JIMMA University

College of Social Sciences and Humanities

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Department of English and Literature

MA in Teaching English as a Foreign Language (TEFL)

The Teaching of Vocabulary through Communicative Approach by Grade Nine EFL Teachers: Jimma Town and Its Surrounding in Focus, Ethiopia

By

Girma Negirew

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

Principal advisor:-Tekle Ferede (Assistant Prof.)

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August 2015

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1.2. Declaration, confirmation, approval and evaluation

Research Title: **EFL Teachers Practice of Teaching Vocabulary through Communicative Approach: Grade Nine Teachers in Secondary Schools in JimmaTown and its Surrounding in focus, Ethiopia.**

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.

Girma Negriew   _____   _____

Name   Signature   Date

Confirmation and Approval

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

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Acknowledgments

Abstract

This study was carried out to explore the practice of using communicative approach in teaching vocabulary among Grade 9 English language teachers of 9 schools in Jimma Town and its surrounding. In line with the major purpose, it also aimed at investigating teachers' perception of CLT principles, classroom vocabulary instruction and activities. Major obstacles that affected the implementation of CLT during vocabulary instruction were also assessed. To this effect, 617(10%) sample students and 51 EFL teachers were chosen to fill out questionnaire. Two teachers from two high schools were also selected for classroom observation. Frequencies and percentages were employed in analyzing the quantitative data and qualitative description was used to analyze the data collected via classroom observation. The findings of the study revealed that the majority of teachers perceived that most of the CLT principles are appropriate to teach vocabulary communicatively. However, in relation to classroom instruction of vocabulary, they believed that they spend much of their time in presenting the meanings and forms of words. A great deal remained to be done to change the principles into communicative activities to relate the presentation of forms and meanings of separate words to classroom activities and authentic contexts. As the obstacles to implement vocabulary lessons in CLT, it was found out that teachers were highly depending on the lecture method. They also depend on dictionary definition of many words at time for the sake of finalizing the portion. Finally, based on the findings, the researcher recommended that creating meaningful learning opportunities through English club and English day in the school and use of authentic writing and listening activities out of the school is very important for learners. In addition, department heads and school administrators should follow up teachers not only for the coverage of portions but also how better each skill are taught.

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Chapter One: Introduction

1.1. Background of the study

The literature shows that the method of language teaching in EFL classes changed from time to time. This has led to a shift away from a focus on accuracy and the forms of language, to a focus on communication and fluency. In relation to the teaching of vocabulary Yu-Ling (2005) states 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 1970s,we have seen a re - think of the role of vocabulary in language pedagogy over the past two decades, a substantial range of research concerning vocabulary acquisition has provided us with vocabulary acquisition has provided us with valuable insights and suggestions to vocabulary instruction in the language classroom (p.1).

Moreover, lexical competence is currently acknowledged to be a core component of communicative competence by many vocabulary teachers who provide much of the bases for how well learners speak, listen, read and write (Coady&Huckin, 1997). Communicative competence is the theoretical yolk of communicative language teaching. Being competent in grammatical knowledge cannot guarantee in one's communication ability. Learners must develop skills and strategies for using language to communicate meanings in concrete situations.

Three aspects of vocabulary need to be known to carry out a true communication by using words. These are form, meaning and use. In relation to this, Nation (2001) provides a framework for describing aspects of word knowledge associated with vocabulary learning covering form, meaning and use in both receptive and productive contexts. Thus, English language teachers should take considerable effort to enhance the knowledge of their students by providing suitable vocabulary instruction and create conducive environment. That is, the teaching of vocabulary communicatively, should focus on use of the language both inside and outside the classroom. However, in relation to teaching vocabulary in classroom McCarty (1983,p.12) states that "the

teachers of English as a foreign language would be forgiven for holding the view that not much vocabulary teaching goes on at all". From this, one can understand that the problem is observable from the side of application of teaching vocabulary in CLT in the actual classroom. The researcher, from his teaching experience, has informally noticed that, the place teachers have been given to vocabulary teaching is not as stipulated by the syllabus. Therefore, the practice of teaching vocabulary through the communicative approach should be considered an important research issue.

1.2.   Statement of the problem

Basic skills of language are not enough for effective and successful communication. Learning sufficient vocabulary knowledge is also vital. In relation to this, Pikulshi and Templeton (2004) state that:

> it seems almost impossible to overstate the power of words; they literally have changed and will continue to change the course of history perhaps the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words (p.1).

To develop the vocabulary knowledge and for the betterment of life, using words in actual situation is essential. Similarly, McCarthy (1990, p.81) writes, "the single, biggest component of any language course is vocabulary. No matter how well the students learn grammar, no matter how the sounds of L2 are mastered; without words to express a wide range of meanings, communication in L2 cannot happen in any meaningful way". Because of this, vocabulary teaching should focus on with that of CLT. In relation to teaching vocabulary in CLT, Brumfit and Johnson (1979) state, that teaching vocabulary within CLT is an absolute shift from teaching words in isolation to lexical items in authentic and meaningful contexts.

In relation to this Gashaw (2008) says that there is a public reality in both criticisms in that the commutative use of language either in class or outside is low. He further explains, Teachers, unlike students believe vocabulary is not such a prominent component of language learning to be given more emphasis that is considerable during teaching English compared to other aspects. In

addition, according to Badima (2008), Study on teachers' practice of CLT, in one hundred eighty students reveals that teachers failed to implement teaching the four skills and grammar properly as it was designed in the curriculum. His study, however, did not give appropriate place for the practice of vocabulary teaching in CLT. This is due to teachers' dependence on traditional grammar teaching method rather than CLT methods. This implies that the teaching of vocabulary through communicative approach needs considerable focus in ELT research.

There are some studies concerning the components of CLT in different parts of Ethiopia with respect to the various aspects of EFL. Birhanu (1999),Beliyew (2001), Melaku,(2007), Yemene (2007), Beyene (2008) and also in relation to vocabulary Jue Xia (2010), Saied Ketabi (2011) conducted a studies. Still there have not been sufficient studies carried out to examine the practice of CLT in teaching vocabulary skill. Therefore, it seems that in-depth study of teachers practice in introducing new words using CLT approach would be assess among grade nine teachers of English in nine high schools in Jimma Town and its surrounding areas. Hence, this study intends to fill the stated gap.

1.3. Objective of the study

1.3.1. Main objective

The main purpose of this research is to investigate the practice of vocabulary teaching through communicative approach among English language teachers of grade 9 in Jimma Town and surrounding areas.

1.3.2. Specific objectives

The study specifically tries to:

- Identify teachers` belief about teaching vocabulary through the communicative approach;
- Examine whether teachers` instructions focus on forms, meanings and uses of vocabulary in meaningful context;
- Find out whether the teachers give opportunities to students to practise newly introduced words communicatively;

- Identify the major factors that hinder teachers from using communicative approach to teach vocabulary.

1.4. Research questions

Specifically, the study attempts to answer the following basic questions:

➢ What is the belief of English language teachers about the teaching of vocabulary through communicative approach?

➢ How often do teachers' instructions focus on forms, meanings and uses of vocabularies in authentic vocabularies?

➢ How frequently do English language teachers use activities that would give chances for students to practice the newly introduced words communicatively?

➢ What are the factors that affect the implementation of communicative approach in teaching vocabulary?

1.5. Significance of the study

As pointed out earlier, this study aims to investigate teachers' practice of using communicative approach in teaching vocabulary .Therefore, the findings of the study will be significant for providing a better understanding for secondary school English language teachers to evaluate the method they are using to teach vocabulary .Second, the findings of the study will provide alternative ideas and important recommendations to the concerned educational authorities on how to implement communicative approach effectively in vocabulary instruction. Finally, the study might serve as a supporting document for further study in the area.

1.6. Scope of the study

The study is limited to Grade 9 English language teachers' practice of communicative approach in teaching vocabulary skill in nine secondary schools of Jimma Town and its surrounding areas. The study is also limited to investigation of teachers understanding of CLT principles and implementation through classroom vocabulary instruction and communicative activities.

1.7. Limitation of the study

It would be better to increase the number of the respondents and include other high schools. Secondly, it would be better if more teachers practice in teaching vocabulary by using CLT at the first and second semester. The study was carried out only at the second semester. Therefore, this could make difficult to generalize the study.

1.8. Definition of key terms

Communicative approach to teaching:-An approach to a foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of all class room activities (Jack C.R. and Richard S., 2002, p.90)

Teaching vocabulary through communicative approach:-Teaching words through real life situations and in a meaningful context.

Chapter Two: Review of Related Literature

The purpose of this study is to assess the EFL teachers practice on communicative approach in teaching vocabulary. Chapter1 presented the introduction part, i.e. background of the study, statement of the problem, the main and the specific objectives of the study, the basic research questions, the significance and the scope and limitation of the study. Additionally, the definitions of key terms were given. This chapter presents review of the literature related to the problem under investigation.

2.1. Background of Communicative approach

Before the late 1960s teachers' education was given due attention to traditional method of language teaching rather than using CLT as an approach. During grammar translation, as Richards (2006,p6) states, ''The teaching of grammar was a deductive one: students are presented with grammar rules and then given opportunities to practice using them, as opposed to an inductive approach in which students are given examples of sentences containing a grammar rule and asked to work out the rule for themselves.'' At this time, like grammar, vocabulary teaching was completely depending on memorization of individual lexical items without contextual use.

In line with this, Lightgown and Spada (1993, p.263) affirms, "The traditional instruction is one where the language is being taught to a group of second or foreign language learner. In this case, the focus is on the language itself, rather than the teacher goal is to see that students learn the vocabulary and grammar rules of the target language." Here, emphasis is given for knowing the structure of the language and vocabulary for the sake of only knowing rather than using with it. Researchers kept on looking for a method of language teaching that primarily aimed at both oral and written communication and finally found CLT in 1960 in Britain. (Richards, 2006, p.6). As Sauvignon (1991) notes CLT starts to influence language teaching practice as it accepts the complexity and interrelatedness of skills in both written and oral communication and of the need for learners to have the experience of communication, to participate the negotiation of meaning. (p. 263).

Communicative Language Teaching is best considered as an approach rather than a method (Richards and Rogers, 1986). Among different methodology, distinction is often made between methods and approaches, in which methods are held to be fixed teaching systems with prescribed techniques and practices, whereas approaches represent language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom (Rogers, 2001). Thus, this study considers CLT as an approach that can be used in different ways according to the teachers' creativity to make learners use vocabulary words for communication.

In Ethiopia, taking the role of vocabulary in language use in to consideration, CLT has been introduced in to the language curriculum with new textbooks. Of course, CLT is one component in the new educational policy. Following this change, the Ministry of Education (MoE) has prepared new English language textbooks for primary and secondary schools and new syllabus is designed to develop the communicative ability of the students (Endalkachew, 2006). One important aspect of this has been the place given to the teaching of vocabulary from the CLT perspective. Accordingly, the government has launched massive training for teachers so that they can implement the new system efficiently.

2.2. The aim of communicative approach language teaching

The Communicative approach or Communicative Language Teaching (CLT) is the name which was given to a set of beliefs which included not only a re- examination of what aspects of language to teach, but also a shift in emphasis in how to teach (Harmer, 2006). The 'what' to teach aspect of Communicative approach stressed the significance of language functions rather than focusing solely on grammar and vocabulary. The 'how' to teach aspect of communicative approach is closely related to the idea that language learning will take care of itself. Training learners to use the language in a variety of contexts and purposes is important for the development of the language.

Richards on his view (2006) defines the current communicative language teaching as a set of generally agreed upon set of principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, their learning goals and so on. The Longman Dictionary of Language Teaching and Applied Linguistics also defines CLT from the learners

point of view as, ''an approach to foreign or second language which emphasizes that the goal of language learning is communicative competence (p.91).'' However, Sauvignon (1971) suggests that the basic point to be considered in language teaching with CLT is ''communicative competence,'' a term introduced into discussions of language use in second or foreign language learning. It is not to mean that CLT doesn't consider grammar or structure. The truth is communication cannot take place in the absence of structure, or grammar, this is because a set of shared assumptions about how language works, along with a willingness of participants to cooperate in the negotiation of meaning is needed.

As Richards (2006) explains communicative competence includes the following aspects of language knowledge: knowing how to use language for a range of different purposes and functions, knowing how to vary our use according to the setting and the participants (e.g. when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication),knowing how to produce and understand different types of texts (e.g. narratives, reports, interviews, conversations), knowing how to maintain communication despite having limitations in one's language knowledge (e.g. through using different kinds of communication strategies). Communicative competence includes 4 components. These are: grammatical, socio-linguistic, discourse, and strategic competence.

- **Linguistic competence** – means how to use the grammar, syntax, and vocabulary of a language. Linguistic competence asks: what words do I use? How do I put them into phrases and sentences?

- **Socio-linguistic competence** – means knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks: which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect)? When I need to? How do I know what attitude another person is expressing?

- **Discourse competence** – means knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence asks: how are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles.

- **Strategic competence** – means knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: how do I know when I have misunderstood me? What do I say then? How can I express my ideas if I don't know the name something or the right verb from the use? Canale and Swain (1980,p.20).Thus, linguistic competence is the one that aims at the use of language for communication, and this considered the value of vocabulary and other skills mastery to achieve the goal of language teaching in CLT.

2.3. Teacher roles in CLT vocabulary teaching

A teacher in CLT classes has four main roles according to Breen and Candlin (1980, p.99). These are:1) organizer of resources and as a resource him/herself, second,2) guide in the context of classroom activities,3) researcher and learner,4) independent participant within the learning teaching group,4) facilitator of communication process among all the participants in the classroom and their activities.

In CLT classrooms, teachers have multiple roles such as director, organizer, coordinator and soon. Harmer (1987, p.109) explains teacher's role in CLT in the following manner:
- The teacher as controller of everything that goes on in the classroom. He controls not only what the students do, but when they speak and what Language they use.
- The teacher as manager, organizing the activities.
- The teacher as assessor, giving feedback and advice, as well as correction and grading.
- The teacher as participant (co-communicator) in an organized activity such as debater role-play.
- The teacher as prompter to encourage students to participate or make suggestions about how to proceed in an activity.
- The teacher as a source of language and knowledge.
- The teacher as instructor, actually teaching the new language points and training students in language skills.

These roles prove that the teacher effort as a facilitator to present the language in the class includes teaching vocabulary words together with other skills so as to develop the ability of learners to use vocabulary words in different contexts.

2.4. Application of CLT in vocabulary teaching

The method of language teaching has been changing from grammar translation to direct method and then to communicative approach. However, it was only during the communicative approach that researchers in the field have recognized the prominent role of vocabulary knowledge in second or foreign language learning. The current popular communicative approach of language teaching has emphasized meaningful interactive activities over form (Hatch and Brown, 1995). This is because knowledge of vocabulary is basic for better understanding of messages either in written or spoken form.

Vocabulary teaching in CLT focuses on meaning rather than form as it aims as achieving effective communication. Teachers are expected to create suitable language environment so as learners use the language for problem solving. This motivates learners to pick up the language since they practice by considering actual situations and introducing their background experience.

2.4.1. Teaching vocabulary knowledge

Vocabulary is of great importance to share or understand thoughts, feelings, opinions and ideas of different people or texts. Al-Jarif (2006,p.3) 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 vocabulary knowledge, Richards (1976) and Nation (2001) lists 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, it's spoken and written forms, what "word parts" it has (e.g., any 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.

For the sake of this study, emphasis is paid on the teaching of vocabulary aspects like form, function and use of vocabulary words in communicative context through integration with others kills in the language. The practice of vocabulary teaching in CLT is assessed from the teachers' side to observe the activities and instruction that the teacher offer for learners to familiarize them with the new words so as to use the language in the actual situation. The role of CLT in vocabulary instruction and activities are the central point of discussion under this study.

2.4.2. Principles of CLT pertaining to vocabulary teaching

CLT gives much attention to learners to practice the language and this helps learns to develop their communicative competence. To do this, there are principles that need to be taken into account. In connection with this, different researchers point out various principles in CLT, for example, according to Widdowson (1979, p.63) the first principle is prior specification of communicative needs of the learner. The second is taking of semantic features and functions of Language to form a central part of language teaching and learning. The third one is giving of priority to 'use 'over linguistic 'usage' and communicative value utterances over signification of linguistic items and finally the taking of errors made by the learner. These brief principles about CLT explained latter by many researchers, for instance Brumifit (1988, pp.92-93) on his part categorizes the principles of communicative language teaching into the following groups:

- ➢ Learners learn both consciously and with effort, and unconsciously without effort.
- ➢ Teaching can be accuracy or fluency focused. We held that fluency (in which   the emphasis is on open-ended communication activities taking place in real time) was more likely to promote learning than accuracy.
- ➢ Error to be a normal part of language learning much correction is wasteful of time, and unproductive to boot.
- ➢ Language processing proceeds from top-down, not from bottom-up meanings are first apprehended as 'whole' and only later analyzed into parts necessary.

- The tasks were designed with a particular structural or functional category in mind. rather they would be chosen for their communicational relevance in the frame work of the whole activity.

- Communicative tasks were superior to linguistic exercises in prompting learning.

- To mirror real communication, we would need to integrate the major Language skills. Listening, speaking, etc. would not therefore be taught in watertight compartments. Instead they would be integral to any given task.

- The greater responsibility given to learners, the more effective their learning would be. We therefore left much scope for independent work, in a frame work of a supporting peer group. Motivation would be increased through problem solving activities, which would engage both the cognitive and the affective resources of the learners.

- Both analytical and creative thinking should be given scope in the activities and task.

- Language used in the classroom should be immediately relevant and inherent in the task, rather than learnt for some eventual and hypothetical later use.(often referred to as transfer)

Most recently, Richards (2006,pp.23-24) summarizes the core assumptions of current communicative language teaching:

- Second language learning is facilitated when learners are engaged in interaction and meaningful communication.

- Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language used, and take part in meaningful intrapersonal exchange.

- Meaningful communication results from students processing content that is relevant, purposeful, interesting and engaging.

- Communication is a holistic process that often calls upon the use of several languages kills or modalities.

- Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.

- Language learning is a gradual process that involves creative use of language and trial and error. Although errors are a normal product of learning the ultimate goal of learning is to be able to use the new language both accurately and fluently.

- Learners develop their own routes to language learning, progress at differentiates, and have different needs and motivations for language learning.

- Successful language learning involves the use effective learning and communication strategies.

- The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.

- The classroom is a community where learners learn through collaboration and sharing. Every teaching and learning process of vocabulary in CLT in one way or the other considers the above principles for proper implementation. So, these principles include how vocabularies can be taught integrally with other skills by focusing on the use of lexical items in different contexts based on learners' needs.

2.4.3. The role of CLT in vocabulary instruction

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

Teachers are expected to full fill what is required from them for the benefit of learners. Belchamber (online: 2007) states that, ''CLT basic responsibility is considering and responding to the needs of our students.'' Not all learners are taking a new language for the same reasons. It is important for teachers to pay attention, when selecting and sequencing materials, to the specific communicative needs of the learners. Regardless of how distant or unspecific the communicative needs of the learners, every program with a goal of communicative competence should pay need to opportunities for meaningful language use, opportunities to focus on meaning as well as form (Savignon, 2002).

What teachers should do most importantly is to arouse the students' communicative consciousness, activate their communicative motivation. To comprehend a 'word' real communicative meaning and use, if there is a great amount of situation knowledge in learners' mind. Thus, what the teachers should do is to enlarge readers' situation knowledge, arouse their communicative desire to attain the communicative aim (Yiwei WU, 2009).

CLT involves equipping students with vocabulary, structures and functions, as well as strategies, to enable them to interact successfully (Pororellana: online, 2011). Teachers in communicative classrooms will find themselves talking less and listening more becoming active facilitators of their students' learning (Larsen-Freeman, 1986). What is special in using CLT is that learners get exposure to learn the language by integrating the language skills. For example, to know the meaning of certain words and use it for communication, learners first should either read or listen to a text, and then applying the word knowledge in speaking and writing activities.

Texas Reading Initiative (2002) presents what teachers do to help learners to be effective, a program of vocabulary instruction should provide students with opportunities for word learning by:

Encouraging wide reading- students learn new words by encountering them in text, either through their own reading or by being read to. Increasing the opportunities for such encounters improves students' vocabulary knowledge, which, in turn, improves their ability to read more and more complex text. In short, the single most important thing you can do to improve students' vocabularies is to get them to read more.

Exposing students to high-quality oral language -Increase the quality of the oral language to which students are exposed—let them hear spoken English that incorporates more of the vocabulary and syntax typical of written and particularly literate English.

Promoting word consciousness - word-conscious students enjoy learning new words and engaging in word play. They know and use many words, and are aware of the subtleties of word meaning and of the power words can have.

Providing explicit instruction of specific words- to be most effective, explicit vocabulary instruction should be dynamic and involve a variety of techniques. Specifically, instruction should:

Use both definitional and contextual information about word meanings some instructional activities that provide students with definitional information include:

Teach synonyms- often a synonym is all students need to understand anew word in context.

Teach antonyms- not all words have antonyms, but thinking about antonyms requires students to identify the crucial aspects of a word. For example, the word chaos implies an abyss, a void, or clutter, but its antonym, order, narrows the focus to the clutter" part of the word's meaning.

Rewrite definitions- as we noted earlier, 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.* For16example, *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…"

Use more than one new word in a sentence. Asking students to use more than one new word in each sentence they create can force them to look for relations among words.

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.

Involve students actively in word learning- students remember more when they relate new information to known information, transforming it in their own words, generating examples and non-examples, producing antonyms and synonyms, and so forth.

Use discussion to teach the meanings of new words- discussion adds an important dimension to vocabulary instruction. Students with little or no knowledge of some new words they encounter in a vocabulary lesson are often able to construct a good idea of a word's meaning from the bits of partial knowledge contributed by their classmates.

Providing modeling and instruction in independent word-learning strategies

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.

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2.4.4 .The role of CLT in vocabulary activities

Communicative activities are those, which exhibit the characteristics at the communicative end of our continuum. Students are somehow involved in activities that give them both the desire to communicate and a purpose which involves them in a varied use of language such activities are vital in a language classroom since here the students can do their best to use the language as individuals, arriving at a degree of language autonomy (Harmer,1994 ,pp.50-51).

Communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example, students might have to draw a map of their neighborhood and answer questions about the location of different places, such as the nearest bus stop, the nearest café, etc. (Richards ,2006). The ways in which CLT treats vocabulary is in such a way that learners can easily grasp the meaning of new words from the context. To do this, communicative practice that lets learners to use the language should be employed in the classroom.

Keeping this fact in mind Yiwei WU (2009) believes that presentation of classroom activities begin with giving suitable topics and followed by an explanation of the word meaning in a situation, and finally giving a role-play which engage students in the classroom communication that include: games, music, discussions, stimulating pictures, dramatic stories, amusing anecdotes, etc. He proposed that giving learners authentic materials like newspaper articles, brochures, train tickets, letters, advertisements, recording of news, airport announcements, creates an opportunity to develop strategies for understanding language as it is actually used by native speakers.

Activities that reflect the principles of communicative methodology are categorized by Richards (2006, pp.19-20) as follows: Mechanical, meaningful and communicative practice. Mechanical practice refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Examples of this kind of activity would-be repetition drills and substitution drills designed to practice use of particular grammatical or other items. Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. For example, in

order to practice the use of prepositions to describe locations of places, students might be given a street map with various building identified in different locations.

Communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example students might have to draw a map of their neighborhood and answer questions about the location of different places in their neighborhood, such as the nearest bus stop, the nearest café, etc. Among these three types of activities the one which is very closely related to this study is the last one that is communicative practice. Richards further classified communicative activities based on the information gap. These are:

Information-gap activities- an important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication people normally communicate in order to get information they do not possess. More authentic communications likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing they will draw available vocabulary, grammar, and communication strategies to complete a task.

Jig-saw activities- these are also based on the information gap principle. Typically the class is divided into groups and each groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.

Other activity types in CLT Many other activity types have been used in CLT; the following are selected for the interest of this study:

- **Task- completion activities**: puzzles, games, map-reading and other kinds of classroom tasks in which the focus was on using one's language resource to complete a task.
- **Information gathering activities**: student conducted surveys, interviews and searches in which students were required to use their linguistic resources to collect information.
- **Opinion- sharing activities**: activities where students compare values, opinions, beliefs, such as a ranking task in which students list six qualities in order of importance which they might consider in choosing a date or spouse.

- **Information-transfer activities**: these require learners to take information that is presented in one form, and represent it in a different form. For example they may read instruction on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

- **Reasoning gap**- activities: these involve deriving some new information from given information through the process of inference, practical reasoning etc. For example, working out a teacher's time table on the basis of given time tables.

- **Role- plays**: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

In relation to vocabulary activities in CLT, English Textbook of Grade Nine (2005) consists of vocabulary activities like the following:

1. Activities on definition:

- Learners invent true and false definitions of target words among lists of other words

- Tables with some part of speech omitted

- Games like writing a story by looking at the sequence of pictures.

- Completing crosswords.

- Board game with definitions on squares.

2. Activities on Matching:

- Target word with a definition.

- Target word with a synonym or antonym.

- Target word with a picture.

3. Activities on Gap Filling:

- Sentences with target word omitted.

- Story with several words or omitted.

4. Production activities:

- Learners write true sentences about themselves using target words.

- Learners write a story incorporating the target words.

- Discussion or debates involving the use of target words

Activities like the above-mentioned are really helpful to make use of the new words that learners experience while they expose themselves in reading, listening, speaking and writing texts.

Teachers follow up is essential to check that whether the goal of the lesson in vocabulary learning is achieved and to supplement the lesson with genuine language learning activities to be done outside the class.

2.5. Factors affecting the implementation of CLT in vocabulary teaching

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

- **The size of the task-** the number of words that students need to learn is exceedingly large. We know that, on average, students add 2,000–3,000 words a year to their reading vocabularies. 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.

- **The differences between spoken English and written, or "literate" English-** the vocabulary of written English, particularly the "literate" English that students encounter in textbooks and other school materials, differs greatly from that of spoken, especially conversational, English. Students—both English language learners and those for whom English is the first language—may have limited exposure to literate English outside of school.

- **The limitations of sources of information about words-** the sources of information about words that are readily available to students— dictionaries, word parts, and context—pose their own problems. Each can be difficult to use, uninformative, or even misleading.

- **The complexity of word knowledge-** knowing a word involves much more than knowing its dictionary definition and simply memorizing a dictionary definition does not guarantee the ability to use a word in reading or writing. Adding to the complexity is the fact that different kinds of words place different demands on learners.

- **Lack of creating genuine communication-** CLT holds that learning takes place through genuine communication. However, determining how to create genuine communication within the classroom setting presents challenges to teachers.

Chapter Three: Research Methodology

This study aimed to investigate teachers' use of communicative approach in teaching vocabulary. Chapter 1 and 2 presented the introduction and the literature review respectively. This chapter presents the research design, population and sampling, data gathering instruments, procedure of data collection, the methods of data analysis and ethical consideration. These are described in the sections to follow.

3.1. Research design

As indicated above the aim of this study was to investigate the practice of communicative approach in teaching vocabulary among teachers working in schools found in Jimma Town and in the surrounding secondary schools. Descriptive survey was employed to find out how teachers' perceive communicative language teaching (CLT) in relation to the teaching of vocabulary and how they practically implement the approach in the classroom. Descriptive survey was useful in the study because it is appropriate to describe the actual situation of CLT in vocabulary teaching in accordance with principles, instructional focus and activities. Regarding this, Louis (2000,p.169)writes: "Typically, surveys gather data at particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events."

To investigate the practice of using communicative approach in teaching vocabulary among English language teachers' of grade 9 in Jimma town and its surrounding, quantitative and qualitative method of designs were chosen. The quantitative method was based on structured questioners to find out the degree of teachers' perception and implementation of CLT in vocabulary instruction. On the other hand, qualitative method that depended on data to collected through open–ended items of the questioner and classroom observation was used to support the data gained through structured questionnaires.

3.2. Population and sampling

One group of respondents in this study were Grade 9 English language teachers of 9 high schools in Jimma Town and its surroundings (within45 kilometers radius). Availability sampling method was used to choose the target schools. The availability sample helps you gathering useful data and information that would not have been possible using probability sampling techniques which require more formal access to lists of populations. The relative cost and time required to carry out an availability sampling are small in comparison to probability sampling techniques. These enable the researcher to achieve the sample size you want in a relatively fast and in expensive way. In other words, all the secondary schools found in Jimma Town and those located within 45 kilometers radius from Jimma Town were included in the study.

Based on the information gained from Jimma Town Education Bureau, 6 (3 governments and 3 private) high schools are found in the Town. The government high schools in the Jimma Town include Aba Buna, Seto and Jiren, while the those around Jimma Town are Serbo, Seka, Dedo,Yebu,Gembe and Agaro high schools. All these government high schools were included in the study. Non-government schools were not included because it was thought that they can be different in some aspects from government schools.

The study took all Grade 9 English language teachers (N=51) who are 51 in the selected schools. Purposive sampling method was used to choose the observed schools. These are Ababuna and Seto Semero High schools. Preferring teachers of Grade 9 rather than other grade level was because of two reasons. In the context of this study, students start to learn most subjects in English for the first time is in Grade 9.This shows that this grade level is the base of secondary and tertiary level of learning in that students are expected to develop a wide range of vocabulary that they will use for academic and communicative purposes in later grades.

The second group of respondents in this study was selected grade nine students taken from the selected schools. Here, since the number of Grade 9 students in the nine schools was large, census-sampling cannot help and taking representative samples is necessary. Accordingly, 10% of Grade nine students in each target school were taken as samples. The main factor considered in determining the sample size is the respondents' homogeneity in terms of their practice and

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environment and also the need to keep the number of participants manageable. In addition, Neuman (2003) indicates that 10%-20% of the population is an adequate sample in a descriptive survey. Purposive sampling was used to collect the data from students. . Purposive sampling is considered more appropriate when the universe happens to be small and known characteristic of it is to be studied intensively (kotahari, 2004).

On this base, 617 sample students were selected from a population of 6170.The following table show the populations and samples of students in the selected schools.

3.1: Students' population and samples

Table NO	Name of the school	Population	Sample size
1	Aba Buna High School	559	55.9
2	Jiren High School	1197	119.7
3	Seto Semero High School	722	72.2
4	Agaro High School	1128	112.8
5	Dedo High School	511	51.1
6	Gembe High School	325	32.5
7	Seka High School	543	54.3
8	Serbo High School	522	52.2
9	Yebu High School	663	66.3
	Total	6170	617

3.3: Data collection instruments

This study utilized two methods to gather the required data. These are questionnaire and classroom observation. The questionnaire was adapted from Richards (2006), Seyyed Aytollah Razmjoo and A.Riazi (2006) and Texas Reading Initiative (2002).

3.3.1. Questionnaire

According to Selinger (1989), a questionnaire is widely used in second language acquisition research to solicit information about certain conditions and practices, in particular, to collect data on phenomena, which are not easily observed, such as attitudes and self-concepts. Therefore, the questionnaire is an appropriate tool for this study, which aims to investigate EFL teachers' practice of teaching vocabulary through communicative approach.

In order to collect data to explore teachers' beliefs and practices of teaching vocabulary lessons via CLT, a total of 29 items consisting of both close-ended and open-ended items were designed and administered to teachers. The first 7items inquired teachers' personal beliefs about vocabulary teaching. The second part of the questionnaire included 10 items focusing on the instructions of communicative language teaching. Teachers were asked to rate based on their prior knowledge and experience. The third part of the questionnaire consists of items about classroom practice of teachers to apply CLT in teaching vocabulary in relation to activities and instruction. Based on this, 11 items focused on classroom instruction and home take activities given by the teacher. All of the items used five point Likert scale. Finally, one open- ended item was included to identify the major factors that hinder teachers from using CLT in teaching vocabulary. On the other hand, a total 21 items were designed to explore teachers' vocabulary instruction and vocabulary activities of CLT and learning based on students' responses. Moreover, for the benefits of students' better understanding, the questionnaire was translated to their mother tongue i.e. Amharic and Afan Oromo. The categories of the items in the students' questionnaire and the number of items in each category were similar with those in the teachers' questionnaire.

3.2.2. Classroom observation

Classroom observation using checklists was also utilized in the study. Observation was used because "observational data are attractive as they afford the researcher the opportunity to gather the data directly from the actual situations. The researcher is given the opportunity to look at what is going on the exact place rather than at a secondhand. This enables the researchers to understand the context of the programs, to be open ended and inductive. (L.Cohen, 2000)." In this study, two volunteer teachers from two High schools were observed. Ababuna EFL teacher' observed three times for 45 minutes and Seto Semero EFL teacher was observed four times for 45 minutes. The

observation checklist was prepared in such a way that it consisted of 6 leading qualitative points. The major points included in the checklist are the classroom conditions, lesson objectives mentioned by the teacher, teacher and student activities and the major points accomplished and an overview of each observed lesson.

The observations were mainly focused on how the teachers apply the theoretical knowledge of CLT through practical use of activities and instruction so as to make learners use words that they gained from the other major skills in the language. In all sessions, the researcher and 1trained co-observer observed lessons and collected the data based on the checklist. The first observation was how words are taught in reading texts, the second is on the vocabulary section and the third was on the vocabulary activities that the learners are given as a form of class work and homework. Thus, an attempt was made to explore teachers' practical implementation by the help of 12 and 11 CLT activities and instructions respectively. Then, checklist results of the two observers were compared and only similar observation results are considered after each observation. Finally, all observed teachers' data were summarized and changed into qualitative way of describing items.

3.4. Data collection Procedure

The required data were collected based on the following procedure. First of all, relevant literature was reviewed to obtain sufficient information to develop the questionnaire and the class room observation checklist. Secondly, the designed and drafts instruments were submitted to the advisors' for critical comments. Thirdly, by using the prepared instruments a pilot survey was conducted on selected high school to develop appropriate instruments. After the result, the questionnaire was distributed to teachers' and students of the selected schools. Following this, the classroom observation was conducted 7times in 5 classrooms.

3.5. Data Analysis

The data that were collected on the principles, classroom instructions and activities through questionnaire were analyzed quantitatively and compared to the classroom observation that generated qualitative data. In the quantitative analysis, descriptive statistics such as frequencies and percentages were calculated using SPSS version 16.

3.6. Ethical consideration

Ethical requirement was addressed in this study in the following ways: Firstly, application letter was presented to the Department of English Language and Literature, Jimma University, to obtain letter of cooperation. Then a letter of cooperation to officials of the research sites was obtained after it was signed by the head of English department, counter signed by the college of Social Sciences and Humanities. After that, the school leaders, teachers and the students were briefed on the objectives & importance of the study. To get full information, respondents were reassured about the confidentiality of their response, and to ensure voluntary participation, they were made to put their signatures on the questionnaire. They were also ensured about their voluntarily participation and their right to take part in the study or terminate at any time they wanted. Respondents' confidentiality and privacy were maintained. For this reason, the name of the respondents and roll numbers were not revealed to anyone.

Chapter Four: Findings and Discussion

As indicated earlier this study aimed at investigating grade 9 English language teachers' practice of teaching vocabulary through communicative approach. The first, the second and the third chapters presented the introduction, the literature review and the research methods respectively. In this chapter, the analysis and interpretation of the data collected through teachers' questionnaire, students' questionnaire and classroom observation are presented along with the major findings. The chapter has two sections. The first section describes the findings, while the second deals with the discussion, the results obtained from the data collected through questionnaire and classroom observation checklist are described in section 4.1.On the other hand, the findings are triangulated, compared, contrasted and related to the literature in the discussion section, i.e. Section 4.2.

Both the teachers' and the students' questionnaires were pilot tested with 7 teachers' and 32 students respectively at Jimma St.Paul's Catholic Secondary School. The pilot study showed that the items of the teachers' questionnaire had good internal consistency (Cranach's Alpha=.874).Similarly, the internal consistency of the items of the students' questionnaire had an acceptable alpha coefficient (Cranach's Alpha=.869).

4.1. Findings
4.1.1. Findings obtained from the data collected via questionnaire

As indicated above, two sets of questionnaire were used for the study. One of the questionnaires was to collect the data from Grade 9 English language teachers, while the other set was distributed to a sample of Grade 9 students. The result obtained from the data collected via questionnaires are presented in the following tables and explained accordingly.

Table 4.1: Teachers' beliefs on CLT principles viz-a-viz vocabulary learning

No	Belief about communicative vocabulary teaching	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		No	%	No	%	No	%	No	%	No	%
1	Learners should engage in meaningful interaction in vocabulary teaching.	3	5.9	3	5.9	4	7.8	20	39.2	21	41.2
2	Classroom activities that maximize communication opportunities are vitally important in vocabulary instruction.	1	2	5	9.8	5	9.8	21	41.2	19	37.3
3	Activities in vocabulary lesson should be based on the students' communicative needs.	2	3.9	_	_	4	7.8	21	41.2	24	47.1
4	Since language is a vehicle for communication, vocabulary should be thought communicatively.	1	2	1	2	2	3.9	20	39.2	27	52.9
5	Small group work can benefit students better than individual work in vocabulary learning.	2	3.9	1	2	2	3.9	17	33.3	29	59.6
6	Successful language learning involves the use of new words in meaningful contexts.	2	3.9	1	2	3	5.9	17	33.3	28	54.9
7	The role of the teacher in vocabulary instruction should be that of a facilitator.	-	-	3	5.9	3	5.9	25	49	20	39.2

By using the questionnaire, English language teachers' beliefs about CVT (communicative vocabulary teaching) principles were identified. In analyzing the perceptions, questionnaire which focused on the general points that the teachers bear in mind, for example, meaningful interaction, classroom instruction and activities, and the role of the teacher (see table4:1) during CLT classes was used as a primary instrument of data collection.

In Table 4.1 above, seven principles relating to teachers 'perceptions are presented. The teachers' responses to Item 1 shows that 21(41.2 %) of them *strongly agreed*, 20(39.2%) *agreed* and3 (5.9%) *disagreed* about the need for learners' to be engaged in meaningful interaction. On the

other hand, 4(7.8%) of the teachers had *neutral* position. This shows that most of the teachers believe that students should engage in meaningful interaction in language learning.

Regarding the role of classroom activities in Item 2, 19(37.3%) of the teachers *strongly agreed*; 21(41.2%) *agreed* and 5(9.8%) *disagreed* on the importance of classroom activities for maximizing communication opportunities. The others 5(10%) could not decide. Here also we can understand that teachers have a strong belief in the use of classroom activities that enable them for maximizing communication opportunities. This belief, in one way or another, influences their teaching vocabulary.

In connection with activities in vocabulary lesson (Item 3) which indicated that 24(47.1) % of teachers' *strongly agreed*, 21(42.2%) *agreed* and 2(3.9%) *strongly disagreed* that vocabulary activities should be based on the students' needs. This means that most teachers believe that teaching vocabulary activities based on students' needs results in a better achievement for vocabulary learning.

In response to Item 4, 27(52.9%) and 20(39.2%) of them *strongly agreed* and *agreed* respectively. This proved that teachers' were clear about the fact that vocabulary teaching should be based on the belief that language is used for real communication. In other words 47(92.1%), a great majority of the teachers seem to believe that English language teacher should be informed by the view of language as a vehicle for communication. This, in fact, includes vocabulary teaching.

Regarding Item 5, on the benefit of small group work in vocabulary learning, 29(59.6%), of the teachers *strongly agreed* and 17(33.3) % of them *agreed* that small group work could benefit students in learning vocabulary communicatively better than individual work. This belief may enable teachers to encourage students to learn vocabulary cooperatively by working in small groups.

In responding to Item 6, using new words for successful language learning, it was well understood by teachers, 28(54.9 %) of teachers' were *strongly agreed* and17(33.3%)*agreed* that successful

language learning should involve using new words in meaningful contexts. In fact, this understanding provides opportunities to students using context for meaningful language use.

Finally, In Item 7, regarding the role of the teacher in vocabulary instruction, 20(39.2%) of the teachers *strongly agreed* and 25 (49%) of them *agreed* that the role of the teacher in the language classroom should be that of the facilitator. If teachers put this belief in to practice, they are likely to encourage students to take responsibility for their vocabulary learning. This is in line with the percepts of communicative vocabulary teaching.

To conclude, teachers perceived much of the principles (see Table4.1) pertaining to the teaching of vocabulary communicatively. The above findings imply that teachers beliefs and perception about CLT and vocabulary learning at a very good status and that benefits students learning vocabulary communicatively.

Table 4.2: Techniques teachers' use in teaching vocabulary

No.8	How often do you use the following techniques in your vocabulary instruction?	Never		Rarely		Some times		Usually		Always	
		No	%	No	%	No	%	No	%	No	%
8.1	**Synonyms**	_	_	3	5.8	15	29.4	15	29.4	18	35.2
8.2	**Antonyms**	_	_	10	19.6	10	19.6	16	31.3	15	29.4
8.3	**Definitions**-Asking students to restate a dictionary definition in their own words.	2	4.1	15	29.4	12	23.5	9	17.6	13	25.4
8.4	**Discuss the difference between the new word and related words**-e.g., a discussion of the word tr*avel,* defined as "journey," "trip," or "voyage" might include a discussion of the differences between *travel* and *journey, trip,* and *voyage.*	13	25.4	11	21.5	12	23.5	8	15.6	7	13.7
8.5	**Having students create sentences that contain the new word in several different and varied sentences** – e.g. "I like chaos" can be clearly stated like this, "The scene was complete chaos-desks were turned over, paint was splashed on the floor, and the trashcan was upside down."	13	25.4	12	23.5	12	23.5	7	13.7	7	13.7
8.6	**Creating a scenario**–invite student to make up a story in which a new word features prominently.	12	23.5	5	9.8	14	27.4	7	13.7	13	25.4
8.7	**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.	_	_	4	7.8	8	15.6	16	31.3	23	45
8.8	**Using discussion to teach the meanings of new words**- e.g. students work together in fours. One person should think of a place, building, or room and tell the other three things that would be found there. The others should then try and guess the place.	5	9.8	6	11.7	7	13.7	11	21.5	22	43.1
8.9	**The use of word parts**- (prefixes, suffixes, roots, compounds) to unlock a word's meaning; e.g. **u**ncomfortable [not suitable], modern**ize** [make modern], im**press**ed [full of admiration],**absent**-minded[forgetful]	1	1.9	8	15.6	11	21.5	19	37.2	12	23.5
8.10	**The use of context clues**- teaching students so as to help them figure out the meanings of unknown words on their own.	_	_	2	3.9	9	17.6	12	23.5	28	54.9

The responses of many teachers (see table4.2 above) in Item 1showthat teachers use synonyms to teach vocabulary. 18(35.2 %), of the teachers said that they used it *always*, 15(29.4%) of them used it *usually* and those who used it *sometimes* were consisting of 15(29.4%).On the other hand, In Item 2, about the use of antonyms almost similar figures were observed with that of synonym. To mention some of them, 15(29.4%) *always*, 16(31.3%) *usually*, 10(19.6%) *sometimes* and 10(19.6%) *rarely* teachers that they used antonym to teach vocabulary. From the above figures, we can deduce that most of the teachers apply synonyms and antonyms in teaching vocabulary.

In Item 8.3 above, it is seen that only 13(25.4%) of the teachers' claimed that they *always* ask learners to restate the dictionary definition of words in their own words; 9(17.6 %) of the teachers pointed out that they *usually* practice such an activity, while 12(23.5%) % and 15(29.4%) of them reported using it sometimes and rarely respectively. From the data shown above, it is observed that several teachers do not seem to ask their students to restate a dictionary definition in their own words.

Regarding Item8.4, discussing the difference between the new word and the related words, 13(25.4%) of the teachers used *it always,* 7(13.7%) of the teachers apply it *usually*, 12(23.5%) %of the teachers used it *sometimes* and 11(21.5%) employed it *rarely*. Only 13(25.4%) of them *never* do so. This implies that 75% of them practice this technique at different scales in teaching vocabulary so that students are beneficiaries in learning vocabularies communicatively.

Concerning Item 8.5, having students create sentences that contain new words in several different and varied sentences, 7(13.7%) of the teachers practise it *always*, 7(13.7%) also used it *usually*, 12(23%) *sometimes* and the others 12(23.5%) *rarely* practise it to teach their students. The above result shows that teachers' role in having students to create sentences that contain new words in several and varied sentences does not seem sufficient.

Considering Item 8.6, 13(25.4%) of the teachers replied *always*, 7(13.7%) *usually*, 14(27.4%) *sometimes* practiced by creating scenario and inviting their students to make up story. This result shows that teachers' did not invite students to make up a story in which a word features

prominently is very less. Thus, students may lose their opportunities of learning vocabulary through communicative way.

Item 8.7 focuses on involving students actively in word learning. Many of the teachers, 23(45%) responded that they *always* involve their students actively in word learning. In a similar manner, 16(31.3%) of them *usually* do so. The result in Item8.7 thus shows that teachers involve their students actively in word learning to reasonable extent. This is related to active learning of vocabulary, which bears relationship with the teaching of vocabulary through the communicative approach.

In response to Item 8.8, 22(43.1%) of the teachers informed that they *always* use discussion to teach the meaning of new words .The rest, 11(21.5%), 7(13.7%), 6(11.7%) replied that they *usually*, *sometimes* and *rarely* respectively practice discussion for vocabulary instruction. These findings reveal that many teachers engage their students in discussion to learn the new words. The method of discussion is an aspect of vocabulary teaching.

The teachers were also asked if they use word parts like prefixes, suffixes, roots and compounds to unlock word meanings (Item8.9).They answered that 12(23.5%),19(37.2%) and 11(21.5%) of them do it *always*, *usually* and *sometimes* respectively. Only 1(2%) of the teachers *never* use these instructional techniques. The results show that there is less practice on the teaching of vocabulary using the technique of analyzing word parts.

Item 8.10 is on vocabulary instruction by using context clues. Many of the teachers, 28(54.9%), reported that they *always* explain the meaning of unknown words by using the use of context. In a similar manner, 12(23.5%) of them *usually* do so. From this result, one can understand that teachers give opportunities to students to guess the meanings of new words from their contexts.

Table 4.3: Techniques teachers give priority in teaching vocabulary

	When you teach vocabulary, to which one of the following techniques do you give priority? Rank each option by putting 1for the most important to6 for the least important.	No	%
1	Defining meaning	15	30
2	Form of the word	13	25
3	Use of word in context	5	10
4	Collocation	2	5
5	synonym	8	15
6	Antonym	8	15

The last item (No.9) was concerning the techniques that teachers gave priority to instruct vocabulary in the classroom. In response, 15(30%) and 13(25%) of the teachers gave responses that they gave first priority for meaning and form respectively. The rest 5(10%), 2(5%), 8(15%), and 8(15%) responded that they primarily focus on the use of words context, collocation, synonym, and antonyms respectively. From the above results, we can deduce that teachers are highly focused on teaching form and meaning of words.

Table 4.4: Activities used by teachers in vocabulary instruction

No.10	How often do you use the following activities in teaching vocabulary?	Never		Rarely		Sometimes		Usually		Always	
		F	%	F	%	F	%	F	%	F	%
10.1	Activities in the classroom include: A) **Games** :(e.g. Crossword puzzles focusing on meaning and context).	21	41.1	18	35.2	7	13.7	3	5.8	2	3.9
	B) **Role–play**: (e.g. playing roles of patient and doctor to exchange information.)	15	29.4	10	19.6	11	21.5	8	15.6	7	13.7
	C) **Group work**: (e.g. discussing on the main idea of a reading passage in more than 2 students in a group).	13	25.4	10	19.6	6	11.7	12	23.5	10	19.6
	D) **Pair work**: using new words in dialogues.	6	11.7	4	7.8	10	19.6	17	33.3	14	27.4
10.2	Information gap activities: A) **Task completion activities:**(e.g. map reading to complete a task using words.)	4	7.8	8	15.6	17	33.3	17	33.3	5	9.8
	B) **Information gathering activities:** (e.g. conducting an interview to collect information).	10	19.6	7	13.7	11	21.5	19	37.2	4	7.8
	C) **Opinion- sharing activities:** (e.g. exchanging beliefs / ideas on climate change).	7	13.7	6	11.7	8	15.6	20	39.2	10	19.6
	D) **Information-transfer activities:** (e.g. reading information about a subject and then represent it as a graph).	4	7.8	15	29.4	10	19.6	14	27.4	8	15.6
	E) **Reasoning gap: activities** (e.g. working out a teacher's timetable based on given class timetables).	5	9.8	12	23.5	13	25.4	15	29.4	6	11.7
	F) **Jig –Saw activities:** (e.g. the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole).	26	50.9	21	41.1	4	7.8	_	0	_	0
10.3	**Materials** such as newspapers, airline tickets, bus tickets, world map,etc.	23	45	21	41.1	4	7.8	3	5.8	_	0

As shown in Table 4.4, Item 1, activities like games, role-plays, group and pair works were responded by teachers. Accordingly, 21(41.1%), 15(29.4%), 13(25.4%), and 6(11.7 %) of the teachers said that they *never* use these activities while 18(35.2%), 10(19.6%), 10(19.6%), and 4(7.8%) of them *rarely* use them. Only 2(3.9%), 7(13.7%), 10(19.6%), and 14(27.4%) of the teachers *always* apply the above-mentioned activities. Thus, teachers hardly practice these activities in the classroom. The above result implies that most of the teachers are lost opportunities to teach their students vocabulary communicatively.

Concerning information gap activities in Item2, the majority of the teachers, 17(33.3 %), 19(37.2%), 20(39.2%), 14(27.4%), and 15(29.4%) responded that they *usually* used them. However, 4(7.8%), 10(19.6%), 7(13.7%), 4(7.8%), and 5(9.8%) of the teachers *never* and 8(15.6%), 7(13.7%), 6(11.7%), 15(29.4%), and 12(23.5%) of the teachers also *rarely* apply these activities in the classroom. In this item, the use of jigsaw activity was also included and no teacher reported using it on a regular (*always, usually*) basis. Therefore, it seems clear that the teachers dominantly rely on the teaching of vocabulary at a word level rather than communicatively.

In relation to the use of materials such as newspapers, airline tickets, bus tickets, world map, and etc. in the classroom, the results in Item 3 show that no teacher practically implement it in regular basis. Many teachers 23(45%), 21(41.1%) *never* and *rarely* teach vocabulary words with the help of these authentic material. This appears to imply that most teachers prefer textbook-based vocabulary teaching.

To sum up, as shown in the above accounts of the findings, teachers claimed that they were clear with on principles of communicative vocabulary teaching and how classroom instruction and activities are applied in the actual teaching learning process by using CLT. However, their theoretical knowledge about vocabulary teaching in CLT remained impractical since they seem mainly attached to presenting the vocabulary words without letting learners involve actively in classroom activities.

In an open-ended question, teachers were asked to write the major factors that hinder them from using communicative approach of teaching vocabulary. In response, most teachers stated the following main points:

- Students' knowledge, competence, performance and motivation to learn the language, especially in communicative approach are very low.
- There is lack of resource materials: sources of vocabulary learning materials like word parts and context.
- Teachers present a dictionary definition of many new words at a time for the sake of saving time to complete the portion within the limited time.
- The time given for a lesson is very limited. Hence, it is too difficult for a teacher to prepare a good communicative lesson.
- The students have low interest in learning vocabulary; teachers' use lecture method presetting new words even though they knew that word knowledge could be complex and needed usage of word in authentic context.

Table 4.5: Implementation of CLT in vocabulary instruction as viewed by students.

No.1	How often does you English teacher use the following techniques in his/her vocabulary instruction?	Never		Rarely		Some times		Usually		Always	
		No	%	No	%	No	%	No	%	No	%
1.1	**Synonyms**	_	_	62	10	154	24.9	173	28	228	36.9
1.2	**Antonyms**	_	_	52	8.4	136	22	225	36.4	204	33
1.3	**Definitions -** Asking students to restate a dictionary definition in their own words.	25	4	49	8	111	18	161	26	272	44
1.4	**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.*	253	41	136	22	123	20	86	14	19	3
1.5	**Having students create sentences that contain the new word in several different and varied sentences** – e.g. "I like chaos," can be clearly stated like this, "The scene was complete chaos-desks were turned over, paint was splashed on the floor, and the trashcan was upside down."	234	38	148	24	99	16	80	13	55	9
1.6	**Creating a scenario** – invite students to make up a story in which a new word features prominently.	315	51	136	22	49	8	55	9	62	10
1.7	**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.	358	58	148	24	43	7	68	11	_	_
1.8	**Using discussion to teach the meanings of new words-**e.g. students 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.		_	62	10	68	11	234	37.9	253	41
1.9	**The use of word parts-** (prefixes, suffixes, roots, compounds) to unlock a word's meaning; e.g. **un**comfortable [not suitable], modern**ize** [make modern], im**press**ed [full of admiration],ab**sent**-minded[forgetful]	_	_	34	5.5	74	11.9	126	20.4	383	62
1.10	**The use of context clues-** teaches to students so as to help them figure out the meanings of unknown words on their own.	19	3	31	5	68	11	148	23.9	351	56.8

The students were asked how often their English teachers use synonyms in their vocabulary learning, (Item 1). In responses, 228(36.9 %), 173 (28%) and15 (24.9%) of them said that they learn it *always, usually* and *sometimes* respectively. Only 62(10%) of the students' respondent *rarely* learn this technique. The result shows that this technique is implemented by teachers with reasonable frequency.

In item 2, which asks about the use of antonyms, almost the same figures as in the case of synonyms were obtained. To mention some of them, 204(33%), 225(36.4%), 136(22%) and 52(8.4%) of the students responded that they learn it *always, usually, sometimes* and *rarely* respectively. In other words, no one said that they *never* learn this technique. Here also the implementation of this technique seems satisfactory.

In reply to Item 3, 272(44%) of the students responded that they are *always* asked by their teacher to restate the dictionary definition of words in their own words. While 161(26%) of them *usually* practiced such an activity and 111 (18%) of them *sometimes* used it. Only 25(4%) of them are *never* exposed to the technique. From the result obtained above, most of the students were taught to use the technique of restating the dictionary meanings of new words by their teachers.

InItems1.4, 1.5 and1.6, students were asked if their teachers make them discuss the difference between new word and related words, create different sentences using the new words, create a scenario that invites learners and make up a story in which a new word features prominently. Most students 253(41 %), 234 (38%) and 315(51%) respectively reported that they are *never* made to do these by their teachers. The others 136(22%), 148(24%) and 136(22%) responded respectively that they *rarely* learn the new words through these techniques. These results clearly show that teachers do not let their students engage in productive activities such as the ones indicated above.

Item 1.7 inquired whether students are involved actively in word learning. In response 358(58%) replied that they are *never* involved actively in word learning. The others, 148(24%) *rarely*, 43(7%)*sometimes*, and 68(11%)*usually* reinstructed by their teachers. From the result, we can deduce that teachers poorly practice participating their students actively in word learning.

ConcerningItem1.8, 253(41%) of the students replied that they *always* learn through discussion to identify the meaning of new words, 234(37.9%) usually 68(11%) *sometimes* and 62(10%) *rarely* practice it. There was no student who never used a discussion. We can infer that teachers' instruction in using discussion is very high.

InItem1.9, the students were asked if they learn word parts like prefixes, suffixes, roots and compounds to unlock the word meaning. Their reply reveal that383 (62%), 126(20.4%) and 74(11.3%) of them learn it *always, usually* and *sometimes* respectively. The students' responses show that most teachers apply this technique.

Item1.10 deals with whether teachers teach their students' context clues to figure out the meanings of unknown words. The majority of the student respondents, 351(56.8%) answered that teachers *always* make them practise guessing the meaning of unknown words by using context clues. Similarly, 148(23.9%) of them *usually* and 68(11%) *sometimes* do so. From the results obtained above, we can understand that many teachers employ the use of context clues to find the meaning of unknown words.

The above three items (1.8, 1.9 and 1.10) imply that teachers were better at using the three techniques to teach vocabulary that is through discussion, word learning and in using context clues. These practices help students to learn vocabulary communicatively.

Table 4.6: Vocabulary activities in CLT

No.2	How often does your English teacher use the following activities in teaching vocabulary?	Never		Rarely		Sometimes		Usually		Always	
		F	%	F	%	F	%	F	%	F	%
2.1	Activities in the classroom include: A) **Games:**(e.g. Crossword puzzles focusing on meaning and context).	327	52.9	228	36.9	31	5	12	1.9	19	3
	B) **Role–play** :(e.g. playing roles of patient and doctor to exchange information).	315	51	210	34	46	7.4	25	4	21	3.4
	C) **Group work**: (e.g. discussing on the main idea of a reading passage in more than 2 students in a group).	136	22	194	31.4	71	11.5	123	19.9	93	15
	D) **Pair work**: using new words in dialogues.	123	19.9	99	16	191	30.9	62	10	142	23
2.2	Information gap activities: A) **Task completion activities:** (e.g. map reading to complete a task using words).	185	29.9	132	21.3	130	21	130	21	40	6.4
	B) **Information gathering activities :**(e.g. conducting an interview to collect information).	234	37.9	143	23.1	114	18.4	92	14.9	34	5.5
	C) **Opinion- sharing activities :**(e.g. Exchanging beliefs / ideas on climate change).	229	37.1	111	17.9	25	4	160	25.9	92	14.9
	D) **Information-transfer activities :**(e.g. reading information about a subject and then represents it as a graph).	253	41	142	23	68	11	105	17	49	7.9
	E) **Reasoning gap-activities:** (e.g. working out a teacher's timetable based on given class timetables).	265	42.9	210	34	59	9.5	68	11	15	2.4
	F) **Jig-Saw activities :**(e.g. the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole).	373	60.4	142	23	65	10.5	12	1.9	25	4
2.3	**Material** such as newspapers, airline tickets, bus tickets, world map,etc.	395	64	123	19.9	99	16	_	0	_	0

Item2.1 focuses on whether students are made to practise or not vocabulary learning activities like games, role plays, group activities and pair works in their classroom. In response 327(52.9%) and 315(51%) students said that they *never* practise games and role-plays respectively, while

228(36.9%) and 210(34%) students *rarely* practise using games and role-plays respectively. Only 19(3%) and 21(3.4%)of the students *always* practicse the activities. On the other hand, 136(22%) and 123(20%)of the respondents responded that they *never* practise group work and pair work, while 194(31.4%) and 99(16%)of them *rarely* practice the activities. Only 93(15%) and 142(23%) students *always* exercise and 123(20%) and 62(10%) students *usually* practise group and pair work on regular basis. From the result, we can deduce that teachers do not seem to teach these activities in the classroom regularly.

With regard to Item 2.2, information gap activities like task completion, information gathering, opinion sharing, information transfer, reasoning gap and jig saw activities, the majority of the students i.e. 185(30%), 234(38%), 229(37%), 353(41%), 265(42.9%) and 373(60.4%) replied that they *never* practiced these activities respectively in the classroom. However 40(6.4%), 34(5.5%), 92(15%), 49(7.9%) 15(2.4%) and 25(4%) of the students *always* and 130(21%), 92(15%), 160(25.9), 105(17%), 68(11%) and 12(2%) students *usually* practice these activities in the classroom. These results clearly show that teachers are not motivated to teach vocabulary communicatively.

The last Item in the above table (2.3) is in relation to the using of authentic materials such as newspapers, airline tickets, bus tickets, world maps, etc. in the classroom 395(64%)of the students said that they *never* use these materials in their classroom activities. The rest, 123(20%) and 199(16%) students use the materials on *rarely* and *sometimes* bases respectively. The students' responses show that most of the teachers do not seem to exert much effort to use these materials and help their students to learn vocabulary communicatively.

4.1.2. Observation results

As indicated in chapter 3, classroom observation was one of the methods used to collect data from the actual teaching learning encounters using checklist. The results of the observation are thus presented in this section.

The aim of the first observation was about how words are taught in reading texts. In this regard, the EFL classroom condition in Ababuna High School was found convenient to implement communicative language teaching. The lay out and the sitting arrangement was good. Learners sat on benches that had enough space for movement between and in front of learners. Most of the students sat in pairs. There was a textbook in each desk. Similarly, in Seto Semero High School EFL class observation; the classroom condition was also attractive. However, the difference observed was that most of the students were seated in-group and each student had his/her own textbook.

Lesson objectives were the second point on the observation checklist. In Seto Semero High School English lesson observation, the EFL teacher stated objective was general. i.e., "Read the article and understand the meaning of the words that are underlined words," which is not specific. It does not show the specific activities that students perform. There is no listed instructional material except textbooks. In the same manner, the observed class in Ababuna High School EFL teacher stated lesson objective was not specific. i.e. "Read a descriptive text about Ethiopian personality and find the meanings of the underlined words."

Observing an overview of the lesson was the third point on the checklist. In Ababuna High School English classroom observation, the EFL teacher did not tell the objective of the lesson to the students. There were no brainstorming activities. In The Ababuna's EFL teacher lesson began with the teacher writing the lesson topic on the blackboard, i.e., Unit-8, Reading: *A successful enterprise* page, 136. It followed by reading the instruction loudly to students. Then he ordered his students to read the passage silently and find out the meanings of the underlined new words in pairs. The students read silently and began to implement the activities. On the other hand, the only difference that Seto Semero High School EFL teacher practiced he told the students to do the activities first individually later in a group. Here teachers seemed to practise pair and group work

activities to encourage students to learn vocabulary communicatively. In addition, we did not see revision of the previous lessons. In the same fashion, the Seto Semero High School English classroom observation the EFL teacher did not practice any overview activities.

The lesson in Seto Semero High School progressed as the teacher first asked the meaning of unknown/new words. Few students raised their hands and tried to answer the meanings of a new word contextually. However, most of the answers they tried were not correct. Then, the teacher told and wrote the right contextual meanings on the blackboard. He asked again the second new word, but he could not get the correct answer from some students' trials. He answered again and wrote it on the black board. He continued answering the meanings of new words in the same manner until three words remained. The students' participation was very less. Finally, he told students to do the rest of the three words as homework and proceeded to the next lesson. Conversely, the Ababuna High School EFL teacher used dictionary meanings for most of the new words. Most of the students were passive participants. During the lesson, he defined words and explained meanings dominantly including in local languages. Lastly, he wound up the lesson without class or home take activities and then proceeded to the next lesson. From the observed classes one can understand that teachers in both schools taught vocabulary dominantly through lecture method rather than letting their students to involve communicatively,

The second observation was about the vocabulary section. Observation was made to see how vocabularies were taught to make learners use words communicatively. In this regard, the researcher observed a very good classroom condition like the first observation in both high schools. Conducive classroom condition enables students to learn vocabulary communicatively.

The second point in the observation checklist is whether or not the classroom teacher stated objective in their lesson plan. The teachers expressed the objective of the lesson in their lesson plan like the first observation in Ababuna High School. The lesson objective was not specific. It does not show specific activities i.e. "students can increase their knowledge of festival words". Conversely, the Seto Semero EFL teacher stated better specific lesson objective. i.e. "After this lesson, student can identify festival words and make his/her own sentences".

The teacher in Ababuna High School began the lesson by writing the topic on the black board"Unit-9, *Festival words*, page: 161", followed by instructing students to write the meanings of new words that are found in their textbook. After a while, the teacher asked the student whether they understood the meaning of new words or not. Few of the students tried to answer the question by giving synonyms of some of the new words. Some of the students tried to answer the meanings of the words in their mother tongue. The teacher continued defining and explaining the meanings of new words using local language. Finally, he proceeded to the lesson next to vocabulary, which was a reading the passage. On the other hand, In the Seto Semero High School EFL teacher classroom observation, the lesson was began by asking the forms and the meanings of the new words. The teacher asked his students to identify the words' categories or their parts of speech. The lesson was continued by inviting students to discuss the meanings of new words in group of four. The Seto Semero EFL teacher did not seem to be teaching the words' forms and meanings.

The lesson was progressed in Seto Semero High School EFL vocabulary lesson by asking and answering the meaning of new words between teachers and students. Some students used their mother tongue to tell the meanings of new words. Then the teacher told students to write the definition of new words from their textbook. Later, the teacher told to students' to find these words from the next reading passage and find the contextual meanings for the first three new words by their own. Finally, the teacher told contextual meanings for the given three words and gave homework for the rest of the words. On the other hand, the Ababuna EFL teacher wrote an example on the blackboard using contextual meaning of the first new word from the next passage. Later, he told to students to find the words and contextual meanings from the reading passage. The teacher tried to check and give feedback for some of the students. Then, he asked two students to tell their own answers to the class and show how they reached the answers. Finally, the teacher ended the lesson by telling the students to do the rest of the vocabularies as homework. Even if students' participation was poor, both EFL teachers' practices on teaching vocabulary through context were encouraging.

The third observation especially focused on the use of communicative activities that teachers implemented in the teaching vocabulary. As in the previews observations, the researcher did not

observe the vocabulary lesson independently.EFL teachers in both high schools presented the vocabulary lessons with the other languages kills. So, after some discussions with teachers in both high schools, agreement was reached to use full time or forty minutes for a vocabulary lesson. This implies that EFL teachers in both high schools did not give more attention to vocabulary lesson.

Like the previous observations, the researcher did not observe any new activities regarding the over view of the lesson in both high schools. However, the lesson objective was somewhat different from the previous one. The Ababuna high school EFL teacher stated his vocabulary lesson objective, as "After this lesson, the students will be able to match animal words and pictures." On the other hand, The Seto Semero EFL teacher lesson objective was stated as, "The student can identify and pronounce animal words."

The lesson began in Ababuna High school EFL teacher classroom observation was by introducing the lesson topic, unit11: Increase your word power: *Animal words: page*,193. Then, the teacher instructed the students to read the thirteen new words silently for some minutes and to look through the pictures in front of the words in the textbook. After some minutes, the teacher told students to match these words with the given pictures in pairs. Most of the students tried to do with in the given time. Similarly, the Seto Semero High School EFL teacher practice was similar with that of the Ababuna EFL teacher. However, the students matched the items individually and answered the questions orally by raising their hands.

In Seto Semero High School classroom observation, the lesson progressed by the teacher telling students to pronounce selected new words. For example, beak, trunk, hooves, etc. were the focus. Few students raised their hands and tried to pronounce the words but no one could pronounce them correctly. Then the teacher told his students to say (pronounce) the words after him. The students practised afterwards. On the contrary, the Ababuna EFL teacher gave the correct answers with explanation and definition and told students to rehearse some of the meaning of new words. Here also, some of the students were using their mother tongue. The above observation showed that the Seto Semro teacher's practice was motivated the students to learn vocabulary meaningfully. Whereas, the Ababuna's EFL teacher's practice was demotivating and traditional.

The EFL teacher finalized the lesson in Ababuna High School class observation by instructed the students to make their own sentences with the first five new words individually. Some of students tried to make their own sentences. The teacher tried to check and give feedback for some of the students. Lastly, he told them to make sentences as homework on rest of the words and ended the lesson. On the other hand, the Seto Semero EFL teacher summarized the lesson by telling his students to write the definition of new words. He wrote an example on the black board the word *claws* and wrote the dictionary meaning. At the end, he told students to write and rehearse the meanings of new words as homework and ends the lesson. The above observed lesson reveals both teachers practiced traditional way of teaching rather than communicative approach

The last observation was held in Ababuna High School EFL teacher class. In this observation, the researcher did not observe any new activities regarding classroom condition. However, the less. "Students can use some animal expressions to compare things and people". This specific objective that the teacher was stated more specific than the previous ones. i.e. objective enables the teacher to achieve the target plan that should be performed students.

He began the lesson by introducing the topic. "Animal expressions" on page 197. He told to the learners to discuss what the topic means with their peers. After some minutes, the teacher asked the discussion question. One student tried to answer the question, but he could not answer it successfully. Then the teacher gave the answer with explanation in English as well as in Amharic.

The lesson progressed as the teacher told the students to work in pairs to identify the names of the animals that are listed beginning from number one up to seven. The students discussed with their friends and told the names of the animals in their mother tongue. Additionally, the teacher asked students to discuss the meanings of the adjectives that are used for animal expressions with their peers. After minutes, no one was able to identify the meanings of new words when asked. Few students tried to answer the meanings of four new words among seven in their mother tongue. Then, the teacher gave the synonyms and antonyms of the meanings of the new words. Next, the teacher gave an example of animal expression, "as stubborn as a mule", for the first animal 'mule'. He continued with the next animal 'ox', "as strong as an ox". Then, he told the

students to match up these animals with appropriate adjectives to make similar expressions. Some students tried to do according to the example given.

The lesson ended as the teacher facilitated evaluation, and gave feedback to some of the students. Finally, the teacher gave homework to his students to write three other animal expressions and how these expressions are used to compare things and people.

Features observed in Seto Semero EFL Class

- There was a good classroom condition.
- There were no over view activities for the lesson.
- Some stated objectives were not specific to the lesson.
- Teacher used lecture method of teaching dominantly.
- Teacher used contextual meaning dominantly for most of the new words in the reading passage.
- He used a dictionary meaning to teach the meaning of new words.
- There were no classroom activities like games, roll plays that are effective in communicative language teaching.
- There was less classroom participation.
- Students used mother tongue dominantly in the lesson.
- All lessons were dependent on the textbooks.
- Almost all the time, the teacher did not teach vocabulary lessons full time (40').

Features observed in Ababuna EFL class

- There was a good classroom condition.
- There were not overview activities for the lessons.
- Teachers used lecture method most of the time.
- Teachers sometimes used synonyms, dictionary meaning and context.
- There were no games and roll plays.

- There were almost no evaluation and feedback.
- There was less students' participation.
- Lessons were only dependent on students textbook.
- Teachers did not use full time lesson (forty minutes) for vocabulary lessons.

4.2. Discussion

In this section the findings drawn from the data obtained from the teachers' and students' questionnaires along with classroom observation are compared, contrasted, triangulated and related to the literature. The purpose is to interpret the findings and relate them to the purpose of the study and to the literature review.

Looking at teachers' belief on communicative vocabulary teaching, the majority of the teachers believe that of communicative vocabulary teaching of the principles should most adhere to. However, they did not implement this belief adequately in the actual teaching learning processes as identified from the quantitative findings. This was also proved the classroom observation session.

In connection to vocabulary instruction, most of the time teachers used contextual clues to teach vocabulary communicatively. (See the findings under table 4.2). This is also proved in the students' response and confirmed to some extent in the class room observations. However, learners' involvement in meaningful instruction with the text to reach on the meanings of the new words were very limited. For example, during classroom observation, only two times the teachers connect the classroom presentation to that of classroom and home take activities to encourage practise of using the language in focus (target vocabulary) in meaningful contexts. As Richards (2006) states, in the principles of CLT, the students learn to communicate by negotiating meaning in real contexts.

Similarly, many teachers engaged their students in discussion in their teaching the meanings of new words (see findings in table4.2). This was also found in students' responses showing that teachers' instruction in using discussion is high. Such practice was also seen in the classroom observation. Students with little or no knowledge of some new words they encounter in

vocabulary lesson are often able to construct a good idea of words meaning from the bits of partial knowledge contributed by their classmates (Texas Reading initiative, 2002).

Involving students actively in word learning is one technique for teaching vocabulary communicatively. The findings from teachers' responses showed that there is reasonable involvement of students' in active word learning. However, findings from students' responses revealed that, teachers practice in the language, poorly participation. Furthermore, in the classroom observation session, active student involvement in word learning was not seen to adequate (see the explanation in subsection 4.5.7).

Instructional activities that provide students with definitional information include teaching synonyms and antonyms (Texas Reading Initiative 2002).In this regard, most teachers applied this techniques in teaching vocabulary. Students also reported at reasonable and satisfactory level in their teachers' use of these instructions technically, and this was also confirmed in the classroom observation.

Having students create sentences that contain the new word in several different and varied sentences is another technique used to teach vocabulary communicatively. The results obtained from both students' and teachers' were more or less similar. The teachers' practice of using this technique was insufficient or at low level. The classroom observation also proved that almost no practice in this regard. In a similar way, teachers did not invite their students to make up story in which a new word features prominently (creating a scenario). Here also, the findings from students' responses and classroom observation strengthen this fact. However, Texas Reading Initiative 2002 reveals that, if the students are too young for this activity, it's good to have them draw a picture story for a new word.

Richards (1976) and Nation (2001) lists the different things learners need to know about a word before we can say that they have learned it. The one important thing is what "word parts" it has (e.g., prefix, suffix and root form).In this regard, even if the findings from the teachers' response revealed that most teachers applied the technique, the students' responses and the classroom observation elucidated that teachers had less practice on using the technique.

Asking students to restate a dictionary definition in their own words can be more effective than requiring them to remember the exact definition of a word. (Texas Reading Initiative, 2002).Hence, the teachers and the students' findings showed that there was a practice on restating a dictionary definition. However, in the classroom observation session, teachers used a dictionary definition to teach the meanings of new words

To prevent students from limiting word meaning to one particular context, have them use a new word in several different and varied sentences. (Texas Reading Initiative, 2002).Most teachers said that they practised this technique. On the other hand, the students' findings contradicted this and the classroom observation confirmed that there was no such a practice in the target teachers teaching of vocabulary communicatively (see Table 4.5, Item 5).

Regarding the use of vocabulary tasks like games and role plays and information gap activities (jig-saw and reasoning gap activities) in the classroom, teachers did not give attention to these techniques as important ways for vocabulary teaching. The teachers' reply revealed that they hardly practice these activities and they rely on teaching vocabulary at word level rather than teaching it communicatively. This was also proved in students' response and again confirmed by the classroom observation (see explanation under table 4:4 and in subsection 4.4.1).
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Vocabulary should be taught by using authentic materials and activities that support learners in building their vocabulary knowledge. However, the findings from the teachers' responses showed that teachers used the textbook predominantly rather than the authentic material. This also reported by the students' response and also confirmed in the classroom observation.

Chapter Five: Summary, Conclusion and Recommendation

In this chapter summary, conclusions and recommendations are presented respectively. The summary gives details on the objectives and methodology. Second, based on the research findings conclusions are made. Finally, depending on the findings, some possible recommendations are forwarded.

5.1. Summary

EFL teachers' practice of communicative approach in teaching vocabulary among grade nine teachers of English language in Jimma Town and its surrounding was the main objective of this study. In order to achieve this objective, the following specific questions were prepared: 1.What is the belief of English language teachers about the teaching of vocabulary through communicative approach?2. How often do teachers' instructions focus on forms, meanings and uses of vocabularies in authentic context? 3. How frequently do English language teachers use activities that would give chances for students to practice the newly introduced words communicatively?4. What are the factors that affect the implementation of communicative approach in teaching vocabulary?

5.1.1. Teachers' perceptions on CLT principles

The analysis of the data shows that:

- All teachers perceived much of the principles to teach vocabulary communicatively. However, a great deal remained to be done to apply the principles into activities like games, role plays, pair works and group works that help learners use the language for problem solving communicative needs.

- Teachers were inclined to use lecture method rather than CLT approach to present vocabulary lessons.

5.1.2. Teachers' vocabulary classroom instruction

⬩ Teachers spent much of their time in presenting the meaning and form of words rather than creating an environment where learners can work out meaning and practice the language.

⬩ Teachers totally ignored teaching new words with collocations and creating sentences containing the new word in different sentences.

⬩ Teachers were being dependent on the textbook exercises, which focuses little on contextualization and authentic use of language.

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

⬩ Learners were waiting for answers from the teacher rather than guessing the new words from their context and used it for communication in and outside the class.

5.1.3. Vocabulary activities in CLT

⬩ Almost all teachers never used authentic material to introduce vocabulary activities.

⬩ Teachers' commitment in inviting learners for discussion was observed very poor.

⬩ Teachers were so dominant enough that never let learners discuss the difference between the new word and related words.

⬩ Vocabulary teaching in CLT remained impractical and teachers mainly attached to presenting the vocabulary words without letting learners involve actively in classroom activities. Even though class and homework activities were given to learners, most of them focused on the teaching of new words at word level.

⬩ Teachers did not take their role as facilitator; they rather dominated 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 EFL teachers of the targeted school are dominantly applied lecture method during vocabulary instruction and gave less opportunity for learners to practice the language through activities.

5.1.4. Factors affecting the implementation of CLT

◆ Teachers' dependency on the traditional or lecture method.

◆Teachers' presentation of dictionary definition of many new words at a time for the sake of saving time to complete the portion within the limited time.

5.2. Conclusions

Based on the findings the following conclusions are drawn:

- There were mismatches between teachers' response to the questionnaires and the actual classroom observation. Teachers claimed that they were clear with on the principles and how classroom instruction and activities are applied in the actual teaching learning process using CLT. However, the classroom observation confirmed that their theoretical knowledge remained impractical in classroom instructions and activities.

- Teachers neglected the use of classroom instructions that could encourage learners to use the language for communication.

- Teachers failed to change their theoretical knowledge into practise by using appropriate classroom instructions and activities.

- Even though authentic materials are effective ways of teaching vocabulary, teachers did not introduce them into the class.

- Teachers dependency on the traditional way of teaching and the time limitation to cover the portion were factors that affect the implementation of CLT in vocabulary teaching.

5.3. Recommendations

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

◆The research findings show that teachers' perception on the principles of communicative language teaching was very good. Thus, teachers should try to implement at least some of the communicative language teaching instructions and activities based on the students' level of understanding.

◆Department heads and administrators should follow up teachers concerning not only for coverage of units but also how well each skill is taught.

- EFL teachers should create meaningful learning opportunities in and out of the school is very important for learners to make use of the language. Department heads with the collaboration of school administrators should establish English club and declaring one day in a week as an English day   help learners to use the language in   school.
- Teachers should facilitate opportunities for learners to define and guess the   meanings of new words from their context and use these words in meaningful and authentic listening, speaking and writing activities that force learners to take care   of their own learning.

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Appendix-A

QUESTIONNARIE to be filled out by teachers

Dear teachers: I am conducting a study on the practice of teaching vocabulary through communicative approach" among grade nine English teachers. Therefore, you are kindly asked to fill out the questionnaire, honestly and carefully. The questionnaire has29 items focusing on the principles, the classroom instruction, activities and some of the factors affecting the implementation of CLT in vocabulary lessons. Please note that your answers should be based on what you really do but not based on what you wish you could have done or should have done. I like to stress 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!!

Sign_____

Part 1: Belief about vocabulary teaching

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

Note that: 5 = strongly agree, 4= Agree, 3= Neutral, 2 = disagree, 1= strongly disagree

CLT Principles

No	Belief about communicative vocabulary teaching	Scales				
		1	2	3	4	5
1	Students should be engaged in meaningful interaction during vocabulary lessons.					
2	Classroom activities that maximize communication opportunities are vitally important in vocabulary instruction.					
3	Activities in vocabulary lessons should be based on the students' communicative needs.					
4	Since Language is a vehicle for doing something, vocabulary should be taught communicatively.					
5	Small group work can benefit students better than whole class in learning vocabulary.					
6	Successful vocabulary learning involves the use of new words in meaningful in contexts.					
7	The role of the teacher in vocabulary instruction should be that of a facilitator.					

Part 2: Vocabulary Classroom Instructions in CLT

Read each statements carefully and put an "✓" under each number in the table. Note that: 5=Always 4= Usually3= Sometimes 2= Rarely 1=Never

9	How often do you use the following techniques in your vocabulary instruction?	Scales				
		1	2	3	4	5
9.1	**synonyms**					
9.2	**antonyms**					
9.3	**Rewrite definitions-** Asking students to restate a dictionary definition in their own words.					
9.4	**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.*					
9.5	**Have students create sentences that contain the new word in several different and varied sentences** – e.g. "I like chaos," can be clearly stated like this, "The scene was complete chaos-desks were turned over, paint was splashed on the floor, and the trashcan was upside down."					
9.6	**Creating a scenario** – invite students to make up a story in which a new Word features prominently.					
9.7	**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.					
9.8	**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 to guess the place.					
9.9	**The use of word parts-** (prefixes, suffixes, roots, compounds)to unlock a word's meaning; e.g. **un**comfortable [not suitable],moder**nize** [make modern], im**press**ed [full of admiration],absent-minded[forgetful]					
9.10	**The use of context clues-** teaches to students so as to help them figure out the meanings of unknown words on their own					

10. When you teach vocabulary, to which one of the following technique you give priority most of the time? Rank each option by putting **1** for the most important to **6** the list important.

  A) definition 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 ( )

Part 3: Vocabulary Activities in CLT

Read each statements carefully and put an " ✔ " mark under each number in the table. Note that:5=Always 4= Usually 3= Sometimes 2= Rarely 1=Never

22	**Vocabulary Activities in CLT**	Scales				
		1	2	3	4	5
22.1	Activities in the classroom include: A) Games: (e.g.) Crossword puzzles focusing on meaning and context.					
	B) Role–play :(e.g.) playing roles of patient and doctor to exchange information.					
	C)Group work: (e.g.) discussing on the main idea of a Reading passage in more than 2 students in a group.					
	D) Pair work: using new words in dialogues.					
22.2	Information gap activities: A) Task completion activities (e.g.), map reading to complete a task using words.					
	B)Information gathering activities (e.g.), conducting an Interview to collect information.					
	C)Opinion- sharing activities (e.g.), exchanging beliefs / Ideas on climate change.					
	D) Information-transfer activities (e.g.), reading information about a subject and then represent it as a graph.					
	E) Reasoning gap - activities (e.g.), working out a teacher's timetable based on given class timetables.					
	F) Jig –Saw activities (e.g.), the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole.					
22.3	Authentic materials such as newspapers, airline tickets, bus tickets, world map,etc.					

24. What are the major factors that hinder you from using communicative approach in teaching vocabulary? List them in their order of importance (from the most to the least important.)

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_____

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Appendix B

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YUNIVARSITII JIMMAA

KOLLEEJII SAAYINSII HAWAASAAFI HUMANITII

MUUMMEE AFAAN INGILIZIIFI OGBARRUU

SAGANTAA BARNOOTAA DIGRIIN BOODAA

</div>

Bargaaffii barattootaan guutamu

Kabajamtoota barattootaa,

Kaayyoon bargaaffii kanaa manneen barnootaa magaalaa Jimmaafi naannawaa isii keessatti argaman jechoota Afaan Ingilizii mala waliigaluutiin afaan barsiisuutiin (communicative language teaching) barsiisonni Afaan Ingilizii haala/akkaataa maaliitiin akka barsiisaa jiran raga sassaabbachuudha. Mana barumsaa kana keessaa bargaaffii kana ati akka guuttuuf filatamteetta. Ragaan argamu galma ga'iinsaqu'annichaatiif baay'ee barbaachisaa dha.Kanaaf, himoota gabatee armaan gadii keessatti kennaman fuulduratti sadarkaa madaallii knname keessaa filachuun sirriitti akka naa guuttu nin gaafadha. Ragaan barataan kenne kamuu kan iccitiin qabamu yoota'u, bu'aan isaa barnoota qofaaf tajaajila. Bargaafficha guutuuf fedhii qabaachuu keetiif iddoo kanaa gadii irratti mallattoo kaa'i.

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Mallattoo _____

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Kanneen bargaaffii kana guutan hundaa atooma naaf godhaniif durseen galateeffadha.

Qajeelfama:

1. Maqaa barreessuun hinbarbaachisu

2. Deebiin gaaffii tokkoof kennamu tokko qofa.

3. Qabxiin ifa hintaane yoo jiraate nama bargaafficha guuchisiisu gaafadhu.

Odeeffannoo haala nama guutuu

Kutaa _____

Daree _____

Saala _____

Kutaa tokko: Jechoota (vocabulary) mala barsiisuu waliigaluutiin baruu barsiisuu daree keessaa, akkataa deebisuu.

Kanneen kanaa gadiitti tarreeffaman maloota barsiisuu 21 (techniques) jechootaa (vocabulary) ti.Himoota kunneen qalbifannaan erga dubbisteen booda saanduuqa fuuldura isaa kessaatti mallattoo " ✓" gochuun deebisi.

Xuwaara (hint):- 5= yeroohunda 4= yeroobaay'ee 3= yerootokkotokko 2= darbeedarbee 1= tasuma

1	**Barsiisaan Afaan Ingilizii keetii yeroo jechoota haaraa barsiisu/tu mala barsiisuu kanaa gadii hangam barsiisa/ti**	Sadarkaamadaallii				
		1	2	3	4	5
1.1	**Jechoota hiikaa walfakkaataa** (synonym) qabanitti fayyadamuun jecha haaraa barsiisa/ti.					
1.2	**Jechoota hiikaa faallaa** (antonym) qabanitti fayyadamuun jecha haaraa barsiisa					
1.3	**Hiikaa kuusaa** (dictionary definition) jecha haaraa jecha mataa keenyaa fayyadamnee akkabarreessinu/akka kenninu gaafachuun barsiisa/ti.					
1.4	Garaagarummaa jecha haaraafi jechoota hiikaan baay'ee itti siqanii waliin akka maryannu taasisuun barsiisa/ti. (Fkn. Journey, 'trip, or voyage)					
1.5	Jecha haaraa karaa addaa ddaatiin hima akka ittiin ijaaran taasisuun barsiisa/ti					
1.6	Jechicha haraa irra deddeebiin fayyadamuun seenaa /story/ akka ittiin barreeffamu gochuun barsiisa/ti.					
1.7	Bifa barattoota dammaqinaan hirmaachisuu danda'uun jechoo taakka barannu taasisa/ti. (Fkn. Garaagarummaafi tokkommaa qabiyyee jechaa dubisa lamaa (texts) barattoonni akka dubbatan gochuun barsiisa/ti.					
1.8	Barattoonni gareen ta'anii jechicha haaraa irratti akka mar'atuunuufi baratanu gochuun barsiisa/ti. (Fkn. Barattoonni afur gareen tokko ta'anii isaan keessaa tokkoo waa'ee iddoo/gamoo tokkoo yeroo dubbatu isaan hafan sadan immoo waa'ee wantoota gamocha keessa jiranii dubbatu.)					
1.9	Qaamota jechichaa/maxxantoota (maxxantoota duraafi boodaa)ttifayyadamuu nhiikaa jechichaa ibsuun barsiisaa/ti. Fkn. /uncomfortable/ {not suitable}, modernize {make modern}					
1.10	Galumsa jechootaa (context) fayyadamuun barattoonni hiikaa isaa akka hubatan gochuun barsiisa/ti					

Kutaa lama: Jechoota (vocabulary) gilgaalota (activities) mala barsiisuu waliigaluutiin.

Qajeelfama lama:

Himoota gabatee armaan gadii keessatti argaman qalbiffannaan dubisiitii lakkoofsa fuuldura isaa jiru jalatt imallattoo "✓" gochuun deebisi.

Xuwaara (hint):- 5= yeroohunda 4= yeroobaay'ee 3= yerootokkotokko 2= darbeedarbee 1= tasuma

2	**Barumsa jechaa (vocabulary) tiin barsiisaan keekanneen itti aananii jiran daree keessatti hangam itti fayyadamee / gargaaramee/tee barsiisaa/ti.**	Sadarkaamadaallii				
		1	2	3	4	5
2.1	Hoji idaree kennuun:-					
	A. **Tapha jechootaa** (fkn. Gabatee jechootaa, hibboo fayyadamuun);					
	B. **Role Play**: (fkn. Akka doktoraafi dhukkubsataa, akka nama gurguruufi bituu, akka shofeeraafii malaata'aniihojjachuu)					
	C. **Hojii Garee**: (fkn. Yaada Ijoo dubbisaa (passage) fi jechoo taijoo qabiyyechaa mariisisuudhaan					
	D. **Hojii cimdii**: (fkn. Nama Lama ta'anii jecha haaraa haasaa ykn dubbi ikeessatti akkafa yyadaman taasisuun)					
2.2	Hojii jechootaa hir'ataniifi gaalee guutuu					
	E. **Hojii gilgaala xumuruu**: (fkn. Kaartaa iddoo/biyyaa dubbisuun gilgaalicha keessatti jechoota sirrii guutuu (barreessuu).					
	F. **Hojii ragaa sassaabuu**: (fkn. Jechoota haaraa irrattixiyyeeffachuudhaan gaaffiifi deebii taasisuun barattootarraa ragaa sassaabuu					
	G. **Hojii yaada barattoota birootiif qooduu**: (ejjennoo, amantaa ykn yaada waa'ee waan tokkoo qabnu irratti jechoo tamuraasatti fayyadamuun barattoota biroo waliin yaada waljijjiirsisuun hojjachiisuu)					
	H. **Hojii ragaa/beekumsa dabarsuu**: (raga dubbisa tokko dubbisuun argame tokko fakkiidhaan agarsiisuu /bakka buusuu, jijjiiruu yookaan immoo, suuraa fakkii/kaartuunii/ tokko erga ilaalameen booda jechoota haaraa fayyadamuun ibsuu ykn dubbachuu)					
	I. **Hoji ifilannoolee sababa qabeessa ta'an kennuu**: (fkn. Sagantaa barnoota daree tokkoof qophaa'e fayyadamuun sagantaa barsiisaa tokkoo addabaasanii qopheessuun)					
	J. Himoota adda adda bahan ykn dubbisa irra deebi'anii tokko taasisuun hojjachuu/barsiisuu (fkn. Barattoota gareen gareen qooduuniifi gareen hunduu jechoota/himoota mata mataa isaanii kennuun akka hojjatan erga gochamee booda gareeleen hundi walitti dhufanii hojii tokko taasisanii akka hojjatan gochuun)					
2.3	Galaalchota, tikkeettota (baankii, atoobusii, daandiiqilleensaa, kaartaaaddunyaa, ardiileekkf) fayyadamuun jechoota barsiisa/ti					

Appendix C

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ማ ብዩቨርሲቲ

ባማህበራዊ ሳብኅስ ሒብዖፃንቲቲስ ኮሌ

ባታህረ ምረቃ ፔምህርቴ ክፀል

ባˆት ሊዘቾ ቁትቂ ˆ ስቱኽዑዎፔ/ክፀል

</div>

በተማሪዎኖ ባሚሞላ መን ቨቅ
ውታ ተማሪዎኖ፤

ባዚህ መን ቨቅ አላማ በ ማ ጸተማ አካባቢ.ውባሉ ፔ/ቤ ኖ ባˆት ሊዘቾ መምህራት በመ ባቢቨ ቁትቁት ባማስተማግ ስቱዘቲ ባˆት ሊዘቾቃላፔጎ(vocabulary) በምˆት ሁˆቷq ˆትዞሚቨስተምሩ መረ መሰብሰብ ጎው:: ጸዚህ ፔ/ቤፔ አትተ/ፐ ቨህትት መን ቨቅ ˆትታፔሞላ/ቨ ተመርኖ ሀል/ሻል:: ባሚ ገፁ መረ ለጎ ቱ ስጄqማቶ ወሳፖ ጎው::ስለዚህ ˆቨት ትቱ ተማሪ ጸ ት ጸተሰኖ-ፔ መመዘቾ ተረ በመምረኖ በፔክክል ˆት ꞉መልስልፖ ˆን ቨቃለሁ:: ተማሪው ባሚሰኖው ማትቾውም መረ በሚስኖ ር ባሚባዝ ሲሆት አ ል ሎ-ቱም ለፔምህርፔ ምርምር ꞉ ˑ ቨ ብኖ ጎው::

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ዋርማ------------------------

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ˑቨህት መን ቨቅ ለሚሞሉ ሁሉ ለሚቨተር ꞉ልፖ ፔብብር ምስ ቨት በቅታሚቨ አቀርባለሁ::

ማስqወሽ
1. ስምመˑኝ.ዎ አቨስወል ꞉ም
2. ለአትታ ኖ ቨቁ ባሚስኖ መልስ አትታ ብኖ ጎው
3. ልኽ ቨልሆጎልህ /ሽ ትዥ ብ ካለ 0 ርም ባሚቨስዋላውት መምህር ኖ ቨቅ/ቂ

ክፀል አትታ:-መን ቨቁት ባሚሞላ ተማሪ ባ ል መረ

ሴክሸት ------------- ተ.ቁ--------------
ኖq ----------------- ˆ ታሜ-----------

ክፍል አትታ፣-ቃላቶት (Vocabulary) በመ ባቢሽ ባማስተማር ስት ዘቲ በክፍል ውስነ ማስተማር

<u>ባአመላለስ መት ታ</u>

ጸዚህ በq ኚ ባተዘረዘሩቴ 21 ቃላቴ (Vocabulary) ባማስተማሪሽ ዘቲ ዎኚ(Techniques) ው፡፡አረዎተ ትሮኚት በነ ትቃቁ ካሽበብክ/ሽ በ|F በአረዎተ ትሩ አቅኃ በተሰነ ው ሳነ ት ውስነ ሽህትት ምልክቴ "✓" በማታረ መልስ/ሽ

ማስqወሽ (Hint)5 =ሁል ዘ 4=አብዛቹውት ዘ3= አት ጎታ ዘ 2= አል0 አል0 1= በ ራሽ

1	ባ^ት ሊዘቾ መምህርሁ /ሽ አ ስ ቃላቴት ሲሽስተኖር /ስqስትምር ባሚጸተሉቴት ስቴ ዘቲዎኚጧምት ሽሀል ሁ፡ጓ ሽስተምራል/ለኚ (ሽነ ቀማል/ለኚ)፡፡	ባመመዘዦ ተረ				
1.1	ለአ ሱ ቃል ተመሣሣዪሽ ቴር ዎም (synonym) ሽላ ው፡ት ቃላቴ በመነ ቀም ሽስተምራል/ለኚ፡፡	1	2	3	4	5
1.2	ለአ ሱ ቃል ተቃራኚ ቴር ዎም (antonym) ሽላ ው፡ት ቃላቴ በመነ ቀም ሽስተምራል/ለኚ፡፡					
1.3	ባአ ሱ፡ት ቃል ባመዝ በ ቃላቴት ቴር ዎም (definition) በራሳኚት አባባል /ቃል ^ትጎትቿዎ / ^ትጎኮስነ በመነ ባቅ ሽስተምራል/ለኚ፡፡					
1.4	አ ሱ፡ት ቃል በጎም ጸሚመሳሰሉቴ ቃላቴ ር ሽለው፡ት ልብዥቴ ^ትጎሽወሽብ በማታረ ሽስተምራል/ለኚ/ለምሳሌ፡- (e.g journey,trip or voyage)					
1.5	ተማሪዎኚ አ ሱ፡ት ቃል በተለሽባ መት ታ 0ረዎተ ትር ^ት ሰሩበቴ በማታረ ሽስተምራል/ለኚ፡፡					
1.6	አ ሱ፡ት ቃል በተተ ሚ በመነ ቀም story(ቴረካ) ^ት ኮዊበቴ በመነ ባቅ ሽስተምራል/ለኚ፡፡					
1.7	ተማሪዎኚት በትቃቴ አሳqዋ በሚሽተር ሁ፡ጓ ቃላቴት ^ትጎትማር ሽተር ል/ለኚ፡፡					
1.8	ተማሪዎኚ በቡታት ሆኸው አ ሱ፡ት ቃል ^ት ጋሩ በማታረ ሽስተምራሉ፡፡ ለምሳሌ አትታ ተማሪ በአትታ 0q /ህችኺ.ውስነ ባሚ ጎፈ ሶስቴ ቃላቴ ሲ ር ሌ፡ርኚ ባቡታት አበላቴ 0qው /ህችዀው ምት ^ትዘሀት፡ብ ራሉ፡፡					
1.9	ባቃሉት አካላቴ /ቅነ ሽዎኚ (ቅታመ ^ ታህረ ቅነ ሽ) በመነ ቀም ባቃሉት ቴር ዎም በማብራራቴ ሽስተምራል/ለኚ፡፡ምሳሌ፡-/**un**comfortable/ [not suitable], moder**nize** [make modern]					
1.10	ባቃላቴት አ ባብ (context) በመነ ቀም ተማሪዎኚ ቴር መ፡ት ^ት ረቱ በማታረ ሽስተምራል/ለኚ፡፡					

ክፍልሁለፒ፦ቃላፒት (Vocabulary) በመ ቢሽ ባማስተማር ስትዘቲ መልመ ዎና(activities) መመሪሽ ሁለፒ

0.ትሮኛት በነ ትቃቄ አትበበህ/ሽ በአረዎት ትሩ አቅጎ ጸስትነ ረገቢ ውስነ ባሉፒ ቁነ ሮኖ ስር ሽሀት ምልክፒ "✓" በማታረ መልስ/ሺ::

ማስq ወሽ/**Hint/**:5= ሁል ዜ 4= አበዛቸውት ዜ3= አት ትታ ዜ 2= አል0 አል0 1= በ ራሽ

2	በቃላፒ (vocabulary) ክዎስ ዜ መምህርሁ /ሽ ባሚጸተሉፒት በምት ሽሀል መነ ት በመነ ቀዎ ሽስተምራል /ለኖ	ባመመዘዥ ተሪ				
2.1	ባክዎል ስራ በመስነ ፒ	1	2	3	4	5
	ሀ. ባቃላፒ ወq :-(ለምሣሌ ባቃላፒ ስትነ ረቀ : ˆትቆቅልሽ በመነ ቀም)::.					
	ለ.**Rollplay**:-(አትታ ሌላ ሰው ለምሳሌ ክተር /በሽተቾ : ባለ ሱቅ / ቅ : ሹወር / ተሳዌሪ ሀ መስራፒ					
	ሐ. ባቡታት ስራ፤- (ለምሳሌ፤ ባታባብ (passage)ዎቾ ሀዝብ በማወሽባፒ					
	መ. ባነ ትታ ስራ:-(ለሁለፒ ሀ ቃላቱት በት C በነ ቀም					
2.2	ባ ተሉቃላፒ : ሀረ : ዓረዎት ትሮኛት በማማላፒመስራፒ					
	ሠ. መልመ ት ባመ ረስ ስራ:-(ለምሳሌ ባ0q /አ R ካርq በማጀበብ ፒክክስሾ ቃላፒት በመልመ ው ውስነ መኘዎ (መሙላፒ)					
	ረ መረ ት ባመሰብሰቡ ስራ:- (ቃለ መነ ብቅ በማታረ መረ ት ጸተማሪዎኛ መሰብሰብ)					
	ሲ. ሐሳብት ለሌሎኦኖ ተማሪዎኛ ባማካወል ሥራ፤-(ስለ አትታ ትC ሽለትት አቋም : ˆምጕፒ፣ሐሳብ ጸሌሎኦ C በመለዋወነ መስራፒ					
	ሺ. መረ / ˆውቀፒት ባማስተላለዎ ስራ፤- (አትታት ኽuዎ አትበበ ባተ ገፉ መረ በስˆል ማሳባፒ/ መተካፒ: መቀባር					
	ቀ.ምጕሽqዊ አማራ ኖት ባመስነ ፒ ስራ- ለአትታ ክዎል ጸተዝ ባፒምሀርፒ ዞ C ራም ባአትታት መምህር ዞ C ራም ለብ ማዘ ፒ					
	በ. ባተጸዋወል ትC ˆትት አትታ ወነ በማታረ መስራፒ፦- (ምሳሌ:- ተማሪዎኛት በ ሩዕ በመጸዋወል ˆ ታርሻ ውት በመስራፒ ጸሌሎኛ ርዞኖ C በማ ገቤ በ ራ አትታ ወነ ስራ መስራፒ)					
2.3	ዜ ኖት : ፒጄ ኖት (ባባጕክ :ባአው ብስ: ባአባር መት ታ ካርq ዎናት (ባአለም: ባአህ ራፒት : ወዘተ...በመነ ቀዎ ቃላፒት ሽስተምራሉ::					

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Appendix D

Classroom Observation Checklist

School _____Teacher's code No _____

Date 1_____ Date 2_____ Date 3_____ Total class sessions observed_____

lesson topic_____

Time_____ No of students_____

1. Classroom condition:

_____
_____
_____

2. Lesson objectives (if included in the textbook or mentioned by the teacher):

_____
_____
_____
_____

3. Overview of the lesson:

_____
_____
_____

4. Beginning of the lesson:
  a. Teacher's activities

_____
_____
_____

  b. Students' activities

_____
_____
_____

  c. Points to note

_____
_____
_____

5. Lesson progress:

   a. Teacher's activity

_____

_____

_____

   b. Students' activities

_____

_____

_____

   c. Points to note

_____

_____

_____

6. End of the lesson:

   a. Major activities accomplished

_____

_____

_____

   b. Homework or assignment type

_____

_____

_____

   c. Points to note

_____

_____

_____