the course of a lifetime."

On the other hand, lack of the knowledge of all aspects does not seem to completely hinder the use of a word at least in receptive skills (listening and reading skills). Nation (2001) appears to simplify the learning burden of a word when he summarizes all those aspects into three dimensions: meaning, form and use. It could be for this reason that textbooks and classroom instruction of vocabulary tend to focus on these variables. More narrowly Schmitt (2000) noted that meaning is the most obvious kind of word knowledge. However, the stress on meaning should not be at the expense of overlooking the vitality of form (written and spoken) plus the actual use of the word. The basic question that inevitably comes to our mind is, therefore, how learners manage to acquire FL vocabulary in spite of this complex nature. The researcher also believes that although vocabulary knowledge is very complex by its nature, by teaching different strategies of vocabulary tackling methods, students can solve the problem gradually.

2.4. The Importance of Vocabulary

Thornbury (2000) states that "language emerges first as words, both historically and in terms of the way each of us learned our first and any subsequent languages. The coining of new words never stops, nor does the acquisition of words" p. 1. Words are the bases on which other skills can be built. Without a doubt that vocabulary is the key to all the language skills; speaking, reading, writing and listening.

A receptive skill is a form of communication which focuses on vocabulary inputs by listening and reading. In other words, learners need to have an adequate vocabulary to comprehend the input. In order to comprehend a given text and to be able to guess the meaning of unfamiliar words from a context, learners need to know at least 95% of the running words in the input (as suggested by Faizah A Majid., 2013). Thus, vocabulary learners who possess limited vocabulary would also yield a limited comprehension of the text as Joan Sedita (2005) stated.

> *Vocabulary is the glue that holds stories, ideas and content together…Students word knowledge is linked strongly to academic success because students who have large vocabularies can understand new ideas and concepts more quickly than students with limited vocabularies.* (p.33).

On the other hand, a productive skill is when learners use words to convey meaning. Vocabulary is used productively through speaking and writing which in turn can be effective if learners have enough vocabulary.

Thus, vocabularies can be both stepping stone to effective communication and als o stumbling stone that hinders from actual communication. If the addressee and the addresser of the speech communicate effectively, the word becomes stepping stone unless it becomes stumbling stone. "Although gestures and facial expressions work well in face-to-face communication, words carry the weight of meaning when people are removed from each other in distance and time"(Mc Graw, H.2009, p.7). Word or vocabulary is central to English language teaching because without sufficient vocabulary, students cannot understand others or express their own ideas.

Vocabulary knowledge of a language is very vital in order to understand or convey message in communication but having a limited vocabulary is so a barrier that prevents students from learning a foreign language. 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) states: vocabulary is basic to communication. If acquirers do not recognize the meanings of the key words used by those who address them, they will be unable to participate in the conversation. And if they wish to express some ideas or ask for information, they must be able to produce lexical items to convey their meaning.

Vocabulary is also very indispensable for the acquisition process. Cameron (2001) states "Vocabulary has been considered as a major resource for language use" (p.82). Early foreign language learning offers the chance for learners to build up a solid core of words useful for further learning. Harmer and Krashen (1998) also indicate language students need to learn the lexis of the language and need to learn what words mean and how they are used. Regarding the importance of vocabulary, McCarthy (1990)states 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" (p.7). Harmer (1991) also writes "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" (p.53). An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used.

Therefore, word knowledge is an essential component of communication and it is important for both production and comprehension in a foreign language because as Azadeh Nemati(2014) claimed , Vocabulary is not only the knowledge of words and word meanings but also it implies how that word fits into the sentence. Instruction in vocabulary involves more than looking up words in a dictionary and using the words in a sentence. Nation, (2001) explained that knowing a word includes knowing its form, meaning and use.

2.5. Teachers' and students' beliefs of vocabulary teaching and learning

Belief is a central construct in every discipline which deals with human behavior and learning (Horwitz, 1985). Beliefs also influence students' and teachers' personal attributes such as anxiety and motivation (Riley, 2009). Amiryousefi (2015) believed that beliefs affect students' and teachers' autonomy and success in language learning and teaching. Differences in beliefs can, therefore, make students' and teachers' approach a learning task differently despite their similarities in language proficiency and level of education. He further explained that what teachers and students do is determined by their beliefs.

Considering the impact of   students' beliefs on their learning Zuraina Ali (2012) stated that students may have thought of the concepts and approaches that enable them to learn the language. Besides understanding about concepts and approaches of the language, their beliefs about learning strongly affect their affective states. Therefore, some learners are fearful while others are confident in learning the language. To overcome this situation, Zuraina Ali (2012) asserts *"teachers' attitudes should correspond to their learners' aptitude and motivation in learning English. The success factor of learning English therefore does not rely on the students alone. Teachers' approaches in teaching the language are also vital in creating experiences conducive to learning" P.3.*

Regarding vocabulary learning beliefs of students particularly, the study conducted in America by Olga Kulikova (2015) on vocabulary learning strategies and beliefs about vocabulary learning, she found that there are correlations between vocabulary learning beliefs, vocabulary learning strategies, and learning outcomes. She further discovered that there is a relationship between learners' self-efficacy beliefs and their use of vocabulary learning strategies. In her study, her analysis of students' beliefs indicated that the participants highly valued the role of vocabulary in studying a foreign language, understood the complexity of the process of

vocabulary acquisition, and believed that words and phrases should be carefully studied and then practiced in context

Understanding teachers' beliefs about various features of language teaching and learning and is also of great importance. Language teachers' beliefs and understandings of teaching as well as learning play an important role in their classroom practices and in their professional growth. As Harste and Burke (1977 mentioned, teachers' beliefs influence their goals, procedures, materials, classroom interaction patterns, their roles, their students, and the schools they work in. Moreover, (Rifkin, 2000, p.394, as cited in Mozhgan Alsadat 2012, p.2), teachers' beliefs about the learning/teaching process are "of crucial importance to the success or failure of learners' efforts to master a foreign language". Horwitz (1985) also in harmony with previous statements concluded that "teachers' belief is a central construct which deals with human behavior and influence teachers' consciousness, teaching attitude, teaching methods, teaching policies, teaching behavior and learners' development. Different teacher beliefs will lead to different ways of classroom management, different teaching strategies, different practices and subsequently differences in language awareness". Teachers' beliefs are closely related to their values, views of learners, attitudes toward learning, and conceptions of teachers' roles in teaching practices. Therefore, the information about teachers' beliefs is extremely important in terms of improving both professional development and teaching effectiveness (Nespor, 1987).

The present study investigates teachers' beliefs as one of the most significant issues in vocabulary teaching because vocabulary instruction occurs in classrooms every day at a variety of levels and for a variety of purposes.

According to Alsadat M. (2012 and 2013), there are three types of teachers' beliefs about teaching vocabulary: **memory-based, meaning based and function-based.**

2.5.1. Memory based beliefs
 Under behaviorist approach, Memory-based belief refers to concentrating on memorizing words, analyzing the parts of speech, focusing on affixes, listening and repeating, writing and practicing, imagining the written forms of the words and connecting the words with their synonyms and antonyms. Teachers in this group believe that using keyword methods to memorize the words. Concentrating on the form of the words and using strategies to remember them (without direct attention to meaning) is an effective teaching approach to vocabulary learning.

"supposing that a teacher wants to teach the word "careless", memory-based teaching implies that the teacher may use a list of the words which are in the same family with the selected word, synonyms or antonyms or even words derivations or affixes (such as carelessly, careful, -full, less, …) and then ask the learners to repeat and memorize them" (2013, p.2).

2.5.2. Meaning-based belief

Alsadat M. (2012), explained that meaning-based belief is related to making negotiation between meaning and the words by the help of objects, mental images, etc. And it means to make connection between the words of the same family in learners' minds and to use other related techniques to gain its goal.

2.5.3. Function based belief

Based on social constructive theory of language learning, Alsadat (2013), state that function-based belief refers to the negotiation of meaning through the application of words in sentences and texts, or through activities that help the learner understand the targeted words better and to make relationships between the words and the learners' own experiences. He added that the teachers in this group may ask the learners to play some roles of some stories about driving, writing; washing such sequences will lead learners to learn through acting. In other words, it is an approach that uses the learners' energy for learning instead of just imagining the words. For the purpose of clarification, Alsadat has given the following examples:

Suppose that a teacher wants to teach the word "snow", if he believes on memory-based teaching, he may use a list of words which are in the same family with the selected word(such as snowy, snowing,…) or presents some synonyms, antonyms, the words derivations or affixes and asks the learners to memorize them. If he believes on meaning-based teaching, he may use some pictures to clarify the meaning or may ask the learners to imagine one of their remembrances of a snowy day or maybe he asks the learners to try to find out the meaning in their groups by consulting the dictionary. If he is in third group and believes on function-based teaching, he may ask the learners to go outside and touch the snow simply or if it isn't possible he may ask them to create a snowy day in the classroom and use there everything that can be helpful for walking in such a day (p.156).

2.6. Teacher's Role in Implementing Vocabulary Teaching

The important role that the language teachers going to play in a language class is to help their learners find the easiest way of conveying new information into the already existing system of the mental lexicon. (Thornbury, 2000) Moreover, students need to acquire the ability to store the information for as long as possible. Another helpful element is motivation, which is closely linked with attention. "A very high degree of attention (called arousal) seems to correlate with improved recall" (Thornbury, 2000, 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 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 Vocabulary Self Selection 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.

The language teacher should also study his own teaching method and overall classroom style. Analyzing his lesson plans, the language teacher can determine whether his lesson plans give learners chance to use a variety of learning styles and strategies or not. The teacher can see whether or not his teaching allows learners to approach the task at hand in different ways. The language teacher can also be aware of whether his strategy training is implicit, explicit, or both. It should be emphasized that by questioning himself about what he plans to do before each lesson

and evaluating his lesson plan after the lesson in terms of strategy training, the teacher can become better prepared to focus on language learning strategies and strategy training during the process of his teaching. Ozturk (1998)

2.7. Vocabulary teaching techniques

Recently, there are so many vocabulary teaching techniques suggested to language teachers by different scholars. From these teaching vocabulary techniques, it is possible to divide in to two categories based on their order of time and focus area: old (form) teaching vocabulary techniques and new(meaning) teaching vocabulary techniques.

2.7.1. Old (form) teaching vocabulary techniques

According to Aweke Ayalneh (2016), one of the old vocabulary teaching techniques is form teaching technique which is dominant from the 17th to the 19th century**.** He added that form teaching should be more challenging to a teacher than concept teaching because second language learners come to the L2 language classroom with concepts already structured through first language acquisition. Thus, concept teaching in the L2 basically involves activation of these concepts and occasionally modifying these on the boundaries to fit L2 concepts. The more challenging task is to get the learner establish a link between the concept and an L2 form because forms are arbitrary and concepts are already linked to L1 forms. Nation (2000) suggested that form teaching should precede presentation of meaning. He offers techniques (e.g. the what-is-it technique) to delay presentation of meaning until form has been presented several times. Barcroft (2004) also suggested that form and concept teaching to be separated. He claims that our mental processing capacity is limited. When focus is on form, meaning will not be attended to and vice versa.

2.7.2. Current vocabulary teaching techniques

New or current vocabulary teaching techniques focuses on meaning teaching. Some linguists contend that unless meaning is shared among communicants, the form of the language is good for nothing. In recent vocabulary teaching approach, new technique encourages teachers reduce "decontextualized" or isolated vocabulary teaching. In relation to this, Decarrico , (2001 as cited in Haruethai Katwibun, 1985), suggested that new vocabulary should not be ever presented either solely alone or by simple rote memorization. They must be presented in enriched contexts

that are entirely enough to give guiding evidences to their meanings, whereas the learners should be given several exposures to the items they are learning.

It is essential to provide exercises or activities included learning words in word association lists, emphasizing key words in texts. The playing of vocabulary games and computer programs that include the pronunciation sounds of the vocabulary, as well as any illustrations or pictures, provide opportunity to practice in a variety of contexts, of which spoken and written are recommended.

Nation, Paul (2005) suggested different techniques that teachers of English can implement in their teaching vocabulary. Among them, some techniques relevant to the study are listed as follows:

2.7.2.1. Teaching vocabulary through Context

Studies indicate 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. Isolating words from their context, 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 1986). So, setting a good context which is interesting, plausible, vivid and has relevance to the lives of the learners, is very important prerequisite for vocabulary instruction as it helps in both engaging the attention of the learners and naturally generating the target vocabulary. In harmony with Richards and Rodger's notion, Edwards (2009) states that 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.

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 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.

2.7.2.1.1. Types of Contextual clues

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, contrast, synonyms antonym and word map.

1. Definition or Restatement. Often the writer defines the meaning of the word right in the sentence or gives enough explanation for the meaning to be clear. e.g., "Metal can be made more flexible by *annealing,* which is a process of heating followed by slow cooling." (McDougal, Little, 1977, p.2)

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 University had several excellent entymologists on its staff. These include Dr.Tower, a specialist on flying insects, and Dr.Mistri,an expert on the effects of Pesticides on insects." (McDougal,Little,1977,p.4)

3. Comparison- Comparison usually shows the similarities between/among objects or ideas. It provide clues to the meaning of unfamiliar words by drawing a comparison using other more familiar terms, objects or ideas. e.g., "The *dirigible*, like a huge silver balloon, floated above the stadium with an advertising banner streaming out behind it." (McDougal,Little,1977,p.5)

 4. **Contrast**. Contrast usually shows the differences between persons, ideas, and things. It provides clues to the meaning of unfamiliar words by contrasting it with something familiar. e,g. "Zink is naturally- occurring element. Einsteinium, on the other hand, is not." (McDougal, Little, 1977, p.6)

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. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly

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6. Antonyms. Words with opposite meanings may be found in the same context. Antonyms can be a) gradable, e.g. big/small, hot/cold b) complementary, e.g. male/female c) converse or relational, e.g. buy/sell, wife/husband.

7. Word web/ Word map

The principle of vocabulary network, also known as Vocabulary Network, mind map, word association, explains that beyond sameness, oppositeness and inclusion of meanings of words, there is an intricate and complex interconnection or network among group of words. McCarthy (1990) writes that, semantic relationship in terms of synonymy and antonym tends to simplify the complex nature of the mental lexicon.

According to Schmitt (2000), words are not stored in the mind in isolated pattern, but in an organized and systematic manner. That organization is conveniently explained as association or network.

 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. 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.

2.7.2.2. Teaching vocabulary through Collocation.

Teaching vocabulary is more than presenting new words to the students. The students must know how the words work together with other words to perform meaningful communication. So the word collocations can be defined in many ways by different scholars. According to McCartney (2007) states that the way in which two or more words are typically used is generally called collocations. McDougal,Little, (1977) 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.

 According to (Nation, 2008), there are two types of collocations: lexical collocations and grammatical collocations. 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, cold coffee), Noun + Noun (school teacher), Verb + Adverb (e.g. thank heartedly, appreciate

sincerely), Adverb + Adjective (e.g. highly opened, 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.

2.7.2.3. Associated vocabulary- If one topic consists of number of words, it is easy to teach these entire words altogether. For example, it is easier to teach words like bed, curtain, shelf, table, chair, desk together in the context of "furniture" than to teach anyone of these words in isolation.

2.7.2.4. Using morphological analysis of words- Morphology is the study of words in different terms, showing how words are broken down into smaller units, and how such units are recognized. That is to say, by using the analysis of morphemes of words, we can find out the meaning of words, even some of unfamiliar English words.

2.7.2.5. Dictionary - It is an important tool in the teaching and learning of vocabulary. Teacher should encourage students to search words in dictionaries. Therefore, the habit of its use should be inculcated right from the beginning. Exploring dictionary entries can be one important and effective component of understanding a word deeply. The entries can also help students determine the precise meaning of a word Allen (1983, p. 82) perceives dictionaries are passport to independence and see them as one of the student - centered learning activities".

2.7.2.6. Words often confused - The long list of often-confused words was made in the class and students were asked to use them in sentences from the brackets. Teacher should provide the meaning of such words, if necessary. For examples: adopt: adapt, beside: besides, principal: principle etc.

2.7.2.7 Homonyms -Homophones are words of the same language that are pronounced alike but differ in spelling, meaning, or origin, such as "pair" and "pear". Homophones may also be spelled alike, as in "bear" (the animal) and "bear" (to carry). But this list consists only of homophones that are not spelled alike. Ant/aunt eye/I ate/eight fare/fair bear/bare sea/see son/sun stationary/stationery steal/steel threw/through throne/thrown be/bee blew/blue by/bye/buy beach/beech cell/sell cent/scent/sent census/senses cereal/serial die/dye

2.7.2.8. Phrasal verbs Teachers should include phrasal verbs in their classroom language as much as possible – and draw attention to these from time to time. There are many phrasal verbs

in the English language and they are used in normal, everybody speech and writing. Phrasal verbs mean words consisting of a verb and a particle (preposition or adverb). The meaning of a phrasal verb is different from the meaning of each word if it was considered separately. Common classroom expressions incorporating phrasal verbs are: sit down, put your hand up, turn your papers over, come across, speak up, write this down, cover the page up, look it up, hurry up and etc.

2.7.2.9. Word formation- Teacher should encourage students to enrich and expand their vocabulary. There are different ways to expand the vocabulary of the students. By studying the morphology, we know that it not only concerns with the morphemes of words, but also the word-formation. In English classes, teachers should help students to get to know the processes of word-formation. Morphological rules reveal the relations between words and provide the means in formation of new words. That is to say, these rules determine how morphemes are combined to form words. The expansion of vocabulary in modern English depends chiefly on word-formation. According to Pyles and Algeo (1982), words produced through affixation constitute 30% to 40% of the total number of new words; compounding yields 28% to 30% of all the new words; words that come from shortening including clipping and acronym, amounting to 8% to 10%, together with 1% to 5% of words born out of blending and other means. So by analyzing the processes of English word formation, we can infer word-meanings and learn more new English words.

2.7.2.10. Role play - Role-play is to create the presence of a real life situation in the classroom. It is important in the classroom communication because it gives students an opportunity to practice communicatively in different social contexts and in different social roles.

The language applied in this activity is varied according to the students' status, attitudes, mood, and different situations. (Blachowicz, et al., 2006) speaks, "Teachers can introduce some of the words, which provide both definitional and contextual information about the words to be learned by making up a dialogue for students so that students can understand a further meaning and usage of the words."

2.8. Vocabulary teaching and learning approaches

There are different approaches to vocabulary teaching suggested by different scholars. Some of them are intentional/ explicit, incidental /implicit and blended approach.

2.8.1. Intentional/Formal/Explicit approach

Intentional learning is the process of learning something with the intention of doing so regardless of context. Debbita Tan (2012) claim about intentional vocabulary learning, it is based on synonyms, antonyms, word substitution, multiple choice, scrambled words and crossword puzzles, regardless of context,. He thinks that it is ineffective approach, because learners are more incline to rote learning. A very few words learned through this method get transformed into active process. Whereas reading new words and inferring the meaning through context will be more productive because it sharpens the ability for guessing. By practicing guessing the students can infer the general import and begin to understand the meaning gradually. Hence the process of guessing is of prime importance for vocabulary learning.

2.8.2. Incidental / informal/implicit approach

Incidental learning is the process of learning something without the intention of doing so. It is also learning one thing while intending to teach another (Schmidt, 2000). He added that in terms of language acquisition, incidental learning is said to be an effective way of learning vocabulary from context.

According to Jameel Ahmad (2012), incidental Vocabulary Learning encourages students for extensive reading. It involves learners' ability to guess the meaning of new words from the contextual clues. Incidental learning occurs more particularly through extensive reading in input-rich environments. He further added that extensive reading is a pleasurable reading situation where a teacher encourages students to choose what they want to read for themselves from reading materials at a level they can understand.

In harmony with the Jameel , Nation, P.28 (2001) stated that

> *Incidental Vocabulary promotes deeper mental processing and better retention. The learners get themselves fully involved in the process of deciphering the meaning through the clues available in the text. They think and rethink about the new words involving cognitive process which helps the learners retain the words for a longer period of time. Cognitive process includes both receptive and productive aspects of vocabulary.*

Learners understand not only the meanings in the given text but the related grammatical patterns, common lexical sets and typical association of the word with the context.

When we ask a question about the better approach of the two, it is a debatable issue. Krashen (1989) concluded that incidental vocabulary teaching achieves better results than explicit or intentional vocabulary teaching. On the other hand, National Reading Panel (2000), recommended that explicit instruction of vocabulary is highly effective. They further explained that to enhance vocabulary intentionally, students should be explicitly taught both specific words and word learning strategies .These two different notions were reconciled by Zuraina, A.(2012)and he claim that incidental vocabulary learning is not necessarily more effective than intentional learning, nor is intentional vocabulary learning necessarily more effective than incidental learning. They both are helpful. According to Schmitt (2000) well-structured vocabulary program needs to mix explicit teaching and activities from which incidental learning can occur. According to him, it is probably necessary to explicitly teach all words until students have enough vocabulary to start making use of unknown words they meet in context. Beyond this most basic level, incidental learning should be structured into the program in a principled way. This is important for at least two reasons: meeting a word in different contexts enhances what is known about it, which improves quality of knowledge, and additional exposure helps consolidate it in memory. Taking an incremental view of vocabulary acquisition, such enhancement and consolidation are both crucial.

2.8.3. Blended approach

Blended learning is simply defined as a combination of conventional face -to-face classroom learning and online learning patrisius Istiarto,(2013). This approach is somehow the combination of the two (incidental and intentional). It can include online and offline reading. It is considered that dependence on a single vocabulary instruction method will not result in optimal learning. Mastery of vocabulary can only be achieved with the teaching strategies that appeal to various learning styles. Recent studies have proven many benefits of different technology-based instructional materials for effective verbal and written communication (Sezen Tosun ,2015 as cited in Schmidt &Hegelheimer, 2004). He reported that blended learning focuses on optimizing achievement of learning objectives by applying the right learning technologies to match the right learning styles to transfer the right skills to the right person at the right time. According to him,

blended learning approach has positive effects on enhancing vocabulary knowledge. Sezen Tosun ,(2015) concluded that

> *Blended online vocabulary instruction could be effective to help EFL learners improve their vocabulary knowledge if digital tools are selected in accordance with students' needs and interests. Needs analysis should be conducted to make the best selection of online tools and activities for each particular group of students. Blended learning, when well implemented, has the potential to support vocabulary learning process since it increases the amount of learning compared to that in-class learning.* p. 646).

In addition to this, many researchers like Schmitt (2000) point out that combining explicit vocabulary teaching with incidental vocabulary learning is the best for language learners. Learners need to both learn words from context through reading as well as get information about words in explicit way

2.9. Effective Vocabulary Instruction

The National Reading Panel research (2000) found that vocabulary should be taught both directly (teaching specific words, such as pre-teaching vocabulary prior to reading a selection, analysis of word roots and affixes) and indirectly (exposing students to lots of new words and having them read a lot). According to Tafani Vilma (2008),

> *Direct vocabulary teaching occurs when teachers do exercises and activities in class that focus the learners' attention on vocabulary, such as guessing meaning from context and vocabulary games…While indirect vocabulary learning is still where most vocabulary acquisition takes place. In order to remember new words, students need to see the words in a variety of contexts, many times. They best remember them when they themselves manipulate with these words, repeat them, use them in sentences of their own, share sentences with their peers, use them in various situations, etc*. (p.2).

Thus, effective vocabulary instruction occurs between teachers and learners through practice. Teachers teach directly different words in different context by using different ways, by doing exercises in class and learners learn vocabulary indirectly by being exposed to manipulate the learned words, share ideas with those words with their friends and so on.

In addition to this, Texas Reading Initiative (2002,p.10-11) presents what teachers do to help learners to be effective; as summarized below, a program of vocabulary instruction should provide students with opportunities for word learning either directly or indirectly 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 qualities 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 .Independent word-learning strategies are techniques that teachers can model. Key word learning strategies include: The efficient use of the dictionary, the use of word parts (prefixes, suffixes, roots, compounds) to unlock a word's meaning; and the use of context clues teaches to students so as to help them figure out the meanings of unknown words on their own. Regarding direct teaching, Texas Reading Initiative (2002) Provided the following six points how to teach specific words

- **Rewrite definitions**- dictionary definitions can often confuse or mislead students. Asking students to restate a dictionary definition in their own words can be more effective than requiring them to remember the exact wording of the definition. Provide example sentences- a good way to ascertain whether students understand a word's definitions is to have them provide example sentences in which they use the word. They may draw these examples from personal experiences ("Mom's kitchen is chaos.") or from textbooks ("After the great flood of 1937, there was chaos all over the Tennessee Valley.").

- **Provide non-examples**- another way to find out if students truly understand the meaning of a new word is to have them supply words that are not examples of the word's meaning. For example, point out to them that cry is not an example of the word guffaw, then ask them to think of other non-examples of the word (bawl, sniffle, whine,whimper). Coming up with

non-examples requires students to think about the critical attributes of a word, much like providing antonyms.

- **Discuss the difference between the new word and related words**- a discussion of the word debris, defined as "trash," "garbage," or "waste," might include a discussion of the differences between debris and trash, garbage, and waste. For example, debris might be the result of some sort of accident or disaster, whereas trash might include anything. Garbage generally refers to organic material, such as food leftovers, and waste implies something left over, rather than something resulting from a disaster. Some activities that provide students with contextual information include:

- **Have students create sentences that contain the new word**-encourage students to create sentences that show a clear understanding of the meaning of the word— not just "I like chaos." More acceptable sentences are those that include the definition, such as, "Chaos is when everything is in disorder." Even more acceptable are sentences that extend the definition, such as, "The scene was complete chaos—desks were turned over, paint was splashed on the floor, and the trashcan was upside down." Of course, to write sentences containing a new word, students need examples of how it is used correctly. Definitions, even those that give brief examples, rarely provide enough information to guarantee that students have a real sense of how words are used. One way to scaffold students' use of new words is to have them complete sentence stems containing the word, e.g., "John thought it would pacify the teacher if…"

- **Discuss the meaning of the same word in different sentences**. Many words have multiple meanings, which depend on the context in which the words appear. To prevent students from limiting word meanings to one particular context, have them use a new word in several different and varied sentences. For the word chaos, their sentences might include topics such as chaos in classroom behavior, chaos as clutter and mess, chaos in personal relations, and so forth.

- **Create a scenario** - invite students to make up a story in which a new word features prominently. If students are too young for this activity, have them draw a picture story for a new word

Besides Texas Reading Initiative (2002), Michael Graves forwarded four components of an effective vocabulary program via http://www.giftedguru.com/strategies-teaching-vocabulary-theory-technique/

- ***Teach individual words:*** *Teach new words explicitly, meaning on purpose. Make sure students understand the definition. Make sure the definitions are in student-friendly vocabulary. It doesn't help you to understand a word if you don't know the words in the definition, either. Show the word in a variety of contexts. Have students generate their own definitions. Have them engage with the words interactively, playing with them. Vary the methods so you're not teaching the same way for every word.*

- ***Provide rich and varied language experiences****: We need reading, listening, speaking, and writing experiences across multiple genres... Read out loud to students. Encourage book clubs and reading challenges. The idea: create an environment saturated with words.*

- ***Teach word-learning strategies****: Teach students how to infer word meaning from context clues. Teach students how to infer meaning from morpheme clues. Teach students how and when to use a dictionary. We can't assume that students know the strategies they need to make sense of words.*

- ***Foster word consciousness****: Point out useful, beautiful, powerful, or painful lessons. Be playful with words.*

Although there are various vocabularies instruction methods suggested by different researchers, Schmitt (2000) claimed that there is no "right" or "best" way to teach vocabulary. According to him the best practice in any situation will depend on the type of student being taught, the words targeted the school system and curriculum, and many other factors. He added that a number of principles, however, should be considered when developing a vocabulary component to a language course.

2.10. Vocabulary activities
According Sokman (1997, 245)   using   varieties of activities is considered as important. These activities are expected to target different aspects of word knowledge and build different

associational links. He further stated different types of vocabulary activities. These include Selecting, matching, classifying and sorting, ordering and ranking, memorization, analyzing, completing sentences and texts and speaking and writing. 1. Selecting involves word recognition and making a choice based on given criteria. Learners may, for example, be asked to identify the odd one out" from a list. 2. Matching Involves word recognition and matching it with another item, e.g. a definition. 3. Classifying and sorting involves word recognition and making choices about categorization. Learners may, for instance, be asked to categorize words according to part of speech. 4. Ordering and ranking involves word recognition and putting words into an order based on given criteria. 5. Memorization involves techniques such as the keyword technique or visualization. 6. Analyzing is meta-linguistic and may involve a morphological analysis, where learners make judgments on word parts. 7. Completing sentences and texts involves learners completing sentences and texts by making a decision about which words fits the gap and filling in a word. This type is also known as a close. 8. Speaking and writing activities involve writing sentences using a word and role play activities to use a word.

Different exercises can lead to substantial gains of vocabulary knowledge and greater vocabulary learning. Kargozari and Ghaemi (2011) conducted research to compare the effect of different exercises on L2 learner's vocabulary retention. They examined three tasks on L2 vocabulary retention: multiple choice exercises, fill- in the blank exercise, and sentence writing.

2.11. The link between EFL Teachers' beliefs and classroom practices

Teacher beliefs can reflect their own teaching philosophy in actual teaching activity. Several studies, however, suggest that teachers' self-expressed teaching beliefs that they claimed before do not always match with their practice (Fazia, 2013). For instance, the awareness of the congruency of beliefs and practices may better help teachers who put teaching training they received into practice, improving teaching efficiency. So, it is of great importance to explore whether there is a discrepancy between teachers' beliefs and practices in vocabulary teaching and to try to find strategies to reduce this discrepancy.

Kieffer, N. (2007) in his study distributed questionnaires concerning the effectiveness of vocabulary instruction in their school. The questionnaire revealed that while teachers said they often provide their students with word lists to learn every unit, the students claimed that they

seldom are given these words to study. Regardless, there is a discrepancy between what teachers are doing in their classrooms and what students are observing.

A number of studies have attempted to examine the extent to which teachers' beliefs influence their classroom practices. Findings from Borg research suggest that language teachers' instructional practices are affected by a wide range of interacting and often conflicting factors. Although teachers' beliefs are consistently recognized to have a powerful influence on their instructional practices, they do not always reflect teachers' stated beliefs, personal theories, and pedagogical principles (Borg 2003).

Similarly, Johnson (1994) found associations between beliefs about second language teachers and second language teaching and the instructional practices of pre-service ESL teachers. In this study, she also investigated the origin of these influential beliefs. She found that the pre-service teachers' instructional practices were influenced by beliefs that originated from the pre-service teachers' formal learning experiences, rather than beliefs originating from informal learning experience, projected self-image as teachers, and teacher preparation programs. In other words, the pre-service teachers tended to teach the way they were taught, not the way they thought they should. She discussed that the pre-service teachers imitated their teachers' teaching approaches because they lacked knowledge about real classrooms and students as well as alternative models of teaching and teachers.

In conclusion, these studies suggest that second and foreign language teachers possess certain beliefs about second language learning and second language teaching which may influence their instructional practices. However, teachers' belief system seems to be complicated, and consists of several constructs. Some beliefs may conflict with others or may not be as influential as others, and thus may not show their effects on teachers' instructional practices. The findings about the effect of beliefs originating from formal learning experience over beliefs originating from the other sources, found in Johnson (1994), is evidence of this argument.

2.12. Challenges on teaching vocabulary

As it was stated by McKeown & Kucan, (2002, as cited in Joan Sedita 2005,p.1) "there is a tremendous need for more vocabulary instruction at all grade levels by all teachers. The number of words that students need to learn is exceedingly large; on average students should add 2,000

to 3,000 new words a year to their reading vocabularies." In supporting this notion, John J. Pikulski and Shane Templeton, affirmed that the amount of vocabulary that children need to acquire each year is estimated to be about 3,000 words a year but there are some problems that enforce teachers to be unsuccessful in teaching vocabulary. These problems are multi-dimensional: teacher and student related problems, difficult nature of vocabulary knowledge .Student related problems are related to students' low background knowledge of English. Regarding this, problem McKeown & Kucan, (2002) and Texas Reading Initiative (2002) mentioned as follows:

A) Students with limited or no knowledge of English; Literate English (English used in text books 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 middle and high school levels. In addition to this, Schmitt (2000) explained that the learner's first language, culture, age and motivation are some examples of factors that affect second language vocabulary acquisition (p. 116)

B) Students who do not read outside of school; the amount of time spent for reading and the amount of text 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 those know few words encounter problems 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

C) 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.

D) 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 know about four times as many words as the low performing 12th graders (Hart & Risley, 1995).

E) 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. 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 fifth-grade 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.

F) 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.

To overcome these obstacles, teachers need to engage different types of vocabulary teaching strategies, techniques according to their suitability and practice them to harmonize and support the instruction. To sum up, the awareness of vocabulary concepts, vocabulary teaching and learning principles, approaches and activities in vocabulary teaching and learning are indispensable in teaching lexis. Teachers' beliefs in teaching vocabulary are very important that are both stepping and stumbling stone.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This section includes the research design, study population, sampling techniques, data gathering tools, data collection procedures, methods of data analysis and ethical consideration.

3.2. Research design

The aim of this study was to assess high school EFL teachers' beliefs and practices in vocabulary instruction in Kaffa zone 6 secondary and preparatory schools. To do this, comparative study design of research was employed to assess teachers' beliefs and their actual implementation of vocabulary teaching in the classroom by comparing their beliefs with their actual implementation of vocabulary teaching. As (Deribsa,A 2017) mentioned, " the main interest of the comparative study is explaining how the case matchup and contrast weigh against each other" (p.60). In this study the data obtained via questionnaire were compared with the data gained through observation to explore whether teachers' beliefs and practices matchup or contrast against each other.

3.3. Methodology of the study

To investigate the beliefs and practices of teachers' in teaching vocabulary among teachers of selected schools in Kaffa zone, qualitative and quantitative methods were administered. This was because the quantitative method showed the degree of teachers' beliefs and implementation of vocabulary figuratively. Responses from FGD used qualitatively to support the data gained from teachers' questionnaire and classroom observation. This is because FGD enable the researcher to get very rich firsthand information about the teachers' beliefs and practices in teaching vocabulary (as Derbisa A. 2017 stated.)

3.3.1. Study population

As the information gained from Kaffa zone Education department, a total of 12 government secondary and preparatory schools were found in the zone. Therefore, grade 9 English teachers in Kaffa zone second cycle secondary schools were the study population.

3.3.2. Sample and Sampling Techniques

Among 12 second cycle secondary schools 6 (50%) of them, namely Bishaw woldeyonis, Gimbo,Chena,Shishinada, Decha and Bita Genet Secondary and preparatory schools in Kaffa zone were included in the study based on purposive sampling for proximity and availability of transport service. According to the curriculum of the country, there are two categories of high schools: First cycle secondary (9-10) and second cycle secondary (9-12). The researcher chooses purposively second cycle secondary schools because the researcher has acquaintance with some school principals and English language teachers in second cycle secondary schools. The researcher, therefore, selected them with the anticipation of getting support from the principals and the teachers during administration of the instruments

In the selected schools, there were 60 English language teachers who have been teaching grade 9-12. Among them, there were 45 English language teachers have been teaching grade nine. In this study all 45 grade nine English teachers were selected comprehensively as participants. The researcher prefers teachers of grade 9 rather than other grade level for two reasons. One is teachers of this grade level are expected to make learners ready for Ethiopian General Secondary Education Certificate Examination (EGSECE) which the students are going to take next year the other is in this grade level students do not have much pressure of the national exam.

3.4. The source of data

The sources of data for this study were 45 grade nine English language teachers of 6 secondary and preparatory schools in Kaffa zone**.** The number of English teachers of grade 9 in (Bishaw Wolde yohanis high school were 12, shishinda high school 8, Chena high school 8, Gimbo high school 6, Bita high school 5 and Decha high schoo l6) were subjects for this study

3.5. Data collection instruments

This study utilized three tools to gather the required data. These were questionnaire, classroom observation with checklist, and focus group discussion. The adaptation and preparation of these instruments had taken place on the basis of the research questions and review of related literature.

3.5. 1. The questionnaire

In order to gather the data to explore teachers' beliefs and practices while teaching vocabulary lessons, 36 questionnaires having close-ended and 1 open-ended were designed and distributed to the teachers. This is because questionnaires are very relevant to collect descriptive data about opinions and attitudes of participants if they are literate as Deribsa (2017) stated. The items designed for teachers included teachers' vocabulary teaching beliefs, techniques of vocabulary teaching, classroom practice of teachers to apply vocabulary activities and instruction. The questionnaires were analyzed using simple descriptive statistics techniques by employing frequency and percentage with tables. The questionnaires were designed in five Likert-scales ranging from 'strongly agree' to 'strongly disagree' with corresponding values 5-1.

3.5.2. Classroom observation

According to Deribsa (2107, p.221) "classroom observations enable the researchers to obtain in-depth information about subjects of study and allow the researchers to learn about things the participants may be unaware of or that they unwilling or unable to discuss with others". Classrooms observation based on check lists utilized in this study. Two volunteer teachers from each school, after orientation had given, included in the study .Each teacher observed three times for 40 minutes with the help of checklist. 30 observation checklists were prepared with a two point scale (yes, no) to identify the presence or absence of some selected variables taken from the classroom instruction and activities part of the questionnaire. Furthermore, it included the related factors affecting the implementation of vocabulary teaching. The observations focused on how the teacher changed the theoretical knowledge through practical use of activities and instruction to make learners use words or vocabulary. In all sessions, the researcher and the two co-observers attended and collected the data based on the checklist.

The first observation focused on how words are being taught in reading texts (presentation strategy), the second was on the vocabulary section and the third was on the activities of vocabulary that were given for learners as a form of class work and homework (practice strategy). Then, checklist results of the three observers compared and only similar observation results taken after each observation. Finally, all the observation data of teachers' summarized and changed into 4- point Likert Scale (usually, often, sometimes and never) which is a more

quantitative way of describing items. In these likert scale numbers showed that 4=usually 3= often 2= Sometimes 1= never

If the observed variable presents three times during three observation period, it was coded as" usually, if it presents twice, it coded as" often", if the variable was seen once throughout three observations, it was coded as "sometimes" and if the variable was never seen during three observation times, the researcher coded it "never".

3.5.3. Focus group discussion

Besides questionnaires and classroom observations, 8 open-ended discussion items prepared for focused group discussion to assess teachers' vocabulary teaching beliefs, and practices. The purpose of the discussion with 12 teachers of the research subjects (within one group) was to cross check the information they filled in the questionnaire. In applying FGD, the group of participants must be with similar backgrounds and size may range from 6-12 persons as Deribsa (2017) affirmed. Therefore, in this study the 12 teachers those participated in the observation also became participants in focus group discussion which was held in Kaffa zone,Bonga.

3.6. Data collection Procedures

The data were collected based on the following procedures. First of all, relevant literatures were reviewed to have sufficient information to develop data collecting tools. Then the classroom observations made 3 times in 12 classrooms. After doing this, the questionnaires were distributed to teachers and collected. Finally, focus group discussion was held with 12 observed teachers for two hours.

3.7. Data Analysis

The collected information on the beliefs, techniques, classroom instructions and activities through questionnaire was analyzed and compared to the classroom observation quantitatively in frequencies and percentages and grouped, tabulated and presented in paragraphs .While 8 items of FGD data were analyzed qualitatively.

 Finally, based on the finding, conclusions were drawn and recommendations were forwarded.

3.8. Ethical consideration

This study took into consideration all the ethical issues. The privacy of the research participants was protected and they were assured that no risk or harm would happen as a result of their participation in the study. The study was conducted according to Jimma University's rules, policies and codes in relation to research ethics. During in this research, keeping the participants' identities anonymous and their views confidential, informing the participants about the overall purpose of the research   and requesting their full consent was the researcher's responsibility.

Chapter Four

Results and Discussion

4.1. Introduction

The aim of this study is first, to investigate EFL teachers' beliefs towards vocabulary teaching, to explore EFL teachers' implementation (practices) of vocabulary teaching and then to assess the link between EFL teachers' belief and their practice in teaching vocabulary. In order to do this, a comparative study design was employed. i.e the data gained through questionnaire compared with observation results. To this end, data was collected from a total of 45 teachers. Based on the questionnaire and FGD, the teachers explained their beliefs about vocabulary teaching and the researcher also observed the teachers' practices while they were teaching.

The gathered data was analyzed both quantitatively and qualitatively. Emphasis was given to the quantitative data analysis method while the qualitative data was analyzed as used to confirm the results obtained from the quantitative. First, the quantitative data was analyzed, followed by the qualitative data.

4.2. Teachers' professional development

Looking at the professional development of teachers whether they have taken a sort of training in the teaching of vocabulary was the base for this research since it aimed at exploring the theoretical background of teachers against their practice. In this study except 5 master's graduate all teachers had bachelor degree holders in English education. Among the total of 45 participants, (24) 53.34 % of the respondents were graduated 10 years ago and they had taken courses like language skill teaching methodology in general and vocabulary teaching in particular. Also (21) 46.66% of teachers had taken trainings on vocabulary teaching before and after their graduation .Therefore, all the subjects were aware of vocabulary teaching techniques ,methods and approach in the class.

4.3. Analysis of teachers' Questionnaires
4.3.1. Teachers' beliefs in teaching vocabulary aspects

Table1: Teachers' beliefs on teaching form, meaning and use

	Items	5		4		3		2		1		Total	
	In EFL class:	F	%	f	%	f	%	f	%	f	%	F	%
1	I encourage students to connect a word to their personal experience to remember it	13	28.89	12	26.67	17	37.8	3	6.67			45	100
2	I try to connect a word to its synonyms and antonyms to be remembered.	16	35.56	26	57.78	3	6.67	-	-	-	-	45	100
3	I encourage students to repeat a word aloud to oneself to remember a word	18	40	14	31.11	9	20	4	8.89			45	100
4	I advise students to keep a vocabulary notebook to memorize the vocabularies	16	35.56	26	57.78	3	6.67	-	-	-	-	45	100
5	When I teach vocabulary, I concentrate on analyzing the part of speech (e.g. noun/verb) of an unknown word for the first step	13	28.89	28	62.22	4	8.89	-	-	-	-	45	100
6	I encourage students to read the whole text to understand the unknown words	12	26.67	27	60	3	6.67			3	6.67	45	100
7	I show students how to analyze affixes and roots of an unknown word in an early stage when guessing	3	6.67	27	60	12	26.7	3	6.7	-		45	100
8	I tell students to develop extensive reading for example newspaper or magazines out of class room.	9	20	15	33.33	8	17.8	7	15.56	6	13.4	45	100
9	I teach a word with other lexical items with similar pronunciation	25	55.5	15	33.33			-	-	5	11.2	45	100
10	I teach students to use words in real-life situation	13	28.89	23	51.11	3	6.67	6	13.33			45	100
11	I request students to make sentences with the new word in different contexts	10	22.22	26	57.78	3	6.67	6	13.33	-	-	45	100
	Adapted from Mozhgan Alsadat (2013) **Key words: 5=strongly agree 4= agree 3= Undecided 2= Disagree 1= strongly disagree**												

The results from the above Table 1 show that the respondents differ in their beliefs in delivering vocabulary aspects to their students .respondents were asked first whether they encourage students to connect a word to their personal experience to remember that particular word. As it can be seen in the above table, under item 1, 13 (28.9%) respondents strongly agree, and 12(26.7%) agree that they were encouraging students to connect a word to their personal experience. On the other hand, 17(37.8%) respondents undecided whether they encourage their students to remember a word by relating the word to their personal life experience or not .In the same fashion , 3(6.67 %) of respondents forwarded their disagreement about the issue raised under Item 1.

Items 2-5 also concerned with memorizing words and they show us how subjects are responding to cognitive approach of vocabulary teaching. This approach concentrates on memorizing words, analyzing the parts of speech, focusing on affixes, listening and repeating, writing and practicing, imagining the written forms of the words and connecting the words with their synonyms and antonyms. Concentrating on the form of the words and using strategies to remember them (without direct attention to meaning) is an effective teaching approach to vocabulary learning as Al-Sadat M. (2013)**.** Regarding this notion, respondents were requested to respond whether they try to connect a word to its synonyms and antonyms to be remembered by their students, 35.56 % strongly agreed 57.78% agreed and that connecting a word to its synonyms and antonyms are very important. But 6.6 % respondents undecided whether they do or not. This shows that most of the teachers believe that explicit teaching of language using synonyms and antonyms to help students' retention.

Item 3, tells about the other method used by teachers to help students to remember a word .In doing so 18(40%) of teachers strongly agreed and 14 (31.11%) agreed that repeating a word load to oneself is important for retention; whereas, 9(20%) and 4(8.89%) of the respondents were neutral and disagreed respectively. The data gathered from classroom observation in Table 5, disproved what teachers responded via questionnaire. They never use imitations of sound or having learners listen to a tape-recording.

The forth item in the above table was asked to know teachers' beliefs on keeping vocabulary notebook to memorize the word. Based on the response of the item, a considerable proportion of the respondents 16 (35.569% and 26(57.7%) expressed their strong agreement and agreement

that the using vocabulary notebook is important for students to remember the new words. However, a small number of respondents 3(6.6%) reported that   undecided concerning the issue raised under item 4.This belief can enable teachers help students by encouraging their students to keep vocabulary note books for further use .

 Item 5 in the above table deals with whether EFL teachers concentrate on analyzing the parts of the speech for unknown words for the first step. With regard to item 5, 28.8% and 62.2% of the respondents showed their strong agreement and agreement respectively to the idea that analyzing the parts of the speech for unknown words to be the first step.

In response to item 6 of the above table, the majority of the respondents expressed their agreement 27 (60%) and strong agreement 12(26.6 %) that they encouraged students to read the whole text to understand the unknown words. The rest of the respondents 3(6.6%) reported that they were not sure whether reading the whole text to understand the unknown words is important or not. Above half of the teachers have positive beliefs about the important of context for vocabulary teaching to unlock unknown words from reading with its collocations.

As to item 7, the teachers' responses on showing students how to analyze affixes and roots of an unknown word in an early stage when guessing, most of the respondents, 27(60%) and 3(6.6 %) reported their agreement strong agreement respectively on analyzing affixes and roots of an unknown word which will help learners to develop their vocabulary competence; whereas, 12(26.7 %) and 3(6.7%) of the respondents were neutral and disagreed respectively. However a vast majority (77.78%) of teachers were observed that they did not use morphological analysis method to tackle new vocabulary.

The eighth item in the above table was asked to know whether teachers let students to develop extensive reading for example newspaper or magazines out of class room.   Based on the item, a considerable proportion of the respondents 9(20% and 15(33.3%) expressed their strong agreement and agreement that allowed students to develop extensive reading skills from authentic materials like newspaper or magazines out of class room. But 8(17.8%) of respondents reported undecided concerning the issue raised under item 8. However, 7(15.56%) and 6(13.4%) of respondents reported their strong disagreement and disagreement respectively.

In responding to item 9, although 55.5% and 33,34% of the teachers showed their strong agreement and agreement about teaching a word with other lexical items with similar pronunciation respectively, the classroom observation results in Table 5, item 7 showed that 88.89% of them never applied teaching homonym.

In relation to item10, about teaching using words in real life situation, 13(28.8%) and 23(51.7%) strongly agreed and agreed respectively. Based on the item, a small proportion of the respondents 3(6.6 % and 6(13.3%) expressed their lack of deciding and disagreement respectively about teaching using words in real life situation. One can deduce that teachers inclined to use words in real life situation while teaching vocabulary.

Item 11, deals with whether teachers request students to make sentences with new words in different contexts, 80% of respondents positively replied that they were helping students in making sentences with a new word in different contexts. Conversely, Table 5, item 24, revealed that 88.89% never used new words in different contexts rather they used only in a single context.

In general, the analysis of all the above items indicates that most teachers seem to have positive beliefs towards certain aspects of vocabulary teaching. Thus one can deduce that most teachers are giving attentions to the form, meaning and use of the words in and out of classroom

4.3.2. Teachers' beliefs in teaching vocabulary learning techniques

Table 2: Teachers' beliefs in teaching vocabulary learning techniques

II	Items	5		4		3		2		1		Total	
	In EFL class:	F	%	f	%	f	%	F	%	f	%	F	%
1	I give definition of words while I teach vocabulary	22	48.9	23	51.11	-	-	-	-	-	-	-	-
2	I teach a word by giving other words that have the same meaning with the word e.g. 'Obtain' has the same meaning with 'gain, get, possess, have, etc.)	23	51.11	22	48.9	-	-	-	-	-	-	45	100
3	I explain the meaning of words in relation to other words with opposite meaning (e.g. happy has opposite meaning with sad, unhappy, disappointed).	25	55.56	14	31.11	6	13.3	-	-	-	-	45	100
4	When I teach specific words, I explain their meanings in terms of other general words that contain part of the meaning of the specific words. (E.g. knife, fork, spoon, dish, etc. are Utensils)	16	35.5	24	53.33	5	11.2	-	-	-	-	45	100
5	I use pictures/diagrams/tape recorder or other materials to teach Vocabulary	18	40	18	40	9	20	-	-	-	-	45	100
6	I help students to get to know the processes of word-formation .For example, making words by blending (motor+ hotel =Motel) to mean a hotel for people who are traveling by car, by affixation, compounding, clipping etc.	21	46.7	20	45.5	4	8.8	-	-	-	-	45	100
7	I teach useful strategies and specific clues to guess the meaning of words from the context	14	31.11	25	55.56	6	13.3	-	-	-	-	45	100
8	When you teach vocabulary, to which one of the following techniques do you give priority? Rank each option by putting 1 for the most important to 6 for the least important. A) Defining meaning of the word, B) form of the word (written and spoken form),C) use of the word in the context, D) collocation of the word, E) synonym of the word ,F) antonym of the word. Please put letters of the above question from the most to the least frequently used techniques of instruction in teaching vocabulary in the class	Defining meaning 14(31.11%), form of the word 12(26.66%), use of words in context 7(15.55%), collocation 3(6.6) %, synonym 5(11.11%), and antonym 4(8.88%)											
	Adapted from AwekeAyalneh (2015), GirmaN,Tekle F and Demelash M,(2016) ,Ozturk, M. (1998) and McDougal (1997). **Key words: 5=strongly agree 4= agree 3= Undecided 2= Disagree 1= strongly disagree**												

In Table 2 item 1, teachers were asked to respond whether they defined the newly introduced word to their students, 26 (57.7%) strongly agreed, 16(35.5%) agreed that they were introducing definitions of the words but few respondents 3(6.6%) only faced problems of deciding upon the issue.

The same is true for item 2 and 3 in Table 2; nearly the same number of respondents indicated their agreement regarding teaching synonym and antonym. Regarding synonym, (51.1%) and (48.9%) of teachers strongly agreed and agreed respectively that they were teaching words synonym. Also 55.56% teachers strongly agreed and 31.11% agreed that that they were explaining the meaning of words to their students in relation to other words with opposite meaning.

Concerning teaching associated vocabulary   like explaining the meaning of certain word meanings in terms of other general words that contain part of the meaning of the specific words, (E.g. knife, fork, spoon, dish, etc. are Utensils), 35.5% and 53.3 %of teachers reported their strongly agreement and agreement respectively. However, 13.3% of teachers did not decide up on the issue raised in item 4 of Table 2   .

Although 80% of respondents showed their agreement in using pictures/diagrams/tape recorder or other authentic materials to teach Vocabulary, few of respondents 9(20%) did not decide up on the issue raised in table 2 item 5. On the other hand, the results of item 10 and 11 in table 5 showed that no teacher was observed while teaching vocabulary using pictures /or diagrams.

In responding to item 6, 46.7 % of teachers strongly agreed and 20(44.5 %) agreed in teaching word formation methods; whereas the minority of the participants 4(8.8%) reported that they did not sure for teaching word formation process for their students. 6.6%, 4.5% and 11.1% of teachers were usually, often and sometimes seen while showing word formation methods in Table 5 under item 8 respectively but none of them have seen while giving word formation activities students to practice in classroom (see Table5 item 28).

In Table 2 item 7 reveals that 18(40%) and 16(35.56%) of the respondents respectively confirmed that they strongly agreed and agreed with the claim: "I teach useful strategies and specific clues to guess the meaning of words from the context.'' Whereas, a small number of respondents 6(13.4%) were undecided, with the issue raised under item 19. But the observation

data under Table 5, item 15 showed that 82.22% of teachers never taught vocabulary learning strategies to their students. Thus literature says there are many words on which teachers may not be able to spend time within the class time limits. Thus, if students have number of vocabulary learning strategies, they deal with these words on their own and as a result have access to large number of target language words (Nation, 2001, Schmitt 2000). Unfortunately the observed teachers failed to pave the way how to learn vocabulary independently and incidentally.

The last item of Table 2 focuses on the techniques which teachers give priority to in vocabulary teaching. Response to item 8, 26.66 % and 31.11% of teachers focused on form and meaning of vocabulary instruction while the others, 15.55 %, 6.6 %, 11.11 %, and 8.88 %, of the teachers responded that they focused on the use of words in the context, collocation, synonym, and antonyms respectively, indicated that they primarily focus on the form or structure and meaning teaching. From these results, we can conclude that teachers highly focused on teaching forms and meanings of new words but other methods are merely ignored. The classroom observation also revealed that teachers were focusing on these aspects of vocabulary.   Here one can deduce that teachers have positive beliefs about teaching vocabulary learning techniques but they were rarely seen when transforming their theoretical knowledge to practice.

4.3.3. Teachers' Beliefs on Instructional Activities

Many teachers (see table 3 below, Item) 51.1% strongly agree and 48.9 % of them agree in using synonyms to teach vocabulary words.

 In response to item 2, about the use of antonyms, 40% of respondents said that they   strongly agree and 60 % of them agreed upon the issue. The classroom observation showed that teachers of 22.2 %, usually, 71.2% often and 6.6 % sometimes use synonyms and 28.9% usually, 68.9 %often and 2.2 % sometimes using antonyms.   It is possible to conclude that teachers practice in applying synonyms and antonyms were better as a result of the text books' presentation of vocabulary words.

For Item 3 Table3 below, only 60% of the teachers' strongly agree that they were asking learners to restate the dictionary definition of words in their own words. 40 % of the teachers agreed in practicing such activity, On the contrary, the classroom observation disproved that teachers (44.44 %) never asked learners to tell the definition of words using their own English in the classroom.

Regarding Item 4, 60% and 13.3% respondents strongly agreed and agreed respectively that they were supplying words that were not examples of the word's meaning, but 13.3 never decided up on the issue.   In response to Item 5 Table3, about discussing the difference between the new word and related words, 13.3% of teachers strongly agree, 66.67% agree, 6.67% undecided and 13.3% disagree. However, classroom observation results showed that none of them used discussions upon the issue related to the differences between the new word and related words

In relation to Item 6, 13.3%and 46.67% of respondents strongly agreed and agreed respectively in helping students to create different sentences using the new word; however 11.1% responded   undecided and 28.9% disagreed on the raised issue. On the other hand classroom observations showed that teachers never applied it to create sentences containing the new word in different sentences at classroom level.

Considering item 7, teachers (55.56%) agreed with creating a scenario that invited learners to make up a story in which a new word features prominently, but the classroom observation showed in Table 5, teachers were never seen when they invited students to do such activities.

Regarding item 8, Teachers were asked if they involve students actively in word learning, 51.11% and 48.9% of participants strongly agreed and agreed respectively. However 71.1 % of teachers were seen sometimes engaging students in such activities.

Considering Item 9, 26.6 % of teachers strongly agreed and 40% agreed that they used discussion to teach the meanings of new words. Only 20% and 13.3% responded undecided and disagreed but the classroom observation showed that teachers never used discussion. Due to this, teachers' commitment in inviting learners for discussion was also observed very poor.

Teachers were asked if they use word parts like prefixes, suffixes, roots and compounds to unlock a word's meaning, 33.4 % and 66.6 % of them replied that they strongly agreed and agreed respectively. The classroom observation, on the contrary, showed that many of the teachers never showed the way how to analyze words (see Table 5 item7) and 77.9% of teachers never gave such activities to be practiced by students in classroom (see table 5 item26).

The response given for item 11 revealed that 33.3% and 66.7% of the teachers strongly agreed and agreed respectively in employing context clues so as to discover the meaning of unknown words. However, 44.4 % of teachers were never given an opportunity to guess the meanings of new words from their context in the class. Teachers of 77.8% did so for themselves in Table 5 item2

In general, teachers were highly dependent on the text book and they focused on teaching on form and meaning of words but there the use of words rarely seen while they teach the language.

Table 3: Teachers' beliefs on instructional activities

	Items	5		4		3		2		1		Total	
III	In EFL class:	F	%	f	%	f	%	f	%	f	%	F	%
1	**Giving synonym activities**- e.g. student and pupil, buy and purchase	23	51.11	22	48.9							4 5	100
2	**Give antonym activity** - a) Gradable (e.g.) big and small, hot and cold, high and low,) **Complementary antonyms**(e.g.)dead or alive, male or female and C) **Converse correlation antonyms**(e.g.)borrow or lend, buy or sell, wife or husband	27	60	18	40							45	100
3	**Rewriting definitions activity**- Asking students to restate a dictionary definition in their own words.	27	60	18	40							45	100
4	**Supplying words that are not examples of the word's meaning**. For example, point out to them that 'murder' is not an example of the word 'kidnapping', then ask them to think of other non-examples of the word	-		27	60	6	13.3	6	13.3	4	8.89	45	100
5	**Discussing the difference between the new word and related words**- a discussion of the word travel, defined as "journey," "trip," or voyage "" might include a discussion of the differences between travel and journey, trip, and voyage	6	13.33	30	66.67	3	6.67	6	13.3	6	13.3	45	100
6	Have students create sentences that contain the new word in several different and varied sentences–e.g. "Mom's kitchen is chaos." or "After the great famine of 1888, there was chaos all over Ethiopia."	6	13.33	21	46.67	5	11.1	13	28.9			45	100
7	**Creating a scenario** –invite students to make up a story in which a new word features prominently	-		25	55.56	5	11.1	6	13.3			45	100
8	**Class room activities involving students actively in word learning**- e.g. Students call out similarities and differences between two texts, and the teacher draws circles and lines to make associations between concepts.	23	51.11	22	48.9							45	100
9	**Use discussion activities to teach the meanings of new words**- e.g. Work together in fours. One person should think of a place, building, or room and tell the others three things that would be found there. The others should then try and guess the place	12	26.67	18	40	9	20	6	13.3			45	100
10	**word part activities** - (prefixes, suffixes, roots, compounds) to unlock a word's meaning; e.g. uncomfortable [not suitable], modernize [make modern], impressed [full of admiration], absent-minded[forgetful	15	33.4	30	66.6							45	100
11	**The use of context activities -** teaches to students so as to help them figure out the meanings of unknown words on their own.	15	33.3	30	66.7							45	100
	Adapted from Texas Reading Initiative (2002)												

4.3.4. EFL teachers' beliefs on teachers' role in vocabulary teaching

Table 4: EFL teachers' beliefs on teachers' role in vocabulary teaching

	In ELT class I	5		4		3		2		1		Total	
		f	%	F	%	f	%	F	%		%	f	%
1	Motivate while I teach vocabulary from reading passage	19	42.22	20	44.44	6	13.3					45	100
2	Provide lots of opportunities for students to talk about the new word	19	42.22	17	37.78	6	13.3	3	6.67			45	100
3	Give students chances to participate in vocabulary activities	21	46.7	24	53.3							45	100
4	Encourage them to use new vocabulary in speaking in classroom	24	53.33	13	28.89	6	13.3	2	4.44			45	100
5	Encourage students to read authentic materials out of classroom	11	24.44	22	48.89			12	26.7			45	100
6	Arrange and organize group discussion	23	51.11	22	48.9							45	100
7	Guide and supervise them during pair/group discussion	18	40	27	60							45	100

Key words: 5=strongly agree 4= agree 3= Undecided 2= Disagree 1= strongly disagree

Table 4 Item 1 , in relation to motivating students while teaching reading passage, 42.3% of teachers reported that they strongly agreed   and 44.44% agreed and only a few of them (13.3%) were unable to decide.   However, classroom observation reported that only 15. 5 % of them were sometimes motivating but 66.7 % did not motivate their students.

Concerning providing lots of opportunities for students to talk about the new words, the majority of teachers 42.22% and 37.7% reported that they strongly agreed and agreed respectively that they were providing lots of activities to talk about new words.

The idea of giving students' chances to participate in vocabulary activity was stated in Item 3. Forty six percent and 53.3 % responded their strong agreement and agreement respectively. But, classroom observation showed that only 11.15% of teachers invited their students for participation in vocabulary activities, but the majority of respondents (88.9 % teachers) never gave   chances for participation.

Table 4 Item 4, focus on encourage students to use new vocabulary in speaking in classroom, 53.4% of teachers strongly agree and 42.23% agree upon the raised issue. But a few of them (4.44%) was unable to decide. However, more than half of the teachers (55.56%) were never seen while they motivated their students to use new vocabulary in speaking in classroom.

Regarding item 5, in Table 4,   24.44% and48.9% of teachers reported their strong agreement and agreement respectively, about encouraging students to read authentic materials out of classroom .But 26.7 % of teachers   disagreed that they did not read encourage out of classroom reading. Teachers were not seen while commanding students to read authentic materials out of classroom except student's text book.

Items 6 and 7 were aimed to know teachers' responsibility in organizing and supervising group discussion while teaching vocabulary, all teachers reported their strong agreement (51.11%&40%) and (48.9% and 60%). In the same way, it was observed that almost all teachers were arranging, organizing and supervising group discussions. In conclusion, even though teachers are playing their roles in arranging, organizing and supervising students in to groups for discussion, teachers' lack of motivating students in learning vocabulary which is closely linked with attention (as Thornbury, 2000) mentioned   can hinder them   storing, keeping and retrieving words when needed.

4.4. Analysis of observation results

Table 5: teachers practice of vocabulary instructional techniques

No.	Behaviors observed	4		3		2		1		Total	
I	**Vocabulary instructional techniques**	F	%	F	%	F	%	f	%	F	%
1	How often does the teacher present the words' form?	37	82.2	5	11.1	3	6.6	--		45	100
2	How often does the teacher present the words' meaning?	35	77.8	7	15.6	3	6.6	--		45	100
3	How often does the teacher present words' use in context?	5	11.11	3	6.6	37	82.2	-		45	100
4	How often does the teacher present words collocation?	-		-		-		45	100	45	100
5	How often does the teacher present words' Synonym?	10	22.2	32	71.2	3	6.6	-		45	100
6	How often does the teacher present words' Antonym?	13	28.89	31	68.9	1	2.2	-		45	100
7	How often does the teacher teach homonym?	-			0	5	11.11	40	88.89	45	100
8	How often does the teacher teach Morphological analysis method (prefix, suffix)	3	6.667	2	4.5	5	11.11	35	77.78	45	100
9	How often does the teacher present formation of words	2	4.444	3	6.6	6	13.33	34	75.5	45	100
10	How often does use picture/real objects/ when he/she teaches?	-		-		-		45	100	45	100
11	How often does the teacher use imitation of sound or having learners listen to a tape-recording?	-		-		-		45	100	45	100
12	How often does the teacher use translation to give them the meaning of unfamiliar words?	17	37.78	7	15.56	11	24.44	10	22.2	45	100
13	How often does teacher teach word parts like noun, verb, adverb, adjective and etc, with their pronunciation and spelling?	-		-		6	13.33	39	86.67	45	100
II	**Teachers 'role in vocabulary teaching**										
14	How often does the teacher motivate while he/she teaches vocabulary from reading passage?					7	15.5	30	66.7	45	100
15	How often does teacher teach students vocabulary learning techniques?	3	6.667	5	11.11			37	82.22	45	100
16	How often does the teacher provide opportunities for students to talk about the new word?	-			0	5	11.11	40	88.89	45	100
17	How often does the teacher give students chances to participate in vocabulary activities?			22	48.89	-	-	23	51.11	45	100
18	How often does the teacher encourage students to use new vocabulary in speaking?	8	17.78	4	8.889	8	17.78	25	55.56	45	100
19	How often does the teacher encourage students to read authentic materials out of classroom?	-			0	-		45	100	45	100

	Behaviors observed	4		3		2		1		Total	
		f	%	f	%	f	%	F	%	F	%
20	Arrange and organize group discussion?	38	84.44	4	8.889	3	6.667	-		45	100
21	Guide and supervise them during pair/group discussion?	20	44.44	11	24.44	14	31.11		0	45	100
III	**Vocabulary activities**										
	Does the teacher give?										
22	Contextual clues activities?	7	15.56	6	13.33	12	13.33	20	44.44	45	100
23	Discussion on the difference between the new word and related words	6	13.4	8	17.8	4	8.8	27	60	45	100
24	Create sentences containing the new word in different sentences	-		2	4.444	3	4.444	40	88.89	45	100
25	a scenario creating activities	-	-	-	-	14	31.11	31	68.8	45	100
26	Guessing activities?	6	13.3	8	17.8	2	4.4	29	64.4	45	100
27	Word analyzing activities?	-		3	6.6	7	15.5	35	77.9	45	100
28	Word formation activities?	-		-		-		45	100	45	100
29	Home takes activities that invite learners to use new vocabulary?	5	11.1	15	33.4	17	37.8	8	17.78	45	100
30	Class room activities in which involve students actively in word learning	6	13.4	7	15.5	32	71.1		0	45	100
	Adapted from Richards,(2006),SeyyedRazmjoo (2006) and from Texas Reading initiative(2002)										

Key words: 4=usually 3= often 2= Sometimes 1= never

The classroom observation (see Table 5 above) was held with two volunteer teachers from each school for three times. Regarding time duration of observation, it took four weeks .Starting from November 13/2017 up to November 17/2017 Shishinda and Chena high schools were observed: one in morning and the other in afternoon shift. November 20-24/2017 were time of observation of Bita high school. The next observed school was Decha high school from November 27-30/2017. The last observed schools were Bonga and Gimbo secondary schools from December 04-08/2017. During these times of observation teachers of grade 9 were teaching from unit 4 up to unit 6. These units listed as follows: Food for Health, HIV/ AIDS and Media, TV and Radio. Results of the questionnaire on the beliefs of vocabulary teaching, classroom instruction and activities in vocabulary teaching were analyzed by

comparing with the classroom observation. In this part, some of the classroom instructions and activities were focused on.

In connection to vocabulary instruction, the words most of the time was presented out of plausible context as isolated words. 82.2 % of teachers were seen that they focused on teaching word form and 77.8 % of them had given attention to teach meaning usually. In the same way 82.2% of teachers were often seen teaching vocabulary guessing the meaning of new words using context from the reading passage. However, learners' involvements in meaningful interaction with the text to reach on the meaning of new words were very limited. For example, in Table 5 item 29 and 30 showed that only 6 (13.4% and 5 (11.1%) of teachers respectively usually connect the classroom presentation to that of classroom and home take activities to make them practice the language and invite them to active learning the target language vocabulary.

From this, one can deduce that teachers gave higher emphasis for form and meaning in separate sentences. They were also often seen implementing teaching of words using synonymy (71.1%) and antonym (68.9 %) without giving chances for learners. Besides this, the observations result item 17 showed that more than half of teachers (51.1%) never gave students chances to participate in vocabulary activities they were never teaching new words with collocations, using visual images like realia, pictures, drawing etc when they teach. Depending on the above premises, one can infer that the function of vocabulary teaching has been forgotten or ignored by the EFL teachers. The other inference that can be made regarding vocabulary teaching was that although teachers were focusing on presenting word form, still 86.7% of teachers were facing problems of teaching word parts with their spelling and pronunciations (see Table 5 item7). Moreover, one of the most areas to develop word competency is word analyzing and formation methods. Teachers, those focus on form teaching ignored these methods as observed in Table 5 items 8 and 9.

Teachers' role in teaching vocabulary in EFL classroom was the second point that the researcher observed during the actual teaching learning process. The researcher observed that 66.7% of teachers did not motivate their students while they delivered vocabulary lessons from the reading passage; 82.3% of them never teach how to learn vocabulary by using vocabulary learning strategies, 88.89% teachers never give opportunities students to talk about newly introduced words, 55.6% of teachers gave no encouragement to use that new word in speaking in classroom.

4.5. Analysis FGD Results

4.5.1. The link between EFL teachers' beliefs and practices of vocabulary teaching

The focus group discussion was designed to provide an insight into the responses made on the EFL teachers' survey regarding vocabulary teaching approaches and to elicit teachers' views and beliefs of vocabulary practices. The 12 English teachers who were observed gave their views about their beliefs and practices of vocabulary teachings. These 12 teachers were gathered in Bonga town, center of Kaffa zone for its centrality for all teachers by covering participants' transport and other expenses. Eight questions were forwarded for teachers (see appendix III) and their responses were written on a note book and finally summarized briefly according to idea similarity in the group. In this FGD analysis, only similar responses of teachers were categorized in one group like T1, T2, and T3…

Key words: T1=teacher 1, T2=teacher 2, T3=teacher3…T12=teacher 12

Participants were asked to explain the nature and aim of vocabulary teaching if they attended any kind of training on vocabulary teaching. All of them replied that they attended courses what the university or college offered to them. The nature of the courses focused on the teaching of language via meaningful and contextual way in order to learners catch up easily and uses the language for real communication. They added that meaningful communication happen if and only if the communicants use proper language/words form and uses it. Regarding the aim of vocabulary teaching, all teachers have a consensus: the aim of teaching English vocabulary is to help students in communicating with target language by using appropriate words in particular and to introduce the target language system as well as its culture in general.

From this we can conclude that all teachers have theoretical orientations about the nature and aim of vocabulary teaching but practically it was very limited opportunity given for students to practice words in interactive way.

The second question was on the importance of vocabulary teaching to grammar, writing, speaking, reading and speaking skills .T1,T3,T7and T12 responded that vocabulary teaching and learning is an essential part in foreign language teaching and learning .They added that if there is no vocabulary no communication. Therefore limited vocabulary hinders our communication. T2, T4, T8, T9and T10, showed their agreement in reporting that Vocabulary is essential for

successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a second language (ESL) and English as foreign language (EFL) learning, vocabulary items play a vital role in all language skills (i.e. listening, speaking, reading, and writing). They added that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, the teachers as well as the students will be unable to use the structures and functions of the language. T5, T6, and T11 responded that traditional approach of language teaching encourages teachers to give priority to grammar teaching first, but in current communicative language teaching approach, ESL teachers are expected to prioritized vocabulary teaching to teach the other four skills.

Even though they showed their agreement for the important of vocabulary teaching as compared to other skills, they were observed while focusing on form and meaning teaching (Table 5,item1&2) , they never brought collocation, homonym activities and rarely provide opportunities for students to talk about the new word.

It can be deduced that, all teachers understood the important of vocabulary teaching for it helps students understand and communicate with others in English by equipping students with productive and receptive skills.

Teachers also gave answers to forwarded questions that inquired the need of implicit and explicit vocabulary teaching. The 7 teachers (T1, T4, T6, T7, T8, T10 and T11) agreed that using contextualized/implicit and decontextualized / explicit vocabulary teaching is important. According to their response, it is good if we use different teaching methods together in the classroom, it is also strongly suggested by language scholars to all teachers to use it, because using different teaching technique is more useful than single teaching technique. Moreover, if we use both teaching techniques, the teaching learning activity become very interesting for changing teaching style. From the above 7 teachers' responses, it is possible to understand that, they believed by mixed teaching approaches.

Another group of teachers also agreed upon the issues by prioritizing one of the methods first. They said that implicit learning occurs incidentally through reading authentic materials, doing communicative activities or other tasks orally or in a written form which helps students to guess the meaning of new words from the contextual clues. Regarding this, Texas Reading Initiative,

(2002) affirmed that the amount of time spent for reading and the amount of text 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. Besides this, teachers can teach explicitly antonyms, word substitution, crossword puzzles, affixation and compounding regardless of context. They added that learners need to learn words not only from the context, but they also need to get information about words in an explicit way .These teachers forwarded the use of implicit vocabulary teaching and they were using it for because it occurs more through extensive reading in input-rich environments, it needs teachers to motivate and guide students to choose what they want to read for themselves from reading materials at a level they can understand. These group of teachers(T2,T3,T5,T9 and T12 responded that although using both methods are very important, depending on their students English language practicing context, they prioritize explicit approach because the explicit vocabulary teaching method directs attention directly to the information to be learned. Besides these teachers during their discussion mentioned that in order to do with incidental teaching, teachers should motivate and guide how and what to read. On the other hand classroom observation showed that 66% of teachers were not motivated while they delivered vocabulary lessons.

Here the problem we can understand is that there is no opportunity in our use of English language to practice a newly introduced word orally or in a written form out of classroom. In our context as foreign language teacher/learner, it is uncommon to see students who are reading extensively and speaking in English usually out of classroom.

Teachers were also asked if there were things that they complained about vocabulary teaching in EFL classroom. T1 Saied that students did not concentrate on the vocabulary, mostly they forgot what were taught before. T2 Saied that most students did not have interest to learn English so they forget what they learnt. T3 Saied that students were not motivated to learn vocabulary, mostly they forgot it, so that, he was also not interested, and T4 Saied that he did not face any significant problem. Based on the above answers (3) of the teachers' 'lack of students' concentration & lack of students and teachers' interest' were found to be major problems of vocabulary teaching. As a result of this, they were not happy to engage them in activities like pair work, group work, and role play. They added that schools should be a place in which the

target language could be practiced since most learners did not have access to listen, speak or read extensively the target language.

From this discussion, it is possible to understand that, while the teachers' teach vocabulary lesson, they did not use any motivational mechanisms to maintain students' attention and different teaching technique to help students to use the words for their future actual life communication.

The fifth discussion topic was on Tafani's (2008) notion regarding teachers and learners effort for effective vocabulary instruction to occur practically. All the teachers agreed that effective vocabulary instruction occurs between teachers and learners through practice. The Responses of Teachers, T3,T5,T6,T10 andT11 are nearly the same notions on the above fifth discussion point .They responded that effective vocabulary teaching/learning is a continual process of encountering new words in meaningful and comprehensible contexts. They added that vocabulary teaching/learning never stops; it is a natural and lifelong phenomenon and it is a continual process of encountering new words in meaningful and comprehensible contexts through practice .Their point of argument was that in every English class, there is vocabulary. No teacher teaches grammar every English class but every teacher teaches vocabulary in hi/her class regularly directly or indirectly. These respondents claimed that effective vocabulary instruction occurs between teachers and learners if and only if teachers give tasks like classroom or home take activities and those activities should raise students' language learning interests. The other group of participants (T1,T2, T4,T7,T8,T9 andT12) in this discussion forwarded that effective vocabulary instruction does not rely on definitions alone. Words should be written in a conversational manner rather than in the more formal dictionary format. If prior exposures to or experiences with a word are lacking, teachers can build the background knowledge through, videos, stories, or drawing pictures and in the same manner, students must represent their knowledge of words in linguistic and/or nonlinguistic ways by drawing a picture, creating a symbol, or dramatizing the word.

Nevertheless, classroom observation showed that teachers never brought authentic materials to the class like visual images (pictures, drawings, realia etc), they use pictures and charts that are found in the text book.

"Researches in Texas Reading Initiative (2002) encourage EFL teachers to use different kind of classroom instruction techniques to present vocabulary words which are found in the reading passage, listening text and speaking (conversation) part. Different techniques which can be used in delivering vocabulary lesson in EFL classroom" was the six point of discussion. All the respondents of teachers were categorized in one group depending the generated ideas of teachers throughout discussion time .All teachers said that they mainly taught new words in the reading passage. They also added that learners would be encouraged to do exercises individually as a home and class work. Teachers said that they even lacked interest to implement vocabulary instruction through interactive way for lack of students' interest in learning language actively.

From the above discussion topic, it is clear to deduce that teachers are only using single instructional techniques: teaching new words in the reading passage. No teacher mentioned during discussion time about explicit kind of classroom instructions like showing lexical relations by synonyms, antonyms collocation prefixes and suffixes etc.

Teachers were invited to explain if they use different vocabulary teaching techniques to help students understanding and recall it for future use. For this question the teachers gave much similar responses that were T1, T2, T4, T6 and T 7 (5) of the teachers' agree with the idea. The techniques used by those five teachers were direct dictionary meaning and contextual meaning. These were assumed by the teachers as different vocabulary teaching techniques. But according to different language scholars' arguments, using these two kinds of vocabulary teaching techniques, are not satisfactory, because there are many other vocabulary teaching techniques left, (see the literature review section).   T3 shared her experience in using techniques to help students understand the meaning and recall it for future use that she was focusing on memorizing words for it makes the process of learning easier for her students. She added that Repetition is an important technique in learning vocabulary. Another technique was used by T5 is task oriented technique.

> In the classroom, as teachers I should insist my students on practicing the new vocabulary by encouraging them to speak as much as possible and by designing vocabulary-centered activities and games. I insist students need to be motivated to individually keep on using the new words. At home, until they are stored in the long-term memory because according to language pedagogy, practicing vocabulary is strongly

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connected to applying vocabulary to students' real life events. Learners will acquire vocabulary easily if they practice it by associating words with events from their daily life.

T8, T9, T10, T11 and T12 point out their experience of teaching vocabulary via imaging. These 5 teachers explained that students will easily learn new words if they are taught to associate them with their picture because, picture is extremely important for the students to visualize the words they must learn.

From the above teachers responses, it is possible to say that, all (5) teachers only used two methods: dictionary meaning and contextual meaning, one teacher focus on repetition, one teacher practicing and the other 5 teachers focus on using images like pictures and drawings. But there were different techniques not mentioned in this discussion which are listed in literature review section by language scholars**.** On the contrary, except using dictionary definition and contextual definition, repetition and imagery teaching technique were never seen during classroom observation. From these we can conclude that teachers have theoretical know ledges about vocabulary teaching techniques and helping students in storing vocabularies in their cognition but these were never seen on the ground.

Regarding the last discussion topic, teachers were also requested to tell their position about difficulty or simplicity of   vocabulary teaching. For this question, T1, T2, and T3 (3) teachers said easy by saying, "vocabulary teaching is not difficult aspects". But T4,T5,T6,T7,T8,T9,T10 T11 and T12 were disagreed on this point, They argue about the difficult nature of vocabulary teaching. The teachers' responses (T1, T2, and T3) were quoted and presented as follows;

> *T1, said, 'yes!' it is somehow easy!, because the main thing in vocabulary teaching class just telling the meaning and spelling of the words, T2 similarly said that, yes 'easy!', vocabulary teaching is just telling the meaning in an isolated and contextualized way and showing the spelling of the words, and T3, also said, yes! it is easy, vocabulary is not much abstract to be taught and grasped by students.*

 Unlikely to the above three teacher's responses T4,T5,T6,T7,T8,T9,T10 T11 and T12 disagreed on this point, Their responses summarized as follows;   they said that, No! Not easy. When vocabulary teaching compared with that of teaching other language aspects, vocabulary teaching

is difficult by its nature, it needs more time and teaching techniques than the others language teaching elements. Also they forwarded why vocabulary teaching are difficult.

Teaching vocabulary is a challenge for teachers because teaching vocabulary includes teaching the meaning(s) of the word, teaching it's spoken and written forms, its grammatical behavior (e.g., its word class, typical grammatical patterns it occurs in) etc.

From the above teachers' response it is possible to understood that, 3 of the teachers said that ' it is easy aspect' that means the teachers have not much awareness about teaching vocabulary and the difficulty nature of vocabulary knowledge. Some language scholars also discussed and explained about the difficulty nature of vocabulary teaching. Schmitt (2000) warns that "the potential knowledge that can be known about a word is rich and complex." Nation (2000), listed that elements of word knowledge are includes: meaning, spelling, pronunciation, grammar, collocations, register, associations and frequency, basically it is realized that to be able to say 'I know a word,' one has to master all these components of word knowledge.

4.6. Discussion

The first research question was aimed to investigate EFL teachers' beliefs towards vocabulary teaching. The findings indicate that Kaffa Zone secondary and preparatory school EFL teachers have positive beliefs towards the vocabulary teaching. Thus, it seems that the teachers strongly favor the use of teaching vocabulary aspects in their classes. Their responses via questionnaire showed that they were giving equal opportunities in delivering words' form, meaning and use. Teachers' beliefs have a vital importance in learning improvement. Hargraves&Fullan (1991) explain that teacher's conceptual base of the issue of what the teachers think, what teachers believe, and what teachers do in classroom ultimately shape the kind of learning. The findings of this study are in line with the results found in Iran (Moradi1996; Yarmohammadi, 2000). Furthermore, the result is consistent with the study conducted by Liao's (2003) case study which investigated two high school teachers' beliefs toward vocabulary teachings and their practice. The results indicated that the teachers held strong and positive beliefs towards teaching of vocabulary aspects. Moreover, FGD data also showed that teachers were highly convinced about the important of vocabulary teaching as compared to other skills. Regarding Teachers' beliefs in teaching vocabulary learning techniques, instructional activities and roles to be played by EFL teachers, most of the teachers had positive believes in doing so.

The second research question was aimed at assessing the Kaffa Zone secondary and preparatory school EFL teachers' implementation (practices) of vocabulary teaching. To substantiate the data, 30 item of structured observation was also made and conducted at different times. The finding revealed that teachers' positive beliefs did not transfer to the practice of in their classroom. The classroom observations showed that teachers prioritized the explicit approach in teaching vocabulary their classrooms frequently. In addition to this most of them are spending their time in teaching form and meaning of the words.   It is reasonable to conclude that the level of vocabulary practice in mixing two approaches(explicit and implicit) in Kaffa Zone secondary and preparatory schools is very low. This implies that EFL teachers use teacher-fronted or traditional ways of vocabulary teaching in their classroom.

With regard to the link between EFL teachers' belief and their practice of classroom practices have been noted to have mismatched with the vocabulary teaching techniques and vocabulary activities though they had positive beliefs towards vocabulary teaching. Therefore, teachers' positive beliefs of vocabulary teaching did not inform their classroom practice. Based on the observation made by the researcher, it is possible to infer that the extent of the practice of vocabulary teaching in the Kaffa zone secondary and preparatory schools is low. This implies there is a mismatch between teachers 'beliefs about vocabulary aspects, principles, activities and their classroom practices. This prevails that the learners are vulnerable to be involved in teacher-fronted or traditional ways of language learning.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

"An assessment of teachers' beliefs and practices in teaching vocabulary among English language teachers of grade 9 in Kaffa zone" was the main objective of this study. In order to achieve this objective, the following specific questions were posed.

1. What are the beliefs of the teachers about vocabulary teaching?

2. How do EFL teachers practice vocabulary teaching?

3. Is there link between teachers' beliefs and practices in teaching vocabulary?

5.1.1 Teachers' beliefs on aspects of vocabulary teaching

The analysis of the data shows that:

➢ Kaffa Zone secondary and preparatory school EFL teachers have positive beliefs towards the vocabulary teaching. Thus, it seems that the teachers strongly favor the use of teaching vocabulary aspects in their classes. Their responses via questionnaire showed that they were giving equal opportunities in delivering vocabulary aspects but classroom observation showed that there were assignments to be carried out in classroom to use language in a contextual way by using words in real life situations. According to the analysis in table 1, most teachers seem to have positive beliefs towards the 3 aspects of vocabulary teaching: form, meaning and use. Although they do have positive beliefs towards the aspects of vocabulary, the classroom observation in table 5 showed that:

➢ Only 5(11.11%) of teachers usually and 3(6.6%) of them often seen while presenting words' use in context. (item 3)

➢ No teacher was seen while delivering vocabulary item by using pictures/real objects that word to be remembered in table 5 item 10.

There are positive beliefs among teachers about teaching vocabulary learning techniques but they were seen rarely when transforming their theoretical knowledge to practice through interactive activities ways. Regarding using authentic materials like using pictures/diagrams/tape recorder or other materials to teach Vocabulary, classroom observation showed that no teacher was seen while using such materials except pictures from text book

5.1.2. Teachers' vocabulary classroom instruction

➢ Teachers were inclined in using explicit approach rather than using mixed approach to present vocabulary lessons. In addition to this, most of them are spending their time in teaching form and meaning of the words. In spite of their positive beliefs towards vocabulary activities , the classroom observation in table 5 indicated that:

➢ 27(60%) of teachers never discuss the difference between the new word with related word,

➢ 88.89% of teachers rarely seen while teaching a word in different sentences(item 24),

➢ 14 (31.11%) of teachers often and 31(68.8%) them never used scenario creating activities respectively. Thus, Teachers totally ignored teaching new words with collocations and creating sentences containing the new word in different sentences.

➢ Teachers practice in applying synonyms and antonyms was better as a result of the text books' presentation in using them.

It is reasonable to conclude that the level of vocabulary practice in Kaffa Zone secondary and preparatory schools is very low. This implies that EFL teachers use mostly explicit approach than mixed approach.

5.1.3 .Teachers role in vocabulary teaching

➢ Teachers did not motivate their students while delivering vocabulary lesson from reading passage.

➢ More than halve of the teachers (51.1%) never gave chances students to participate in vocabulary activities.

➢ Classroom observation resulted indicated that around 90% of teachers ignored providing opportunities for students to talk about the new word.

➢ Teachers were not taking their role as a facilitator; they rather dominate the class by taking much of the time and learners were listening to the teachers' presentation without any attempt to use words for actual communication.

It is possible to conclude that gave less opportunity for learners to practice the language through activities.

5.2 Conclusion

Based on the findings obtained from the data collected, the following conclusions are drawn:

➢ According to the result of questionnaire, Kaffa Zone secondary and preparatory school EFL teachers have positive beliefs towards the vocabulary teaching. Results from questionnaire showed that teachers strongly favor the use of teaching vocabulary aspects in their classes. Also FGD data showed that teachers were highly convinced about the important of vocabulary teaching as compared to other skills.

➢ Regarding Teachers' beliefs in teaching vocabulary learning, instructional activities and roles to be played by EFL teachers, most of the teachers had positive believes in doing so.

➢ Classroom observations showed that teachers usually used explicit approach than mixed approach in delivering vocabulary lesson.

➢ Teachers were highly dependent on the text book and they focused on teaching on form and meaning of words but there the use of words rarely seen while they teach the language.

➢ Thus, this study showed that there were mismatches between teachers' response to the questionnaires and the actual classroom observation

➢ To sum up it can be concluded that EFL teachers' positive beliefs did not transfer to the practice of vocabulary teaching in their classroom.

5.3. Recommendations

Based on the findings of the study, the following recommendations are forwarded for better implementation of vocabulary teaching

➢ In order to implement the current approach of vocabulary teaching in language classes, it is important to consider the context in which it is operating as (Haruethai Katwibun, 1985) suggested that new vocabulary should not be ever presented either solely alone or by simple rote memorization. They must be presented in enriched contexts that are entirely enough to give guiding evidences to their meanings, whereas the learners should be given several exposures to the items they are learning Hence, the Ministry of Education (MoE) and other concerned bodies should arrange work-shops and short term trainings on vocabulary teaching and its implementation in the actual classrooms to fill the gap between belief and practice.

- The incongruence between EFL teachers' beliefs and practices of vocabulary teaching is an issue that should be addressed by teacher educators, so that teachers become better equipped to reconcile beliefs and practices in order to provide more effective instruction.
- Creating meaningful learning opportunities in and out of the school is very important for learners to make use of the language.
- In sum, other related research should be conducted in the area for future to find out the magnitude of mismatch of EFL teachers' beliefs and practices in teaching vocabulary.

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Appendix-I: Questionnaires filled by the teachers

JIMMA UNIVERSITY

COLLAGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

TEACHERS'QUESTIONNARIE

Dear teachers: I am conducting a study on "Assessing teachers' beliefs and practices in teaching vocabulary" among grade nine teachers in Kaffa zone. Therefore, I kindly request you to fill the questionnaire, honestly and carefully. The questionnaire has 37 items focusing on the techniques of vocabulary teaching, teachers' beliefs and practices of teaching vocabulary, the classroom instruction, activity and some of the drawbacks and factors hinder the implementation of vocabulary while introducing vocabulary lessons. Please note that your answers should be based on what you really do but not based on what you wish to be. I promise you that the information you provide is completely confidential used by the researcher only. For this reason, you do not have to write your name. Thank you in advance!

Part one

Background information

Instruction: Please indicate your answer by making an "X" in the appropriate box or writing is where it is necessary in the space provided.

1. Name of your school:_____
2. Sex :   M ☐   F ☐
3. Age:
      A) 20-25 ☐   C) 31-35 ☐
      B) 26-30 ☐   D) 36 and above ☐

4. Qualification:
      A) College diploma ☐   C) Masters (MA) ☐
      B) B) degree BA or BED ☐   D) other, please state_____
5. Subject you teach: A)_____
                      B)_____
6. Total year of service as a teacher:

   A) 1-5 ☐   C) 11-15 ☐

   B) 6-10 ☐   D) 16-20 ☐

                         E) 21 and above ☐

Part 2: Teachers' beliefs in teaching vocabulary and vocabulary learning techniques, class room Instructions, activities and the role of teachers in teaching vocabulary:

Indicate to what extent you agree with the following statements based on your belief and experience of vocabulary teaching by putting an "✓ " under each number in the table.

Teachers' beliefs on teaching vocabulary form, meaning and use/aspects of vocabulary/

Read each statements carefully and put an "✓"mark under each number in the table. Note that: 5 =Strongly agree, 4= agree, 3=undecided, 2 = disagree, 1 = strongly disagree						
No	Some of the Vocabulary teaching beliefs in ELT class: In ELT	Scales				
		5	4	3	2	1
1	I encourage students to connect a word to their personal experience to remember it. (e.g. Connecting the word snow to a memory of playing in the snow for the first time)					
2	I try to connect a word to its synonyms and antonyms to be remembered.					
3	I encourage students to repeat a word aloud to oneself to remember a word					
4	I advise students to keep a vocabulary notebook to memorize the vocabularies					
5	When I teach vocabulary, I concentrate on analyzing the part of speech (e.g. noun/verb) of an unknown word for the first step					
6	I encourage students to read the whole text to understand the unknown words					
7	I tell students to analyze affixes and roots of an unknown word in an early stage when guessing					
8	I tell students to develop extensive reading for example newspaper or magazines out of class room.					
9	I teach a word with other lexical items with similar pronunciation					
10	I teach students to use words in real-life situation					
11	I request students to make sentences with the new word in different contexts					
	Adapted from Mozhgan Alsadat and Ghaffarzadeh Hassankiadeh (2013)					

Teachers' beliefs in teaching vocabulary and vocabulary learning techniques

<table>
<tr><td colspan="3">Read each statements carefully and put an "✓"mark under each number in the table. Note that: 5 =Strongly agree, 4= agree, 3=undecided, 2 = disagree, 1 = strongly disagree</td></tr>
<tr><td>No.</td><td>**Some of the vocabulary teaching Techniques in EFL/ESL class you teach**: In EFL/ESL class:</td><td colspan="5">Scales</td></tr>
<tr><td></td><td></td><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td></tr>
<tr><td>1</td><td>I give definition of words while I teach   vocabulary</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>2</td><td>I teaches a word by giving other words that have the same meaning with the word e.g. 'Obtain' has the same meaning with 'gain, get, possess, have, etc.)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>3</td><td>I explain the meaning of words in   relation to other words with opposite meaning (e.g. happy has opposite meaning with sad, unhappy, disappointed).</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>4</td><td>When I teach specific words, I explain their meanings in terms of other general words that contain part of the meaning of the specific words. (E.g. knife, fork, spoon, dish, etc. are Utensils)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>I use pictures/diagrams/tape recorder or other materials to teach Vocabulary</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>6</td><td>I help students to get to know the processes of word-formation .For example, making words by blending (motor+ hotel =Motel) to mean a hotel for people who are traveling by car, by affixation, compounding, clipping etc.</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>7</td><td>I teach useful strategies and specific clues to guess the meaning of words from the context</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>8</td><td>When you teach vocabulary, to which one of the following techniques do you give priority? Rank each option by putting 1 for the most important to 6 for the least important. A) Defining meaning of the word,

B) form of the word (written and spoken form),

C) use of the word in the context,

 D) collocation of the word,

 E) synonym of the word ,

F) Antonym of the word. Please put letters of the above question from the most to the least frequently used techniques of instruction in teaching vocabulary in the class</td><td colspan="5"></td></tr>
<tr><td></td><td>Adapted from Aweke Ayalneh (2015), Ozturk, M. (1998) and Mc Dougal (1997).</td><td colspan="5"></td></tr>
</table>

Vocabulary classroom instructional activities

Read each statements carefully and put an "✓"mark under each number in the table. Note that: 5 =Strongly agree, 4= agree, 3=undecided, 2 = disagree, 1 = strongly disagree						
No.	Some of the Vocabulary Instructions in ELT class: In ELT class you teach	Scales				
		5	4	3	2	1
1	**Give synonym activities**- e.g. student and pupil , buy and purchase					
2	**antonyms- a) Gradable** (e.g.) big and small, hot and cold, high and low b) **Complementary antonyms**(e.g.)dead or alive, male or female C) **Converse correlation antonyms**(e.g.)borrow or lend, buy or sell, wife or husband					
3	**Rewrite definitions**- Asking students to restate a dictionary definition in their own words.					
4	**Supply words that are not examples of the word's meaning**. For example, point out to them that 'murder' is not an example of the word 'kidnapping', then ask them to think of other non-examples of the word					
5	**Discuss the difference between the new word and related words**- a discussion of the word travel, defined as "journey," "trip," or voyage "" might include a discussion of the differences between travel and journey, trip, and voyage					
6	**Have students create sentences that contain the new word in several different and varied sentences**–e.g. "Mom's kitchen is chaos." or "After the great famine of 1888, there was chaos all over Ethiopia.").					
7	**Creating a scenario** –invite students to make up a story in which a new word features prominently					
8	**Classroom activities involving students actively in word learning**- e.g. Students call out similarities and differences between two texts, and the teacher draws circles and lines to make associations between concepts.					
9	**Use discussion to teach the meanings of new words**- e.g. Work together in fours. One person should think of a place, building, or room and tell the others three things that would be found there. The others should then try and guess the place					
10	**The use of word parts**- (prefixes, suffixes, roots, compounds) to unlock a word's meaning; e.g. uncomfortable [not suitable], modernize [make modern], impressed [full of admiration], absent-minded[forgetful					
11	**The use of context clues-** teaches to students so as to help them figure out the meanings of unknown words on their own. By giving more time and focus while teaching vocabulary in relation to others (Reading, Writing, Listening, Speaking, Grammar)					
	Adapted from Texas Reading Initiative (2002)					

The role of teachers in teaching vocabulary

Read each statements carefully and put an "✓"mark under each number in the table. Note that: 5 =Strongly agree, 4= agree, 3=undecided, 2 = disagree, 1 = strongly disagree						
No.	Some of the Vocabulary activities in ELT class: In ELT class I give :	Scales					
		5	4	3	2	1
1	Motivate while he/she teaches vocabulary from reading passage?					
2	Teach students vocabulary learning strategies?					
3	Provide opportunities for students to talk about the new word?					
4	Give students chances to participate in vocabulary activities?					
5	Encourage students to use new vocabulary in speaking?					
6	Encourage students to read authentic materials out of classroom?					
7	Arrange and organize group discussion?					
8	Guide and supervise them during pair/group discussion?					

Appendix-II: Classroom observation check list

Jimma University Collage of Social Science and Humanities Department of English Language and Literature

Classroom Observation Checklist

School_____ Teacher's code No_____
Day1_____Day 2_____ Day ___3_____Total class sessions observed_____
lesson topic_____

No.	Behaviors to be observed during the practice of Vocabulary Teaching			Day 1		Day 2		Day 3	
I	**Vocabulary instructional techniques**			Yes	No	Yes	No	Yes	No
Does the teacher present the words'	1	Form?							
	2	Meaning?							
	3	Use in context?							
	4	Collocation?							
	5	Synonym?							
	6	Antonym?							
	7	Homonym?							
Does the teacher show students methods of tackling vocabulary by	8	Morphological analysis (prefix, suffix)							
	9	Word formation?							
	10	Using picture/real objects?							
	11	Using imitations of sound or having learners listen to tape recording?							
	12	Using L1 (first language) translation							
	13	Teaching word parts like noun, verb, adverb, adjective and etc. with their pronunciation and spelling?							

II	The role of teachers in teaching vocabulary						
		Day 1		Day 2		Day 3	
		Yes	No	Yes	No	Yes	No
14	Motivate while he/she teaches vocabulary from reading passage?						
15	Teach students vocabulary learning strategies?						
16	Provide opportunities for students to talk about the new word?						
17	Give students chances to participate in vocabulary activities?						
18	Encourage students to use new vocabulary in speaking?						
19	Encourage students to read authentic materials out of classroom?						
20	Arrange and organize group discussion?						
21	Guide and supervise them during pair/group discussion?						
III	Vocabulary activities						
	Does the teacher :						
22	Give contextual clues activities?						
23	Provide discussion tasks on the difference between the new word and related words?						
24	Create sentences containing the new word in different sentences						
25	Give a scenario creating activities						
26	Give guessing activities?						
27	Provide word analyzing activities?						
28	Provide word formation activities?						
29	Give home takes activities that invite learners to use new vocabulary?						
	Adapted from Richards,(2006),Seyyed Razmjoo (2006) and from Texas Reading initiative(2002)						

Appendix-III: Issues for focused group discussion

JIMMA UNIVERSITY

COLLAGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Issues for focused group discussion

Explain to what extent you agree with the following statements based on your belief and experience of vocabulary teaching.

1. Taking sufficient trainings or courses concerning vocabulary teaching is very important. If you have taken the course let us discuss the nature and advantage of vocabulary teaching.

2. Scholars Like Mc Graw(2009)   suggest that vocabulary is the most important aspect to focus on compared to grammar, writing, speaking, reading and speaking skills. Rationalize your agreement or disagreement.

3. Explicit/de-contextualized vocabulary teaching and teaching through reading achieves better result compared to using each of them separately as Schmitt (2000) explained. If you implement the above ways of vocabulary teaching, reflect your views on the use of this and its advantage.

4. Some teachers are complaining about vocabulary teaching. Let us discuss the problems you faced when you teach vocabulary if you have complaint.

5. According scholars like Tafani (2008) effective vocabulary instruction occurs between teachers and learners through practice. Rationalize your agreement or disagreement.

6. Researches in Texas Reading Initiative (2002) encourage EFL teachers to use different kind of classroom instruction techniques to present vocabulary which are found in the reading passage, listening text and speaking (conversation) part. Mention that different techniques which you use in delivering vocabulary lesson in EFL classroom.

7. In order to remember certain word, it is good to use different techniques to help students understand the meaning and recall it for future use. Share your experience and the   kinds of techniques you use.

8. Some teachers argue that vocabulary teaching is the most difficult and others say it is easy aspect. Tell us your position about vocabulary teaching.

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