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## VOCABULARY TEACHING STRATEGIES PRACTICES BY ENGLISH LANGUAGE TEACHERS: THE CASE OF PREPARATORY SCHOOLS IN JIMMA TOWN

### BY
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**A Thesis Research Submitted to Department of English Language and Literature in Partial Fulfillment of the Requirements for Master of Arts in Teaching English as Foreign Language (TEFL)**

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**Declaration, Confirmation, Approval and Evaluation**

**Research Title: Vocabulary Teaching Strategies Practices by English Language Teachers: The Case of Preparatory Schools in Jimma Town**

## Declaration

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

_____ __        _____              _____

   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

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# ABSTRACT

*The main objective of this study was to investigate vocabulary teaching strategies practices by EFL teachers at preparatory schools. Descriptive research design was utilized to describe to what extent do EFL teachers actually use the acknowledged vocabulary teaching strategies. The study was intended to answer four research questions using the following specific objectives: to look into the extent that EFL teachers practice the known vocabulary teaching strategies, to identify the challenges that teachers encounter while teaching vocabulary, to assess the vocabulary teaching strategies often practices by EFL teachers and the teachers' pedagogical beliefs about practicing vocabulary teaching strategies. Participants of the study were 10 EFL teachers and 1O5 preparatory school grade eleven and twelve students. The instruments used to collect data were observations, questionnaire, interview, and document analysis. The overall findings of the study revealed that EFL teachers claimed to utilize different types of acknowledged vocabulary teaching strategies. For instance, using exemplary phrases, using context clues, using word maps, using morphological word formations, using appropriate grammatical forms with multiple exposures of concepts. However, their practical implementation in real EFL classroom observation showed that EFL teachers did not adequately practice the acknowledged vocabulary teaching strategies. As a result, it is strongly recommended that EFL teachers should pay due consideration to practice the basic vocabulary teaching strategies so that students might improve their use of vocabulary in everyday communication. Furthermore, authentic materials and tasks that invite meaningful language use should be included. Moreover, teachers should implement various vocabulary teaching tasks in vocabulary lessons.*

# CHAPTER ONE

# 1.0 INTRODUCTION

This chapter presents an overall introduction to the study. First, an attempt was made to introduce the background of the study, Second, statement of the problem was identified, and then the objectives of the study as well as the research questions were stated. Finally, significance, delimitation, limitations as well as operational definitions of key terms were discussed.

## 1.1. Background of the Study

Vocabulary means all of the set of familiar words within a particular language. Vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. A word can be described as a combination of sounds, or its representation in writing or printing that symbolizes and communicates a meaning (Advanced Learner's Dictionary, 2002). Furthermore, David Crystal (2003) says "A word is the smallest unit of grammar that can stand alone as a complete utterance, separated by spaces in written language and potentially by pauses in speech." Vocabulary knowledge is something that expands and deepens over the course of time. Thus, to master a vocabulary means not only to learn its meaning but also to learn its register, association, collocation, concept and referents, grammatical behavior, written form, spoken form and frequency (Schmitt, 2000, Celce-Murcia, 2001 & Stahl, 2005). Nation (2001) also describes the relationship between vocabulary knowledge and language use as complementary: Knowledge of vocabulary enables language use and conversely, language use leads to an increase in vocabulary knowledge to achieve adequate understanding in listening or reading or producing ideas successfully in speaking and writing.

Vocabulary teaching is an essential part in English language teaching because the meanings of unfamiliar words are emphasized; since words play an important role in expressing our ideas to

others during the act of communication (Hedge & Read, 2000). It is also the basis for the development of all the other language skills: reading, listening, speaking, writing, spelling and pronunciation. Furthermore, it is the main tool for the students in their attempt to use the language effectively. When confronted with a native English speaker, when watching a movie without subtitle or when listening a favorite English song, when reading a text or when writing a letter to a friend, students will always need to operate with words. Thornbury (2002)confirms the above idea. He says:

> *If language learners spend most of their time studying grammar, their English will not improve very much. Learners will see most improvement if they learn more words and expressions. They can say very little with grammar, but they can say almost anything with words!'' This point reflects that it is almost impossible to learn a language without words; even communication between human being is impossible without the mediation of word knowledge. (P. 13).*

Therefore, vocabulary knowledge of a language is an essential in order to understand or convey message in communication and succeed in one's learning. Zhihong (2000) states that vocabulary is vital to guarantee communication between and among people. It is the basic unit of language form. Without a sufficient vocabulary, one cannot communicate effectively or express feelings, concepts, emotions, and ideas.

Based on the researcher's experience as English language teacher for two years in a University, he has no hesitation in understanding the importance of vocabulary teaching strategies. As Meara (1980) pointed that language learners encounter considerable deficiencies with vocabulary even when they upgrade from an initial stage of acquiring a second language to a much more advanced level. Language practitioners also have reached a favorable degree of consensus regarding the importance of vocabulary teaching strategies. Furthermore, the findings in Macaro's survey (2003) showed that secondary school EFL teachers view vocabulary as a topic most need research to shed light on to develop the process of teaching in EFL classrooms. Therefore, it may be claimed that the role of implementing vocabulary teaching strategies in EFL teaching is necessarily recognized and implications for teaching substantial research are in great demand.

For many years, vocabulary teaching strategies have been the victim of discrimination by several scholars who claimed that the structure of phrases, sentences, and language are more significant issue in the language development process (Meara, 1980; 1984 & Carter, 1988). As a result, vocabulary teaching has not received favorable attention in English language teaching contexts. Because of the effect of structuralism and the Chomsky's School of linguistics, which did not consider vocabulary as an area to focus on, then the issue of vocabulary remained the least studied aspect of language as a whole (Carter and McCarthy, 1988).

After many decades of being neglect, methodologists and linguists have increasingly been changing their attention to vocabulary and stressing on its importance in language teaching and reassessing some of the ways/ strategies in which it is taught (Read, 2000; Decaricco, 2001; Barcroft, 2004). Moreover, lexical competence is currently acknowledged to be a core component of communicative competence by many vocabulary specialists, which provides much of the basis for how well learners speak, listen, read and write (Coady & Huckin, 1997; Richards & Renandya, 2002). The movement toward effective methodologies for teaching vocabulary, hence, has emerged and researchers and language teachers have also suggested many strategies and techniques for vocabulary learning, which are dependent on the efforts of each learner (Cohen & Macaro, 2007; Mizumoto & Takeuchi, 2009). The focus turned from the Direct Method and Audiolingualism to the Communicative Approach which emphasized on the importance of teaching vocabulary in language teaching and learning (Read, 2000; Decaricco, 2001; Barcroft, 2004). Students were exposed to diverse vocabulary and speaking activities. Many words began being introduced during such courses and students were encouraged to express themselves as much as possible.

 MoE (2001) states that the secondary school second-cycle is a preparatory level leading students to higher education and the world of work. To this effect, additional subjects that are prerequisites for areas of specialization are included. At this level, English language vocabulary has a great role to play as students prepare themselves for the tertiary level of education. However, these days, most EFL learners at preparatory schools in Ethiopia frequently complain teachers for their being deficient regarding their vocabulary teaching knowledge and competence. The inadequacy of the teachers' vocabulary teaching strategies  might result from their Vocabulary teaching strategy use. According to Fan (2003),  having a limited knowledge of

vocabulary teaching strategy is a barrier that prevents learners from learning a foreign language. Therefore, students must be acquainted with vocabulary learning strategies if they are required to acquire the essential vocabulary knowledge and its appropriate utilization in communication. However, it is likely to say that teachers themselves are less equipped with the potential skills to use various acknowledged vocabulary teaching strategies.

As a result, the school of education system appears to have a limited effect at preparatory school in Jimma Town on students' Vocabulary knowledge. Therefore, these observation and personal experience have further motivated the researcher to explore vocabulary teaching strategies practiced by EFL teachers in preparatory schools in Jimma Town. Thus, taking into account the situations discussed above, it is indispensable to investigate different types of acknowledged vocabulary teaching strategies and classroom practices of teaching vocabulary by EFL teachers to address the research problems and finally provide possible solutions to what extent acknowledged vocabulary teaching strategies should be practiced in EFL Classrooms.

## 1.2. Statement of the Problem

Vocabulary is one of the most important ingredients of language teaching that makes it very plausible to acquire the most frequently occurring words in a language to be able to communicate in that language (Nunan, 1999). However, vocabulary teaching has not been received considerable attention, and most language teachers have not fully recognized the great communicative advantage in developing an extensive vocabulary. Additionally, learners can adopt a number of strategies for coping with new vocabulary, but no all learners are equally good at maximizing their strategic vocabulary resources (McCarthy, 1990). Vocabulary often seems to be the least studied for of all the aspects of learning a foreign language, such as listening, speaking, reading, writing, grammar, or even pronunciation. Many scholars (e.g. Carter & McCarthy, 1988, Read, 2000) specifically highlight the neglect of vocabulary studies. The teaching of vocabulary has never initiated the same degree of interest within language teaching as grammar, reading, speaking, listening, writing, phonology or discourse analysis which has received considerable attention from scholars and teachers.

However, the importance of vocabulary was not completely ignored in the process of language teaching pedagogy. Nowadays, the importance of teaching vocabulary seems to be increasing in

the present practice of language teaching as it is recognized by many scholars and practitioners (e.g. Long & Richards, 1998; Schmitt, 2000; Thornbury, 2002).They recognize it as vocabulary knowledge is necessary in order to read, write, speak and listen (Hedge,2000: 110). They also recognize that many of learners' deficiencies result from an inadequate vocabulary, and even when they are at higher levels of language competence and performance, they still feel in need of learning vocabulary (Laufer, 1986 & Nation, 1990). The crucial importance of vocabulary teaching paid due attention during the popularity of the Communicative Language Teaching. Hence, to develop competency in communication skills, it was mandatory to gain mastery of vocabulary knowledge of the language.

Talking about the importance of vocabulary, the linguist David Wilkins argues that:"without grammar little can be conveyed, without vocabulary nothing can be conveyed." In fact, people need to use words in order to express themselves in any language. Most learners, too, acknowledge the importance of vocabulary acquisition. Learners are usually consider speaking and writing tasks exhausting because they keep on using the same expressions and their conversation is abruptly interrupted due to missing words. Some  other learners are confronted with the problem of forgetting the words immediately after the teacher has elicited their meaning and this is  a cause of the lack of adequate vocabulary (Ibid, 1982: 5).

Allen (1983: 5) also emphasizes that "lexical problems frequently interfere with communication; communication breaks down when people do not use the right words". This concept clearly indicated that insufficient vocabulary or vocabulary deficiencies will result in communication flaws. This means that learners with vocabulary deficiencies could not interact well in language classrooms as well as other subject areas with their peers and instructors during the course delivery. Even if they have questions, suggestions or comments they could not raise their hands in classrooms since they have not enough vocabulary knowledge.

Although there are a few local research works on vocabulary teaching strategy in the present Ethiopian context, to the best of the researcher's knowledge, studies dealing with language teachers' classroom instructional implementation of different vocabulary teaching strategies in Ethiopian preparatory schools in general and in Jimma town in particular are less than what  is needed in extent.

The researcher knows some of them have been conducted research on vocabulary teaching strategies. For instance, Studies by Dessie (1988), Alemu (1994), Minda(2003), and Miressa (2006) indicate that the implemented vocabulary teaching strategies in Ethiopian preparatory schools have several drawbacks. Among the drawbacks are the lack of attention given to vocabulary teaching strategies and the deficiencies related with strategies utilized in vocabulary teaching strategies are given as follows.

Dessie (1988) conducted a study on "Evaluation of the Effectiveness of Modern Vocabulary Teaching Methods and the Extent to which these are implemented on freshman English classes at Addis Ababa University"; he found out that the implemented vocabulary teaching strategies did not engage learners in meaningful learning activities. Consequently, he argues, students could not learn as much as they should have learnt. He added that most of the drop-out problems of freshman students at Addis Ababa University are related to poor vocabulary knowledge, which leads to poor performance in other school subjects.

Concerning the effectiveness of the vocabulary teaching and learning techniques used in secondary schools, Alemu (1994: 46) found out that the most frequently used vocabulary teaching strategies in high schools are techniques that often test learners' achievements of vocabulary learning rather than techniques that enable learners to use every opportunity of vocabulary expansion. The study conducted by Miressa (2006) at Kellem high school on vocabulary teaching strategies reveals that vocabulary teaching strategies used by teachers in that schemes did not sufficient enough to enhance students' vocabulary learning in EFL classroom.

Furthermore, a study conducted by Minda (2003) on the effectiveness of current vocabulary teaching techniques used in the schemes reveals that the attention given to vocabulary is low as compared to other features of language skills of listening, speaking, reading, and writing. These pieces of evidences are indicators of how EFL teachers implement vocabulary in the current Ethiopian schools at preparatory level and what place vocabulary teaching strategies have among EFL teachers in the teaching of English language vocabulary in actual classroom.

Although the above local researchers attempted to look into vocabulary teaching and learning at various levels, informal discussions and personal observations attest that teachers still exhibit potential deficiencies with regard to knowledge and utilization of vocabulary teaching strategies

in EFL classrooms. In this regard, none of the above researchers specifically attempted to look into the extent to which English language teachers practice different strategies in vocabulary teaching in preparatory schools in Jimma Town. Based on the researcher's experience so far and the local research mentioned above, it can be deduced that the practice of vocabulary teaching strategies has not been addressed adequately. In this study, the researcher would conduct a research on exploring the practice of vocabulary teaching strategies employed by EFL teachers in preparatory schools in Jimma Town.

So far as the researcher's teaching experience for two years in a university is concerned, the prevalence of university students' deficiencies in English language proficiency may stem from teachers' lack of sufficient knowledge in vocabulary teaching and use of vocabulary techniques when learners were at preparatory school level, and learners' lack of adequate understanding in vocabulary learning and use of vocabulary strategies in EFL classroom. Therefore, the researcher personally motivated to conduct the present study to fill this gap by exploring teachers' knowledge, experiences, investigating pedagogical beliefs and preferences on the implementation of the acknowledged vocabulary teaching techniques practiced with particular reference to EFL teachers in preparatory schools in Jimma Town.

The present study basically differs from its predecessors and intends to fill the gap in vocabulary teaching strategies in the following ways. Firstly, it attempts to explore teachers' knowledge on vocabulary teaching strategies, and it investigates pedagogical beliefs and preferences of vocabulary teaching strategies practices by EFL teachers, and to examine the extent to which they utilize the acknowledged vocabulary teaching strategies. Secondly, the research settings of the current study basically differ in terms of research participants, grade level, scope, etc. Thirdly, the researcher attempted to employ document analysis to check whether the common vocabulary teaching strategies are available in English language teachers' guidelines and syllabus. It was also believed that the valuable insights and statistical information would substantially help EFL teachers in classroom.

Based upon the encountered problems regarding EFL teachers' deficiencies of implementing vocabulary teaching strategies in Ethiopian schools at different areas and the existing local research gap mentioned above, therefore, this study attempts to find out EFL teachers practices about utilizing the common vocabulary teaching strategies and their practical implementation

in EFL classroom with particular reference to EFL teachers at two preparatory schools in Jimma Town. Thus, the following General and Specific objectives have been designed respectively.

## 1.3. Objectives of the Study

### 1.3.1. General Objective

The main objective of this study was to investigate vocabulary teaching strategies practices of EFL teachers at preparatory schools in Jimma Town.

### 1.3.2. Specific Objectives

The specific objectives of the study were to:
- ➢ assess vocabulary teaching strategies often practices by EFL teachers in EFL classrooms.
- ➢ identify the challenges that preparatory school EFL teachers encounter while teaching vocabulary in EFL classrooms.
- ➢ look into the extent to which EFL teachers practice the known vocabulary teaching strategies in EFL classrooms.
- ➢ examine the pedagogical beliefs held by EFL teachers about practicing vocabulary teaching strategies in EFL classrooms.

## 1.4. Research Questions

The present study is attempted to answer the following four research questions.

1. What vocabulary teaching strategies are often practices by EFL teachers in EFL classrooms?
2. What are the challenges that preparatory schools EFL teachers encounter while teaching vocabulary in EFL classrooms?
3. To what extent do EFL teachers practice the known vocabulary teaching strategies in EFL classrooms?
4. What are the EFL teachers' pedagogical beliefs about practicing vocabulary teaching strategies in EFL classrooms?

## 1.5. Significance of the Study

The researcher hopes that the findings of this study provides crucial contribution to enhance teachers' practices of utilizing vocabulary teaching strategies in terms of pedagogical, methodological and theoretical aspects.

First, the findings of this study are important for all preparatory EFL teachers as they seek to develop the practice of utilizing vocabulary teaching strategies within their own institutions and in collaboration with colleagues in other schools. It provides information about the Pedagogy and practice study guides in designing materials, looks at ways that schools may use them to support their own plans for development and how teachers might use them to further their own professional development. In fact, it has been assumed that this study might generate some pedagogically useful information about vocabulary teaching strategies in relation to speaking and writing skills. The information obtained from this study can be of great help for English language teachers, syllabus designers, and material writers to the importance of incorporating vocabulary tasks in speaking and writing instruction that could enable students to improve their communicative skills.

Secondly, methodologically, it can help EFL teachers overcome the challenges of vocabulary teaching strategies at preparatory schools. Language teachers might be able to make use of the findings to develop their practice of utilizing vocabulary teaching strategies. Finally, theoretically, communicative language teaching has given great attention for vocabulary teaching with its emphasis on meaning, fluency, and real-life communication. Learners are expected to be capable of communicating and being fluent. Classroom language teaching is, thus, linked with real-life communication outside its confines, and authentic samples of language and discourse or contextualized chunks rather than discrete items are employed. This study also helps other researchers who want to conduct a research related with the present study to expand a certain attempts that will be made through this study.

## 1.6. Delimitations of the Study

The study is delimited to the number of participants that were involved in this study. The participants for the study were grade eleven and twelve English language teachers and students

taken from preparatory Schools in Jimma Town. The samples were limited to 10 EFL teachers and 105 students as target samples of the study. This was not enough to generalize the findings to other preparatory schools in the country. It would have been more effective if sufficient number of participants had participated in the study The literature review of the study was not carried out extensively to address all aspects of vocabulary teaching and learning strategies. The study was also confined to exploring what kinds of vocabulary teaching strategies teachers' practice in vocabulary instructional activities. However, it didn't explore further how students learn vocabulary because the main focus is on how EFL teachers teach their learners in  EFL classrooms. To this effect, the researcher was not concerned to incorporate students' in interview questions of this study. Therefore, the research tools that were employed to collect data were limited to raise only a certain features of vocabulary teaching strategies.

### 1.7. Limitations of the Study

This study has got its own constraints. Being observed could be a sort of stressful situation. Regarding this, the teachers as well as the students in each classroom is closely observed. Hence the presence of the observer could cause a certain amount of limitation to the study. Second, it is difficult to consider the participants as they exactly did what the present research expected of them because vocabulary teaching strategies can be used subconsciously and some other EFL teachers may not be exactly conscious of them. Thirdly, it was also difficult to present all aspects of vocabulary teaching strategies within this short period of time and it would need detail exploration to reveal all aspects of vocabulary teaching strategies. Finally, students were not participate in interview as sample populations of the study because the main focus was to observe how EFL teachers teach vocabulary teaching strategies.

### 1.8. Organization of the Thesis

The thesis was organized into five chapters. Chapter one consists of an introduction which includes: Background of the study. Statement of the Problem, objectives of the Study, research questions ,significance of the Study, scope of the Study, limitation of the study, organization of the Thesis, acronyms and definition of Key Terms. Chapter two presents a review of related literature in which theoretical issues related to vocabulary teaching strategies were discussed. Chapter three explains the research design and methodology which was employed in this study. Chapter four

deals with the presentation and discussion of the data. Finally, Chapter five summarizes the major findings,  provides conclusions and recommendations of the study.

## 1.9. Acronyms and Definitions of key Terms

**VSS-** Vocabulary Self – collection Strategy

**TBI-** Task Based Instruction

**TEFL** – Teaching English as a Foreign Language

**CLT**- Communicative Language Teaching

**GTM-**Grammar Translation Method

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

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

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

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

## 2.0. Introduction

The main purpose of this chapter is to review some significant literature on the practice of vocabulary teaching strategies: the theoretical background of Vocabulary Teaching, the definitions of vocabulary, the concept of vocabulary teaching, Trends in  Vocabulary Teaching, the importance of vocabulary in language teaching, Principles of vocabulary teaching, vocabulary teaching strategies for teachers, challenges in vocabulary teaching, and teachers beliefs and practices on vocabulary teaching were listed as follows holistically.

## 2.1. Definitions of Vocabulary

Vocabulary is commonly defined as "all the words known and used by a particular person". *Knowing* a word, however, is not as simple as merely being able to recognize or use it. There are several aspects of word knowledge that are used to measure word knowledge. Among these the main word knowledge are Productive and receptive knowledge (Kamil & Hiebert, 2005).

The first major distinction that must be made when evaluating word knowledge is whether the knowledge is productive (also called achieve) or receptive (also called receive); even within those opposing categories, there is often no clear distinction. Words that are generally understood when heard or read or seen constitute a person's receptive vocabulary. These words may range from well-known to barely known. A person's receptive vocabulary is the larger of the two. For example, although a young child may not yet be able to speak, write, or sign, he or she may be able to follow simple commands and appear to understand a good portion of the language to which he or she is exposed. In this case, the child's receptive vocabulary is likely tens, if not hundreds of words, but his or her active vocabulary is zero. When that child learns to speak or sign, however, the child's active vocabulary begins to increase. It is also possible for the productive vocabulary to be larger than the receptive vocabulary, for example in a second-language learner who has learned words through study rather than exposure, and can produce them, but has difficulty recognizing them in conversation.

Productive vocabulary, therefore, generally refers to words that can be produced within an appropriate context and match the intended meaning of the speaker or signer. As with receptive vocabulary, however, there are many degrees at which a particular word may be considered part of an active vocabulary. Knowing how to pronounce, sign, or write a word does not necessarily mean that the word that has been used correctly or accurately reflects the intended message; but it does reflect a minimal amount of productive knowledge.

To many learners, mastering the meaning of a word means to master the definitions of the words in dictionaries. Schmitt (2000: 23) says that the meaning of a word consists of the link of the word and its referent, and the latter means the person, thing, action, and situation. The meaning of a word in dictionaries is the basic meaning elements. However, a word can have different meanings in different contexts. The word is used in people's daily life popularly, and it means the denotation of a word meaning from the basic meaning in different contexts. It is the relationship between the content, sender, receiver, situation and purpose (Carthy 1990: 61). For instance, the word *pet*, its basic meaning in a dictionary means "a domesticated animal kept for companionship or amusement". However, when in informal situation it is used to address the person you like or love.

On the aspect of association, Vocabulary means that words that are related to each others in different ways and any word can belong to a certain word family. There are four main categories in association (Aitchison 2003: 86-100). The first one is coordination: words cluster together on the same level of detail, e.g. *apple* and *orange*. Moreover, opposites also belong to this kind, e.g. *full* and *hungry*. The second one is super-ordination. It means that some words cover other words which are subordinate to the upper ones, e.g. when people mention the word animal*;* others can easily associate to *tiger* and *lion*. The third one is synonymy, which means words having the same or similar meanings are stored together, e.g. *happy* and *glad*. The last one is collocation, which means some words are usually stored together to collocate each other, e.g. *saltwater*.

Nation (1990: 38) defines collocation as the tendency of two or more words to co-occur in discourse. There are two basic types of collocations: semantic collocations and grammatical collocations. Semantic collocations mean that the type consists of two equal words both with meaning to produce a new meaning, e.g. *air balloon*. The other ones refer to the type in which a

core word goes with a functional word, e.g. *in devote to*, devote is the core word, and to is the functional word having no meaning.

Concerning the grammatical behavior, it means the pattern in which it typically occurs. Two of the most important aspects of lexis are word class and morphology (Schmitt, 2000: 59). There are four major parts in word class: noun, verb, adjective and adverb. Morphology involves affixes including prefix such as *un-* and suffix such as *–ment*.

Therefore, vocabulary is generically defined as the knowledge of words and word meanings. More specifically, we use vocabulary to refer to the kind of words that students must know to read increasingly demanding text with comprehension (Kamil & Hiebert, 2005). It is something that expands and deepens over time.

❖ The NRP's synthesis of vocabulary research identified eight findings that provide a scientifically based foundation for the design of rich, multifaceted vocabulary instruction. The findings are:

➢ **Provide direct instruction of vocabulary words for a specific text.** Anderson and Nagy (1991)pointed out "there are precise words children may need to know in order to comprehend particular lessons or subject matter."

➢ **Repetition and multiple exposures to vocabulary items are important.** Stahl (2005) cautioned against "mere repetition or drill of the word," emphasizing that vocabulary instruction should provide students with opportunities to encounter words repeatedly and in a variety of contexts.

➢ **Vocabulary words should be those that the learner will find useful in many contexts.** Instruction of high-frequency words known and used by mature language users can add productively to an individual's language ability (Beck, McKeown, & Kucan, 2002). Research suggests that vocabulary learning follows a developmental trajectory (Biemiller, 2001).

➢ **Vocabulary tasks should be restructured as necessary.** "Once students know what is expected of them in a vocabulary task, they often learn rapidly" (Kamil, 2004).

➢ **Vocabulary learning is effective when it entails active engagement that goes beyond definitional knowledge.** Stahl and Kapinus (2001) stated, "When children 'know' a word, they not only know the word's definition and its logical relationship with other words, they also know how the word functions in different contexts."

- ➢ **Computer technology can be used effectively to help teach vocabulary.** Encouragement exists but relatively few specific instructional applications can be gleaned from the research (NICHD, 2000).
- ➢ **Vocabulary can be acquired through incidental learning.** Reading volume is very important in terms of long-term vocabulary development. In later work, Cunningham (2005) further recommended structured read-alouds,

## 2.2 Theoretical framework of Vocabulary teaching strategies

Vocabulary teaching has gone through several periods in the different methods of foreign language teaching. Sometimes it is used to be given a pride of place and other times it was forgotten. As to French (1983), vocabulary teaching had been given a great deal of concern in the 1930s (vocabulary control movement) before it became a neglected aspect of foreign language teaching programmers' in the 1940s, 1950s, 1960s and early 1970s (Carter & McCarthy, 1988). From the Grammar Translation Method to the Communicative Approach none of those language teaching methods which came into existence succeeding one another. The GTM aimed at fostering accuracy and mastery of explicit grammatical rules left students to learn the necessary vocabulary themselves through bilingual word lists, which made a bilingual dictionary an important reference tool, (Schmitt, 2000).

In this foreign language teaching method vocabulary were thought by translating whole texts word-for-word from the targeted language to learners' native language. The Direct Method was also characterized by having no interest in the importance of vocabulary teaching. The proponents used to believe that vocabulary would be acquired naturally through interactions during the direct manipulation of the language in the classroom. In this method vocabulary were taught using real life objectives and other visual materials. This seems to discredit the necessity of explicit vocabulary teaching at all.

Similarly, the Audio-lingual method concerned with the teaching of structural patterns through drills need to include vocabulary only when it was felt necessary to sustain the drills. The pretty assumption, Coady (1993) explains that good language habits and exposure to the language itself would eventually lead to an increased vocabulary, reflects lack of clear method of vocabulary

teaching. So that, the audio-lingual method did not focus on teaching vocabulary rather, the teacher drilled students in the use of grammar.

The emergence of CLT methods in the 1980s marked the pattern shift in the history of language teaching from structure-based (grammatical accuracy) to meaning-focused (fluency) approach. At this time, it could be reasonable to expect that vocabulary would be given a major place of interest in language teaching because words are basically carriers of meaning. So that, in this method, vocabulary is being thought using different vocabulary teaching strategies, such as, synonym, antonym, word map, contextual meaning, and so on. The same line of thought was also maintained by Richards and Rodgers (2001) in that vocabulary is the building blocks of language teaching, learning and communication are not due to having grammar knowledge but lexis, which is words and word combinations. The old misconception that vocabulary would take care of itself seems to be improving if not forgotten at all. Nation (2000) also comments that vocabulary seems to come back once again on the agenda of foreign language teaching which was arguably neglected for a number of years.

Communicative language teaching, supported the teaching of vocabulary in relation with contexts and situations, promoted fluency over accuracy and consequently shifted the focus from sentence–level forms to discourse –level functions. (1972; Cited in Celce- Murcia, 2001).

Harmer (2007b: 35) claims that in more recent years, interest has been given to vocabulary. He clearly suggests that the range of roles that the teacher fulfills in language teaching lesson depends on the stage and the aim of the tasks. In the 1990s, for example, there was considerable discussion about the lexical approach developed by Michael Lewis (1993) who suggested that we should structure our curriculum around lexical chunks rather than grammar functions or other units of organizations. The lexicon is seen as playing a much more central role in language organization, language learning and teaching. Lewis (1993) suggests the following:

> *1. Lexis is the basic of language.*
> *2. Lexis was misunderstood in the language teaching because the assumption that grammar is the basis of language and the mastery of grammatical system is prerequisite for effective communication.*
> *3. The key principle for lexical approach is that" language consists of grammaticalized lexis, not lexicalized grammar".*

*4. One of the central organizing principles of any meaning-centred syllabus should be lexis.*

All language methods have some common points. They see phonology and grammar as more important ingredients for successful language teaching. Theoretical priorities have changed throughout language teaching theory, and researchers started to claim the importance of vocabulary in foreign language learning.

From the above explanation, it could be understood that vocabulary was not considered as a SL/EFL teaching method or as an element to support the learner's learning strategy. To foster foreign language teaching or learning, various vocabulary teaching strategies should be incorporated by using recent vocabulary teaching approaches.

## 2. 3. The Concept of Vocabulary Teaching Strategy

Psychologists, Linguists and Language teachers have tried to understand the paramount importance of the lexicon in language learning and communication. Accordingly, the increased attention to vocabulary teaching has become more important.

Teaching vocabulary is a significant factor in language teaching since words play an important role in expressing our feelings, emotions, and ideas to others during the act of communication. According to Strasser(1964), teaching strategy is a generalized plan for a lesson which include structure, desired learner behavior, in terms of the goals of the instruction and an outline of tactics necessary to implement the strategy. In other words, teaching strategy refers to a technique that is used by the teacher or instructor to ensure that the course has been well understood or it refers to a plan or a program that is extensively used to make sure that a certain message or lesson is passed from the teacher to the student. In brief, vocabulary teaching strategies are actions taken by the teacher to teach or practice target vocabulary. So teaching words well means giving students multiple opportunities to learn how words are conceptually related to one another in the texts they are studying.

Basically there are two trends based on the concept of vocabulary teaching strategies. These are:

1. Old trends in vocabulary teaching strategies
2. Current trends in vocabulary teaching strategies

### 2.3.1. Old Trends in Vocabulary Teaching Techniques (form teaching) from the 17th to the 19th century

Form teaching should be more challenging to a teacher than concept teaching. Second language learners come to the language classroom with concepts already formed through first language acquisition. Thus, concept teaching in the L2 basically involves activation of these concepts and occasionally modifying these on the boundaries to fit L2 concepts. The more challenging task is to get the learner establish a link between the concept and an L2 form because forms are arbitrary and concepts are already linked to L1 forms. Nation (1990) suggests that form teaching should precede presentation of meaning. He offers techniques to delay presentation of meaning until form has been presented several times. Barcroft (2004) also suggests that form and concept teaching should be separated. He claims that our mental processing capacity is limited. When focus is on form, meaning will not be attended to and vice versa.

### 2.3.2. Current Trends in Vocabulary Teaching

In recent years, the need for vocabulary development has come to the forefront of literacy instruction. As early as the primary grades, readers begin to acquire a significant number of vocabulary knowledge through reading. By the end of second grade, average children have acquired approximately 6,000 root-word meanings, but the lowest 25% have acquired only 4,000 (Biemiller, 2006). However, if students experience reading difficulties, they are less likely to have the appropriate knowledge base and vocabulary necessary for comprehension of texts in content-area classes. Additionally, Fresch (2008) found that the main source of difficulty for students is knowing the meaning of words, if they are even able to pronounce them. As students move beyond primary classrooms, literacy instruction shifts from learning the processes of acquisition, genre, text type, and structure to utilizing those systems of language to gain knowledge of concepts and content. These systems of language contain a much wider variety of specific content-based vocabulary, and what strategies students have learned in primary grades may not always transfer to those content areas. If readers are not proficient in using vocabulary strategies, they will struggle with gaining comprehension from content-related texts.

Oxford and Scarcella (1994) propose a new research-based approach to vocabulary teaching after examining relevant research concerning student motivation and need, the complexity of knowing a word, as well as factors that affect L2 vocabulary acquisition. Compared with traditional approaches, in which vocabulary is often taught unsystematically in class and teachers tend to leave their students to learn vocabulary on their own without much instruction or guidance, teachers following this new research-based approach focus on words students are expected to meet frequently, and present words systematically based on a careful consideration of needs analysis. Vocabulary instruction is personalised according to learners' different learning needs, goals, and styles. Since most vocabulary learning takes place outside of the language classroom, learners are also trained to raise their awareness of the knowledge involved in knowing a lexical item and the process of learning a new word. Substantial emphasis on vocabulary learning strategies helps students become independent language learners inside and outside class.

Among the numerous vocabulary learning strategies, guessing from context is held to be the most useful one. However, some studies (e.g. Kelly, 1990) indicate that learners seldom guess the correct meanings. In this approach, therefore, teachers guide students to use this strategy effectively and give them opportunities to practice the skill in class. A final point to note is that teachers reduce "decontextualized" vocabulary learning activities in class (e.g. word lists, flashcards) whereas implementing more "partially contextualized" (e.g. word association, visual and aural imagery, semantic mapping) or "fully contextualized" activities (e.g. reading, listening, speaking, and writing in authentic communication activities).

The arguments mentioned above are mostly supported by Sökmen (1997), commenting that the skill of guessing/inferring from context is a useful strategy in vocabulary learning and should be covered in a language classroom. Nevertheless, some potential problems arise if learners mainly acquire vocabulary in this way. For example, acquiring vocabulary through guessing in context is probably a rather slow process given the limited amount of time learners can afford in class. In addition, guessing from context does not necessarily help learners commit the guessed words into their long-term memory. For example, a study of intermediate level adult ESL students by Wesche and Paribakht (1994, cited Sökmen 1997) shows that learners who read and complete accompanying vocabulary exercises perform better in word acquisition than those who only do extensive reading.

As a result, scholars come to call for a greater need of an explicit approach to vocabulary instruction, such as word unit analysis, mnemonic devices, etc. Sökmen (1997) thus states that "the pendulum has swung from direct teaching of vocabulary (the grammar translation method) to incidental (the communicative approach) and now, laudably, back to the middle: implicit and explicit learning". In addition, considerable emphasis is put on encouraging independent learning strategies among students so that they know how to continue to learn vocabulary on their own. After experiencing what Resnick (1989) calls a 'cognitive apprenticeship', students will acquire some skills to promote the depth of word processing and manage individual vocabulary learning through the model of their teachers (Sökmen 1997). The time and efforts spent on developing learning strategies will reflect its value afterwards.

## 2.4. The Importance of Vocabulary and Vocabulary Teaching Strategies

Vocabulary conveys meaning which ensures an effective communication. This is to say that words are the basic unit of a language form without which one cannot communicate effectively or express ideas (Krashen, 1998) states:

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

Similarly, the well-known British linguist, Wilkins (1982: 134) depicts "without grammar very little can be conveyed, but nothing can be conveyed without vocabulary". From this linguist's perspective, teaching vocabulary is very important in language learning since it is seen as a key ingredient to achieve a high level of proficiency in the target language. This is to mean that if someone knows the morphology and syntax of an utterance addressed to him/her, but doesn't know the meanings of the key lexical items, he/she will not be able to participate in the communication (Krashen1998, Cart her & McCarthy, 1988).

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

*It has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary, because there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language (P. 9).*

Vocabulary is also very indispensable for the acquisition process. Cameron (2001:82) points out, "Vocabulary has been considered as a major resource for language use". Early foreign language learning offers the chance for learners to build up a solid core of words useful for further learning. Harmer (1991) and Krashen (1998) also indicate that language students need to learn the lexis of the language and need to learn what words mean and how they are used. Regarding the importance of vocabulary, McCarthy (1990) states that No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way (P .VII).

Harmer (1991:53) also explains that it is vocabulary that provides the vital organs and the flesh, and then language structures make up the skeleton of language. An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words (vocabularies) are used.

Vocabulary knowledge of a language is very vital in order to understand or convey message in communication and to pursue and succeed in one's learning. Zhihong (2000) states that vocabulary is vital to guarantee communication between and among people. It is the basic unit of language form without a sufficient vocabulary; one cannot communicate effectively or express feelings, emotions, ideas etc. Having a limited vocabulary is also a barrier that prevents students from learning a foreign language. Cameron (2001: 92) says that Vocabulary is basically to using the foreign language as discourse because it is both learnt from participating in discourse, and is essential to participating in it.

Additionally, knowing a word according to Richards (1976) and Nation (1990) involve knowing:

 ➢ a great deal about its general frequency of use, syntactic and situational limitations on its use
 ➢ its underlying form and the forms that can be derived from it

- ➢ the network of its semantic features and
- ➢ the various meanings associated with the item

Knowing a word is also defined as knowing its spelling, pronunciation, collocations, word it co-occurs with, and appropriateness (Nation, 1990). Hence, lexical competence is far more than the ability to define a given number of words and covers a wide range of knowledge which in turn requires a variety of vocabulary learning strategies to gain the knowledge. Foreign language learners may then use various vocabulary learning strategies to acquire the target language word knowledge, Richard (1976) and Ellis (1994).

There are many words on which teachers may not be able to spend time within the class time limits. Thus, if students have number of vocabulary learning strategies, they deal with these words on their own and as a result have access to large number of target language words (Nation, 2001 & Schmitt, 2000).

Therefore, an important part of a student's vocabulary development depends on the ability to use his/her own strategies of vocabulary learning strategies for coping with new vocabulary in written or spoken texts (Atkins .et al,1996). The main benefit gained from vocabulary learning strategies is the fact that they enable learners to take more control of their own learning so that students can take more responsibility for their vocabulary learning. (Nation, 2001; Scharle & Szabo, 2000). Consequently, vocabulary learning strategies foster "learner autonomy, independence, and self direction" (Oxford, 1990:29). Equipped with a range of different vocabulary learning strategies, students can decide upon how exactly they would like to deal with unknown words. A good knowledge of the strategies and the ability to apply them in suitable situations might considerable simplify the learning of new vocabulary for students. (Schmitt, 2000; and Gu & Johnson, 2000).

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

McKeon (as cited in Zwiers, 2008) argues that academic vocabulary enables us to communicate our needs, increases our chances that our needs are fulfilled and enables us to understand the

needs of others. Vocabulary, which is the basic material of the language, is, of course, of crucial importance in expressing ideas and thoughts when communicating.

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

**2.5. Principles of vocabulary teaching and learning strategy**

Teaching vocabulary is a challenge for teachers and learners, partly because of the size of the task, and partly because of the variety of vocabulary types to be taught and learned, including single words, phrases, collocations, and strategic vocabulary, as well as grammatical patterning, idioms, and fixed expressions. However, many theories about vocabulary learning process were written, it still remains the matter of memory. Thus, there are several general principles for successful teaching, which are valid for any method. According to Wallace (1988), the principles are:

❖ aim : what is to be taught, which words, how many

❖ need : target vocabulary should respond students' real needs and interests

❖  frequent exposure and repetition

❖ Meaningful presentation: clear and unambiguous denotation or reference should be assured Learning vocabulary is a complex process. The students' aim to be reached in learning vocabulary process is primarily their ability to recall the word at will and to recognize it in its spoken and written form. Generally, knowing a word involves knowing its form and its meaning at the basic level.

1) **Meaning,** i.e. relate the word to an appropriate object or context
2) **Usage,** i.e. knowledge of its collocations, metaphors and idioms, as well as style and register (the appropriate level of formality), to be aware of any connotations and associations the word might have
3) **Morphological word formation,** i.e., to know any derivations and inflections (acceptable prefixes and suffixes), and ability to spell and pronounce the word correctly
4) **Grammar,** i.e. to use it in the appropriate grammatical form

Additionally, Nation (2000) states that as there are different things that learners need to know about a word before we can say that they have learned it. These include the meaning(s) of the word, its spoken and written forms, what "word parts" it has (e.g., 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.

## 2.6. Challenges on Vocabulary Teaching Strategies

There are three sources of challenges on teaching English language vocabulary. These main sources have sub sources of challenges on teaching vocabulary. These are:

1) Challenges related to School

2) Challenges related to Teacher's,

3) Challenges related to Student's

**2.6.1. Challenges Related to School:** Under this level there are some sources of challenges on teaching vocabulary; Guaranteed and viable curriculum, Challenging goals and effective feedback, Parental and community involvement, Save and orderly environment, Collegiality and professionalism.

**2.6.2. Challenges Related to Teacher's:** Under this level there are three sources of challenges on vocabulary teaching. These are: Instructional strategies, Classroom management, and Curriculum design.

**2.6.3. Challenges Related to Student's:** Under this level there are also three sources of challenges on vocabulary teaching. These are: home environment, learned intelligence, background knowledge and motivation. In addition, there is a tremendous need for more vocabulary instruction at all grade levels by all teachers. The number of words that students need to learn is exceedingly large; on average students should add 2,000 to 3,000 new words a year to their reading vocabularies (Beck, et al. 2002).

On the other hand, for some categories of students, there are significant obstacles to developing sufficient vocabulary to be successful in school. These obstacles are:

**A) Students with limited or no knowledge of English:** Literate English (English used in textbooks and printed material) is different from spoken or conversational English. This can present challenges as these students try to make sense of the English they read, especially at the middle and high school levels.

B) **Students who do not read outside of school:** The amount of time spent for reading and the amount of text read are important. For example, a student who reads 21 minutes per day outside of school reads almost 2 million words per year. A student who reads less than a minute per day outside of school reads only 8,000 to 21,000 words per year (Texas Reading Initiative, 2002).

**C) Students who enter school with limited vocabulary knowledge:** At first-grade, high performing students know about twice as many words as low-performing students, but that differential gets magnified each year, resulting in high-performing 12th grade students know about four times as many words as the low performing 12th graders (Hart &Risley, 1995).

D) **Students with reading and learning disabilities:** Weaknesses in phonemic awareness, morphemes and word analysis skills prohibit students from reading grade-level content material and the rich opportunity this offers for encountering new, content-related words that can only be found in written English.

## 2.7. Vocabulary Teaching Strategies

When vocabularies are being taught to students, teachers need to consider how to teach them. There are a variety of teaching strategies that teachers can use to improve student vocabulary learning. Actually, there is no best strategy as students may have preference to one over another. The teachers' task is to provide students with varieties of strategies and let the students choose on their own. Some strategies may be good for some students at certain level. The same strategy which works well to some students may not be enjoyed by others. However, students should be taught to be an independent learner because they will not be in school forever.

It is important to recognize that students at all levels do not simply see or hear a new word, look it up in the dictionary and then know it. For this reason much has been written about the strategies teachers can use to help learners develop their knowledge of vocabulary and guide

them how the words work together with other words to perform meaningful communication (Gaims &Redman, 1986; Schmitt &McCarthy, 1997).

Teaching vocabulary is not just conveying the meaning to the students and asking them to learn those words by heart. If teachers believe that the words are worth explaining and learning, then it is important that they should do this efficiently. Teachers should use different strategies in teaching English vocabulary to motivate the learners, enrich their vocabulary and enable them to speak English language fluently. Teachers should keep four factors in mind when they consider strategies to teach vocabulary: These are:

(1) the students they are teaching,

(2) the nature of the words they decide to teach,

(3) their instructional purposes in teaching each of those words, and

(4) the strategies they employ to teach the words (Flanigan& Greenwood, 2007).

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

(1) provide students with information that contains the context as well as the meaning of the word,

(2) design instruction that engages students and allows sufficient time for word learning,

(3) make sure students have multiple exposures to the words with review and practice, and

(4) Create a dialogue around the words. Therefore, in teaching vocabulary, teachers of English language mainly focus on explaining the meaning, presenting the form as well as the use of a new word. Nation (2005) suggests that different strategies that English language teachers can implement in their teaching vocabulary. Among them, the main strategies relevant to the present study were listed holistically as follows:

## 2.7. 1. Vocabulary Self – collection Strategy (VSS)

A review of the research on vocabulary instruction conducted by Harmon and Hedrick (2005: 275) led them to claim that struggling readers learn vocabulary when teachers "encourage independent learning by allowing students to self-select terms to be studied." They pointed to VSS as an approach to encourage students to select and study words that they feel are important to learn. Research conducted in various areas with English language learners demonstrated that,

in addition to teaching vocabulary before reading, their discourse around the text after reading leads to students' vocabulary development.

The Vocabulary Self-collection strategy (VSS) is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class. The strategy was first introduced by Haggard (1982, 1986) and then has been adapted for various grade levels and instructional contexts. Students select words from their readings that are new and interesting, use the context and other resources to determine the meaning of the words, and nominate the words to be learned by others in the group or class. Therefore, in the selection of vocabulary, the teacher must be sure that the words or phrases chosen can be immediately incorporated into the students' linguistic range. Stahl (2005: 95) suggests that Vocabulary knowledge is a knowledge of a word not only implies a definition, but also implies how the word fits into the world.

In addition, Readence et.al (2001) also states that the purpose of Vocabulary Self -selection Strategy (VSS) is to enable students to generate a list of words to be explored and learned and to use their own prior knowledge and interests to enhance their vocabulary.

Therefore, VSS should be introduced before reading and used by students during and after reading. VSS has been used with intermediate, middle, and secondary students within cooperative group settings, but the strategy may be modified for students in the secondary grades as the teacher directs and guides them through the process. High school students would benefit from the use of VSS after group read-aloud, when they return to the book to select new and interesting words.

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

**2.7.2. Context Strategy**

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

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

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

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

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

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

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

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

1. Highlight textual clues that lead to the meaning of the target word. This will enhance students' capability to recognize textual clues. Clues include synonyms, definitions, antonyms, contrasts, and examples.
 2. Select texts in which the target words occur a few times.
 3. To enhance accuracy of students' inferences of target words, teach them background knowledge of the text.

4. Occasionally have ELLs look up the word meanings in a dictionary to validate the accuracy of their inferences. This helps them develop metacognitive awareness of the level of accuracy of their inferences.

### 2.7.3. Types of Contextual Strategy

The teacher assists the students in learning to recognize clues to guessing word meaning from context. This vocabulary learning skill is effective for learning low-frequency vocabulary (Herrel, 2008, as cited in Henriksen, 1999) suggests the following method in assisting students guessing meaning from context: definitions, example, comparison and contrast, summary, synonyms and antonym, hyponymy, restatement, **p**unctuation marks, surrounding words, background knowledge etc.

**1. Definition**: A definition gives the meaning of words. The writer may use phrases or statements to define something. The key words used to provide a definition are: are/is known as, are /is described as, are/ is defined as.
**2. Restatement**: The writer may use other words, phrases or sentences to provide meaning of difficult words. The key words used in restating something: in other words, that is and that is to say.
**3. Punctuation marks**: The writer uses punctuation marks to describe the meaning of unfamiliar words. The author will write unfamiliar words and then use punctuation, words, phrases or sentences to explain new words. Punctuation marks such as: commas, inverted commas, ()

parentheses; semi-colon and: colon. E.g. Family members (siblings) should always stick together.

**4. Examples:** Examples help learners to understand the meaning of new words. Key words: such as, like, for example, for instance, is/ are, are used by the author.

**5. Contrast:** Contrast shows the opposite meaning of new words. Key words: but, instead of, even though, in contrast to, yet, and in spite of, are used by the author.

**6. Similarity**: The writer uses signal words of similarity. Key words: like, similarly, in the same way, as, and just as.

**7. Surrounding words**: Words surrounding the new vocabulary might provide clues to the meaning of new words. For example- Children are too young to understand that swallowing gum can be dangerous.

**8. Background knowledge**: Experience and background knowledge about the text plays an important role in vocabulary comprehension. For that reason it is important for teachers to do schema-building before learners read the text.

 **9. Reiteration (Repetition)**: The clearest way to show that two lexical items are related.

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

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

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

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

  **14. Hyponymy**: A relationship of inclusion. For instance, Vegetable: lettuce, cabbage, water leaf, beans, potato, carrot.

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

## 2.7.4. Collocation Strategy

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

"The combination is not a fixed expression but there is a greater than chance likelihood that the words will co-occur" (Jackson 1988: 96). Stubbs (2002) defines collocation as the habitual co-occurrence of two unordered content words, or of a content word and a lexical set. Collocations consist of two parts: a pivot word which is the focal word in the collocation and its collocate(s), the word or words accompanying the pivot word (Shin & Nation, 2008).

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

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

## 2.7.5. Teaching word family

Development in lexical semantics and the mental lexicon have prompted the development of the semantic field theory, semantic networks or semantic grid strategies, which present and organize words in terms of interrelated lexical meanings (Gus & Johnson, 1996:64). The semantic field

theory suggests that the lexical content of a language is best treated not as a mere aggregation of independent words or unstructured list of words but as a collection of interrelating networks of relations between words. The meaning of most words is governed, in part, by the presence in the language of other words whose semantic functions are related in one or more ways to the same area of situational environment or culture (Robins, 1980).

A simple example of a semantic field is the set of kinship terms: father, mother, brother, sister, son, daughter, uncle, aunt or the various body parts learned as a subset. Words may be grouped together (related to each other) according to different criteria. Animals for example may be grouped in terms of physical or perceptual features such as pet, wild, food etc. Individual word meanings exist within systems of related meaning (kinship) and knowledge of the meaning relations among a set of words would seem to follow from knowledge of the constituent meaning.

## 2.7.6. Semantic mapping

This method is used to motivate and involve students in thinking, reading and writing. It enhances vocabulary development by helping students to link new information with previous experience. This is done by making an arrangement of words into a picture, which has a key concept at the centre and related words and concepts linked with the key concept. Below is an example of a semantic map.



(McCarthy, 2007)
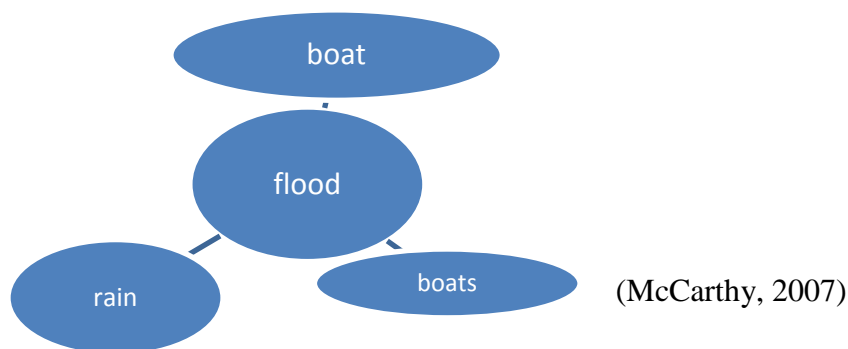
## 2.7.7. Cooperative Strategy

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

Group work is part of cooperative strategies of teaching- learning. It is one of the best ways of encouraging active learning by arranging the learners' work together in group. It can take many forms involving pairs of students working together, up to ten learners together or it can involve students who work individually and come together in groups to compare and discuss the results of their group. If necessary, random, gender, interest and ability groups can be formed (Kyriacou, 1998).

The role of the teacher in the classrooms where cooperative language learning is implemented is significantly different from the traditional teacher-centered classrooms (Richards & Rodgers, 2001). Cooperative learning allows teachers to create more learner-centered classes and focus upon students' learning needs instead of the manner in which instruction is presented by the teacher.

## 2.7. 8. Discovery Strategies

Discovery strategies include several strategies. A learner may discover a new word's meaning through guessing from context, guessing from an L1 cognate, using reference materials (mainly a dictionary), or asking someone else (e.g. their teacher or classmates).

### 2.7.8.1. Guessing through Context

Nation (2001: 232) maintains that "incidental learning via guessing from context is the most important of all sources of vocabulary learning". Over the past two decades, this strategy has been greatly promoted since it seems to "fit in more comfortably with the communicative approach than other, more discrete, Discovery Strategies" (Schmitt 1997: 209). Context tends to

be more interpreted as simply textual context. Nevertheless, some other important sources of information should also be taken into account when guessing, such as knowledge of the subject being read, or knowledge of the conceptual structure of the topic. Nation (2001) presents an inductive five-step approach to guess, including:

Step 1. Find the part of speech of the unknown word.

Step 2. Look at the immediate context of the unknown word and simplify this context if necessary.

Step 3. Look at the wider context of the unknown word. This means looking at the relationship between the clause containing the unknown word and surrounding clauses and sentences.

Step 4. Guess.

Step 5. Check the guess.

There are several ways to check the guess:

1. Check that the part of speech of the guess is the same as the part of speech of the unknown word.

2. Break the unknown word into parts and see if the meaning of the parts relate to the guess.

3. Substitute the guess for the unknown word. Does it make sense in context?

4. Look in a dictionary. (Nation &Coady 1988, p.104-105) .It must be noted here that the use of the word form comes after the context clues have been used.

## 2.7.8.2. Dictionary Use

Reference materials, primarily a dictionary, can be used in a receptive or a productive skill in language learning. However, since we likely have insufficient time to consult a dictionary during the process of speaking and listening, more look-up work happens during reading and writing. A common situation is that, for example, when a learner meets an unknown word in the text and fails to infer the meaning through context, they might be advised to consult a dictionary. Scholfield (1982) suggests that looking up the meaning of a new word in a dictionary is far from performing a purely mechanical operation and instead a proficient dictionary user is most if the time required formulating and pursuing several hypotheses and making use of prior knowledge of various sorts, especially information derived from context clues (p.185).

### 2.7.8.3. Word Part Analysis

A large number of English words have derivational forms by adding prefixes or suffixes to the word base. Some studies (e.g. Nation, 1993) have confirmed the frequent, widespread occurrence of derivational affixes, which makes it worthwhile learning word parts from the point of view of cost/benefit analysis. Nation (2001: 264) contends that:

> *A knowledge of affixes and roots has two values for a learner of English: it can be used to help the learning of unfamiliar words by relating these words to known words or to known prefixes and suffixes, and it can be used as a way of checking whether an unfamiliar word has been successfully guessed from context. The danger of using word part analysis as clues when guessing an unknown word has been mentioned in the previous discussion.*

Nevertheless, if used properly, this strategy would help the learning of thousands of English words, including high-frequency and low-frequency words, especially academic vocabulary (Nation, 2001). The word part strategy involves two steps. Firstly, learners need to be able to recognize prefixes and suffixes so that they may break the unknown word into parts. Secondly, they need to relate the meaning of the word parts to the dictionary meaning of the word. To achieve this goal, learners have to know the meanings of the common word parts and "to be able to re-express the dictionary definition of a word to include the meaning of its prefix and, if possible, its stem and suffix" (P.278).

### 2.7.9. Task Based Instruction Strategy

Task-based language teaching can make language learning in classrooms closer to the natural route and may reach a higher rate of language acquisition because it provides learners with a clear communicative goal, interaction is needed to reach the goal, and comprehensive input can occur, and then language acquisition is facilitated (Wang, 2006). So, task-based teaching learning is an area which has grown in importance greatly during the last ten years, and can be discussed from a number of perspectives. Through tasks, teachers can have a number of options for enhancing attention to learn vocabulary. One of such options is to allow learners to work cooperatively to make sense of unfamiliar vocabulary via tasks. In addition, words used

meaningfully by other members of the group would result in better recognition of words eventually. A motive behind any piece of research in this realm is, thus, the observation of students' attitudes upon facing unfamiliar vocabulary when using the target language in communication outside the classroom, either for work, travel or recreation (Newton, 2001).

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

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

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

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

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

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

### 2.7.10. Communicative Language Teaching Strategy in Vocabulary Teaching

The current popular communicative approach of language teaching has emphasized meaningful interactive activities over form (Hatch &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.

Therefore, in the CLT classroom much vocabulary is not taught in the form of wordlist of isolated words any more, but taught in authentic contexts. Vocabulary teaching focuses on developing communicative proficiency rather than commanding the forms of the target language.

Communicative Language Teaching based on many modern humanistic and communicative theories is effective in English vocabulary teaching and learning in many aspects:
  - ➢ CLT makes learners acquire vocabulary knowledge naturally, rather than learning intentionally. Apart from it, the modified target language input which is gotten from conversational interactions between the teacher and learners enables them to get better understanding of vocabulary knowledge

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

## 2.8. Teachers' Beliefs and Practices of vocabulary teaching strategy

Richards (1998: 66) discusses those teachers' belief systems as the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over the course of time and bring with them to the classroom. Similarly, (Borg, 2001) claims that teachers beliefs refer to teachers' pedagogical beliefs, or those beliefs of relevance to an individual's teaching and called the apprenticeship of observation, or the vivid memories in classrooms that help new teachers determine what they want to be and do in teaching. As a result, teachers' beliefs are well formed by the time students receive training in the teacher education. Since teachers' beliefs are a substructure of an individual's overall belief systems, a better understanding of the nature of teachers' beliefs is made possible with reference to the studies on beliefs from cognitive psychology research. Individuals' behaviors are greatly affected by their beliefs, and the earlier a belief is incorporated into the belief structure.

Based on the above generalizations, it may be argued that when teachers enter professional development programs at either the pre-service or the in-service level, they come up with an accumulation of experiences that manifest themselves in beliefs that tend to be quite stable and rather resistant to change. Teachers' beliefs act as a filter through which new information is interpreted and influenced the way teachers react and respond to what happens in the classroom (Johnson 1999, p. 30).

Beliefs are also viewed as "psychologically held understandings, premises, or propositions about the world that are felt to be true" (Richards, 1996, p. 103). Beliefs are described as the relation between two categories when neither defines the other. Beliefs are often categorised as mental representations. A mental representation is a presentation in the mind in the form of an idea or an image or common sense mental states. For example, thoughts, beliefs, desires, perceptions and imaginings (Pitt, 2008). They are about or refer to aspects of reality (e.g. 'the moon is made of cheese'), and are evaluated with respect to consistency, truth, appropriateness and accuracy (Pitt, 2008). For instance, in terms of truth, the moon is not made of cheese; it is made of geological material similar to the planet Earth. Whatever the content of beliefs (e.g. descriptive, evaluative or prescriptive), they are action oriented.

### 2.8.1. The Nature of Teachers' Beliefs

Although over the past two decades mainstream educational research has recognized the influence of teacher cognition on teachers' professional lives, in the field of language teaching, however, scholars did not endeavor to explore the impact of teachers' cognitive dimensions on their language instruction until the 1990s (Borg, 2003). Interest in teachers' thinking was aroused against behavioral oriented views of teaching in the 1970s, during which period teaching was viewed as the mastering of a series of effective teaching behaviour (Richards, 1998). Nowadays, teaching is more characterized as a thinking activity and a common concern with the ways in which knowledge is actively acquired and used by teachers and the circumstances that affect its acquisition and employment (P.65). Therefore, it is now commonly held that teachers are active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalised, and context-sensitive networks of knowledge, thought, and beliefs (Borg 2003: 81).

### 2.8.2. Correspondence between Beliefs and Practices

Johnson (1992 cited Richards 1998) identifies three different methodological positions among these teachers:

**1. a skills-based approach :** which views language as being composed of four discrete language skills;

**2. a rules-based approach :** which views language as a process of creative manipulation of grammar rules; and

**3. a function-based approach:** which focuses on the communicative ability in real-life contexts. The majority of the teachers were found to hold beliefs which consistently reflected one of these approaches and perform their instructional practices conforming to the corresponding theoretical orientation. Additionally, Woods (1991 cited Richards 1998) states different approaches to teaching, one of which was curriculum-based while the other student-based. The teacher with the curriculum-based view tended to implement classroom activities primarily according to what is organized in the curriculum. On the other hand, the teacher with the student-based view took account of factors principally concerning the particular group of learners in the particular context when making decisions during instructional practices.

### 2.8.3. Discrepancy between Beliefs and Practices

Borg (2003) suggests factors such as the school society, curriculum mandates, classroom and school layout, school policies, colleagues, standardized tests and the availability of resources may hinder language teachers' ability to carry out instructional practices reflecting their beliefs. Further evidence of how the context might conflict with beliefs comes from (Richards & Pennington's, 1998) study of teachers in their first year of teaching in Hong Kong. However, their classroom practices did not reflect the principles they were trained to follow. Factors like large classes, unmotivated students, examination pressures, a set syllabus, pressure to conform from more experienced teachers, students' limited proficiency in English, and students' resistance to new ways of learning, and heavy workloads were mentioned to account for the discrepancy.

# CHAPTER THREE

# RESEARCH DESIGN AND METHODOLOGY

## 3.0. Introduction

This chapter discusses the research design, research setting, sampling size and sampling techniques, participants of the study, data gathering instruments, data collection procedures and data analysis of the study.

## 3.1. Research Design

Creswell (2008) explains that the research questions generated from the objectives of the study will determine the type of research design to be used. In this study, descriptive research type was employed to describe what EFL teachers actually use in vocabulary teaching strategies in EFL classrooms (Polit & Hungler, 1999). In order to answer the research questions posed, both qualitative and quantitative research methods of data analysis were employed. This is because the use of quantitative and qualitative approaches in combination provides a better understanding of the research problems and effective data analysis (Johnson, 2004).

## 3.2. Research Setting and population

This study was conducted at preparatory schools in Jimma Town. Jimma is the town of Jimma Zone located at south west of Addis Ababa at a distance of 330 km. The criteria used in the selection of these preparatory schools grade eleven and twelve are due to the following reasons. English language teachers at these grade levels are believed to have more experiences and almost all of them were MA holder in Teaching English as a Foreign Language (TEFL). Finally, at this level, English language proficiency has a great role to play as students prepare themselves for the higher level of education. So, these grades, as a transitional stage between school, college and university levels are considered as appropriate selection of the sample populations of the present study.

The researcher was also interested at Jimma Town preparatory schools to increase the size of target samples and to get adequate information about the data understudy. Secondly, it was

convenient for the researcher due to its closeness for frequently contact with the target samples. Finally, the researcher didn't come across a study conducted on the vocabulary teaching strategies practiced by EFL teachers in these preparatory schools; and the researcher thought that this research finding might benefit the school community by indicating certain ways to overcome the challenges that EFL teachers' encounter while teaching vocabulary lessons in order to enhance learners' vocabulary knowledge as well as their English language communication skills in EFL classrooms.

## 3.3. Sample Size and Sampling techniques

The target populations of the study were grade eleven and twelve English language teachers and students in Jimma Preparatory school and Jimma University community schools in Jimma Town. In this study, Comprehensive sampling technique was used for the selection of teachers respondents because these schools were the only governmental preparatory schools found in Jimma town. There were 10 EFL teachers who were teaching English language and all of them were included. Besides, according to the statistics of 2017 academic year, totally there were 21 sections found in these schools. Since it was difficult and inconvenient to observe all 21 sections and interview all 10 teacher participants, 6 sections were selected for teachers' classroom observation using random sampling techniques because it gives each possible sample and an equal probability of getting into the sample and the rest teachers were selected for interview. In these 6 sections, there were totally 350 students who were taken as a sample of this study. However, the researcher has taken 30% of Students' in order to control the large amount of sample population i.e 105 using simple random sampling technique for questionnaire by giving equal proportion for each section.

## 3.4 Data Collection Instruments

In order to achieve valid objective and comprehensive findings, the researcher used four types of data collection instruments: Classroom observation, questionnaire, interview and document analysis to gather data for this study. These instruments were used with the assumption that they provided clear information of the issues under the study, and the data which couldn't be obtained through one instrument may be gathered through the other or to crosscheck the findings from the four data collection instruments. The researcher used classroom observation checklist as the

major data collection instrument to supplement these with some others instruments to validate the data for this study.

### 3.4.1. Classroom Observation

It has been mentioned earlier that the main objective of the study was to investigate vocabulary teaching strategies practices of EFL teachers at preparatory schools in Jimma Town. To understand how English language teachers practice vocabulary teaching strategies, therefore, it is necessary to conduct classroom observation to look into what is actually happening in the classrooms, hence observation was used as primary tool since it gives firsthand information about the case under study in classroom physical setting (Kumar, 2005 ). To this effect, classroom observation were made two times for 40 minutes in the selected 6 sections each, to see the practical strategies utilized by teachers to teach vocabulary. The observation was made based on a checklist and field notes for identifying strategies used by EFL teachers with a focus on classroom instructional practices and materials used in vocabulary teaching activities.

The classroom observation checklists were designed based on the review of related literature relevant to the research problem and by adapting checklists used by the recent local studies on similar problems. Observation checklist with researcher personal field note could provide more valuable information and natural data to identify the presence or absence of vocabulary teaching techniques based on the authentic natural phenomena from the classroom instruction while EFL teachers teach in actual classroom teaching (Best & Kahan, 1989).

Therefore, to make sure that the data obtained through observation were the reflection of what EFL teachers actually practice in teaching vocabulary strategies and to obtain firsthand information concerning the practice of vocabulary teaching strategies. 6 teachers were observed 2 times with the help of observation checklist and field note. The observation checklist of open - ended types were prepared based on the recent local research studies to identify the extent in which teachers practice vocabulary teaching strategies based on their experience and knowledge in EFL classrooms. Open -ended types were used because the open-ended questions are those that afford the respondent to speak his/her opinion.

### 3.4.2. Questionnaire

A questionnaire is a type of systematically structured question used by a researcher to get needed information from respondents. The data collected through questionnaire were used to cross-check the information that was drawn through observation and to obtain supplementary data because the most primary data collection tool for this study was classroom observation. Thus in this study, the purpose of using survey questionnaire was to explore EFL teachers' beliefs, perceptions, knowledge and preferences they have on vocabulary instructional practices, and identifying challenges that hinder the actual practices of vocabulary teaching strategies in EFL classrooms.

The questionnaire consists of close-ended and open-ended types that include likert scale items which have five point scales of frequency developed by Minda (2003) and Miressa (2006). Close- ended questions  are  used because the questions and their probable answers are under fixed categories  and the  respondents are required to exercise a selection of the category that best fits his/her idea, and easier to answer with provision for respondent giving his/her explanation (Kumar,2005). On the other hand, open questions are those that afford the respondent and an opportunity to speak his/her idea. To identify teachers' practices of vocabulary instructional  activities in EFL classrooms, twenty three items having close-ended questions were designed for 105 EFL students sample population. The students' questionnaires were translated into Amharic and Afan Oromo version  in order to reduce vague expressions and make sure that the students clearly understand the content and concepts of each items.

 The questionnaires were also designed based on the review of related literature and by adapting questions used by the recent local studies relevant to the research problem mentioned in this study on the basis of Likert scale point which has five-point scales. Likert point scale is the most widely used scale in survey research because when responding to a Likert point questionnaire item, respondents specify their level of agreement to a statement and they use other ordered continuum response continuum (Brown, 2010).

### 3.4.3. Interview

In this study, interview was used because it is preferred to get adequate information, free discussion, and responses and flexibility that cannot be obtained through observation and questionnaire. According to Nunan (1992), the interview is suitable for the descriptive survey for the following reasons. First, interview can be employed for securing relevant data. Second, the respondents with whom the interview was conducted were few in which case interview is appropriate. Finally, Interview can be used at any stage of evaluation process. Therefore, semi-structured interview which was prepared based on the objectives of the study and the review of related literature was set to collect relevant data for the study.

It was also used because to verify whether or not some of the information obtained from the questionnaire is accurate and to elicit more reliable information from the interviewees as they describe their own practicing of vocabulary teaching strategies.

The interview questions are semi-structured interview because it was used to collect qualitative data by setting up the interview that allows a respondent the time and scope to talk about their opinions on a particular subject. It was also preferred because it was used to guide the subjects of the study in explaining relevant information and to get verification by asking the reason. Accordingly, semi-structured interview having interview questions were employed to cross-check the information drawn through questionnaire and conducted with 4 EFL teachers to obtain teachers' beliefs, perception, knowledge and preferences on vocabulary instructional practices and identify the challenges that hinder the actual practices of vocabulary teaching strategies. The researcher prepared 10 items of interview questions to identify EFL teachers' knowledge, preferences and beliefs in classrooms. The procedure of interviewing is held through note taking while the interviewees were explaining his/her ideas.

### 3.4.4. Document Analysis

In order to get relevant information from different sources, the researcher believed that it is very important to use document analysis of data gathering instruments to answer the research questions about what vocabulary teaching strategies are often employed by EFL teachers. In this regard, English language teachers' lesson plan, syllabus, and guideline were considered as a

document. It was used to find out whether or not the amount of vocabulary instructional practices and teaching vocabulary strategies prescribed in teacher's guide and in their everyday lesson plan were explored. Consequently, English language teacher's guideline (vocabulary tasks) were evaluated to identify how much emphasis is given to vocabulary as per the pedagogy and how many of the vocabulary teaching instructional activities are being taught. In so doing, what strategies does the document contain for vocabulary teaching and what techniques of teaching vocabulary get due emphasis in the teachers' syllabus and guideline were explored.

### 3.5. Pilot Study

The purpose of conducting pilot study was to examine the content and clarity of the items of research instruments. The Pilot test was administered to both teachers and students outside of the target samples population.

### 3.5.1. Sample Size of the Pilot Study

After the confirmation of the familiarity of a research instrument by the research Advisor, a pilot study was conducted on four EFL teachers from Jimma teachers college of education for their professional comments and suggestions in the department of English language (EFL) who were well experienced and MA holder in TEFL outside of the ten (10) EFL teachers. The researcher selected this college because there were only 10 EFL teachers who were teaching English language subject and all teacher respondents were comprehensively included in data collection instruments. However, the students' questionnaires were piloted on 35 English language students from Jimma preparatory schools while they attend English language subject in EFL classroom outside of 105 students of the target sample population of the study.

### 3.5.2. Procedures of Data Collection for Pilot Study

 Before the actual data gathering, the instruments were administered to four EFL Jimma teachers college of education from department of English language outside of  ten EFL teachers in order to make clear, understandable and reliable of data collection instruments and to reduce an ambiguous expressions. Students' questionnaire were also conducted  on 35 EFL students from Jimma preparatory schools while they attended English language subject  to make sure that  the contents and items were clear and free from any ambiguous expressions. Based on the pilot

study, some items and contents of the questionnaire items were modified and some were discarded, and their grammatical forms were also corrected by the researcher. Then the revised version was administered to 105 students (61 males and 44 females).

### 3.5.3. Reliability and Validity

The two most important and fundamental characteristics of any measurement procedure are reliability and validity. Reliability and validity are crucial in quantitative and qualitative research approach because it is used to determine the strengths and weaknesses of a certain research undertaken. Therefore, reliability, validity and triangulation have to be defined in order to reflect the multiple ways of establishing truth (Thomas & Nelson, 2001).

#### 3.5.3.1. Reliability

Reliability is the extent to which items of questionnaire, interview, observation or any measurement procedure produces the same results on repeated trials. In short, it is the stability and consistency/ homogeneity/ of results over time or across raters. Reliability plays a significant role in providing information on whether the data collection instruments for the present study on vocabulary strategies are consistent or accurate suggesting that the same thing is repeated under similar conditions. The extent to which items of data collection instruments are agree on the results for each contestant is an indication of reliability. Similarly, the degree to which respondents' responses on a survey would stay the same over time is also a sign of reliability (Allen & Yen, 1979).The researcher used cronbach alpha to check the reliability of the pilot test. Thus, the results were (.818) which indicates that there was high internal consistency coefficient. This implies that the classroom observation, questionnaire, and interview were reliable for the actual research.

#### 3.5.3.2. Validity

Validity is the extent to which the instrument measures what it intends to measure. (Thomas & Nelson, 2001). Content validity pertains to the degree to which the instrument fully assesses or measures the construct of interest.  Content validity of research  instruments were designed  to measure the teachers' vocabulary instructional practices, knowledge, beliefs and preferences in EFL classrooms. Then to validate that the instruments were administered  to EFL teachers who

hold MA in TEFL in Jimma teachers college of education in the department of English language for their professional judgment of construct validity. After making the necessary changes of the items, the instruments were administered to the participants of the pilot study for further validation (to confirm the validity and reliability).

### 3. 6. Data Collection Procedures

#### 3.6.1. Preliminary Stages

In order to collect data for this study, the researcher first took recommendation letter from Jimma University College of social sciences and humanities department of English language and literature and obtained the necessary permission for collaboration with the schools and English language teachers one week prior to the administration of the instruments. In order to obtain adequate information from the subjects of the study, the researcher explained the objective and importance of the research to the subjects of the study in detail. Then, classroom observations, questionnaires, interviews and document analysis were conducted.

#### 3.6.2. Classroom Observation

First the researcher conducted classroom observation for two times during vocabulary lesson in different times and checklists were used every time (See appendix-I). Eventually, the overall vocabulary instructional activities in the classrooms were crosschecked by comparing the whole observation using observation check lists and researcher field notes were employed.

#### 3.6.3. Questionnaire

The questionnaire for students was prepared in English language first and then they had translated into Amharic and Afan Oromo later (see appendix-III, IV, V). The administration took place after a pilot survey was conducted. Before administering the questionnaires, clear explanation was given on the main objective of study by the researcher himself to all 105 students and asked their willingness to take part in the study. Then, the researcher requested for a favor in order to enable students fill out the prepared questionnaires genuinely in the presence of the researcher. The presence of the researcher allowed students to get an orientation on how to administer and any necessary clarification. Then the questionnaires were distributed, filled, and

collected back for the researcher). Among 105 student respondents, 104 student participants were returned back the questionnaires on time but one respondent was not returned back the questionnaire for the researcher.

### 3.6.4. Interview

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

### 3.6.5. Document Analysis

Finally, the researcher conducted document analysis of teacher's guideline and English syllabus of grades 11and 12 (See appendix-VII). It is performed for the objective of identifying the amount of vocabulary lessons in the teachers' guide and identifying the variety of techniques recommended to teach vocabulary activities.

### 3.7. Data Organization and Analysis Methods

To investigate EFL teachers practice the acknowledged vocabulary teaching strategies in EFL classrooms, the data gathered through classroom observation, questionnaire, interview and document analysis were coded, interpreted, analyzed and discussed using the following procedures.

### 3.7.1. Analysis of Classroom Observation Data

The data obtained through classroom observation checklists (See appendix-I) were analyzed, interpreted and discussed by applying descriptive statistics of frequency and percentage in order to know the amount of acknowledged vocabulary  instructional  activities that the teachers really practiced in EFL classrooms. Whereas, the qualitative data obtained through researcher field notes were analyzed and discussed qualitatively. The coding of the items on the scale was as:- 5=Excellent 4=very good 3=good 2=Fair 1=poor 0= never observed. For the extent of scales it was also coded as:  **High** (Excellent and very good), **Medium** (good and fair) and **Low** (poor and never observed).

### 3.7.2. Analysis of Questionnaire Data

The quantitative data gathered from close-ended questionnaires items of students were first coded, registered and analyzed by computing Statistical Package for the Social Science students (SPSS 16.0 version). Data obtained from questionnaires were organized in tables into main categories. Tabular descriptions of items in the study were made to help the researcher to classify the questionnaire items into their respective categories. Each category was tabulated under five likert scales. The Likert-type items, which were designed to identify teachers' and learners' regarding the theoretical practice of vocabulary teaching strategies in EFL classrooms were given numerical scores (e.g.**:** 5='Always' (A) 4='Often' (O) 3='Sometimes' (ST) 2='Rarely' (R) 1='Never' (N).

### 3.7.3. Analysis of Interview and Document analysis Data

The qualitative data gathered through interview and document analysis were analyzed, interpreted and discussed qualitatively.

### 3.7.4. Triangulation

Triangulation is defined by Denzin (1978: 291) as the combination of methodologies in the study of the same phenomenon. This was used because Variation in data collection leads to greater validity. Thus, triangulation in this study was employed using the following data collection instruments: classroom observation, questionnaire, interview, and document analysis. Classroom observations were used as the main tool to explore the necessary information regarding classroom physical situations by using observation checklists and researcher field notes. Questionnaire, interview and document analysis were used for triangulation (complementary) of data because the most appropriate (primary) data collection tool for this study was classroom observation. Students' questionnaires were also employed in order to triangulate theoretical practices of vocabulary teaching strategies regarding EFL teachers' experiences, preferences and knowledge in EFL classroom environment. The results obtained through quantitative data were crosschecked and brought together with the results obtained through qualitative data. As a result, the disadvantage of each particular data collection tools in this study is controlled by data triangulation.

# CHAPTER FOUR

# DATA PRESENTATION AND DISCUSSIONS

## 4.0. Introduction

As stated in the chapter one, the overall objective of the present study was to investigate vocabulary teaching strategies practices by EFL teachers at preparatory schools in Jimma Town. In order to achieve this objective, the following four specific research questions are required to get answer.

1. What vocabulary teaching strategies are often practices by EFL teachers in EFL classrooms?
2. What are the challenges that preparatory schools EFL teachers encounter while teaching vocabulary in EFL classrooms?
3. To what extent do EFL teachers practice the known vocabulary teaching strategies in EFL classrooms?
4. What are the EFL teachers' pedagogical beliefs about practicing vocabulary teaching strategies in EFL classrooms?

In order to answer these questions, descriptive statistics (frequency, percentage and mean) were employed. The data gathered through the four data collecting instruments were presented and analyzed separately to maintain the overall quality of this research work. Thus, the presentation, analysis and interpretation of the data obtained through classroom observation, questionnaire, interview, and document analysis have been made holistically as in the following sections.

## 4.1. Analysis of data Related to the extent of teachers' practices of vocabulary teaching strategies.

The analysis of data obtained through classroom observation were presented and discussed here under as follows. To get data through observation, the researcher observed for two times for all selected six English language teachers and totally 12 classroom observations were made during vocabulary lessons**.** Teachers were observed whether these teaching techniques are used in their English classrooms. Scholars in the field of vocabulary state as there are variety of techniques

which are proven effective for teaching of words which were discussed in literature review of chapter two. Therefore, the observation result were presented, analyzed and discussed as follows:

In the analysis of classroom observation, the researcher employed descriptive statistics of frequency and percentage with the likert point scales (Excellent, Very Good, good, Fair, poor and Never observed)( see appendix -I).

**Table 1. Frequency and percentage analysis of classroom observation checklist during teaching Vocabulary activities in EFL classroom**

| Item | Statement | Extent of scales | | | | | | | | | | | | |
| | | High | | | | Medium | | | | Low | | | | |
| | | Excellent | | Very Good | | Good | | Fair | | Poor | | Never observed | | Total | |
| No | Instructional Activities practices in EFL classroom. The teachers: | F | % | F | % | F | % | F | % | F | % | F | % | F | % |
| 1 | used different Examples to help learners to understand the meaning of new words? | 0 | 0 | 0 | 0 | 1 | 16.66 | 2 | 33.33 | 3 | 50 | 0 | 0 | 12 | 100 |
| 2 | Gave explanation to new vocabularies in relation to others in different contexts and words belongs to a certain word family? | 0 | 0 | 0 | 0 | 1 | 16.66 | 3 | 50 | 2 | 33.33 | 0 | 0 | 12 | 100 |
| 3 | explained new words and phrases and let the learners do the exercises in the textbook? | 0 | 0 | 1 | 16.66 | 1 | 16.66 | 2 | 33.33 | 2 | 33.33 | 0 | 0 | 12 | 100 |
| 4 | practiced various vocabulary strategies according to their suitability to the learners need, age, interest, and level of cognition? | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 16.66 | 4 | 66.66 | 1 | 16.66 | 12 | 100 |
| 5 | wrote definitions from dictionaries/give dictionary meanings/to the new word? | 0 | | 0 | | 0 | 0 | 1 | 16.66 | 4 | 66.66 | 1 | 16.66 | 12 | 100 |
| 6 | guided the learners to use guessing from context and gave them opportunities to practice this strategy in vocabulary teaching in EFL classroom? | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 33.33 | 3 | 50 | 1 | 16.66 | 12 | 100 |

As can be seen in the above table, the majority of EFL teachers did not employ the acknowledged vocabulary teaching strategies. But only small number of EFL teachers regarding Item1, about the use of different exemplary phrases e.g. such as, for instance, for example to help the learners to understand the meaning of new words revealed that teachers seemed to practice this strategy in medium manner at preparatory level. Regarding giving explanation to new vocabularies in relation to others in different contexts and words those have certain word family about 16.66 % and 50% of the teachers intended to practice these strategies in a medium manner respectively. Concerning about explaining new words and phrases and then make students do different activities/exercises related with vocabulary lesson (16.66% each & 33.33%) of teachers observed were to be high and medium respectively.

Regarding the strategies about using different exemplary to help learners to understand the meaning of new words, giving explanation to new vocabularies in relation to others in different contexts and words belongs to a certain word family, and explaining new words and phrases and let the learners do the exercises in the textbook a limited amount 17% of teachers observed were good at practicing these strategies. However, 17% of teachers have not been observed while they were teaching vocabulary about practicing various vocabulary teaching strategies according to their suitability to the learners need, age, interest, and level of cognition, writing definitions from dictionaries to the new word, and guiding the learners to use guessing from context and giving them opportunities to practice this strategy in vocabulary teaching in EFL classrooms.

The researcher employed classroom observation by using checklist and personal field note. Hence, the EFL teachers' classroom practice and the nature of vocabulary teaching techniques during the vocabulary lesson were observed. Besides, the students' reaction during the deliverance of vocabulary lessons and activities used in vocabulary instructions were observed. Even though there are basic vocabulary teaching strategies in students' text and in the English language teachers' guide of grade 11 and 12, the data from observation revealed that most of English language teachers did not employ the prescribed vocabulary teaching strategies which learners had to use to learn vocabulary. Rather, during explanation of the meaning of new words, most of English language teachers explain for the learners' using local language. This practices showed that almost all EFL teachers themselves have vocabulary deficiencies that blocked them to express the meaning of new vocabulary for their students' in different

vocabulary teaching techniques. This finding also implied that most of EFL learners have no sufficient vocabulary knowledge that help them express their ideas within each other as well as their teachers in English language classrooms.

The findings obtained from the classroom observation checklist about vocabulary instructional activities have been found out that the majority of EFL teachers did not pay due attention for practicing vocabulary instructional activities and rather they focus on teaching of speaking, reading, listening, writing and grammar in EFL classrooms.

**Table 1.1. Frequency and percentage analysis of classroom observation in EFL classrooms**

| Item | Statement | High | | | | Medium | | | | Low | | | | Total | |
| | | Excellent | | Very Good | | Good | | Fair | | Poor | | Never observed | | | |
| No | Instructional activities. The teachers: | F | % | F | % | F | % | F | % | f | % | F | % | | |
| 7 | related the new words to students' prior knowledge and to other related words when possible? | 0 | 0 | 0 | 0 | 1 | 16.66 | 2 | 33.33 | 2 | 33.33 | 1 | 8.33 | 12 | 100 |
| 8 | explained the meaning of new words in relation to other words having similar meaning? | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 50 | 2 | 33.33 | 1 | 8.33 | 12 | 100 |
| 9 | helped the learners to have multiple exposures(conceptual, contextual, & definitional) to a word necessary to learn it well? | 0 | | 0 | 0 | 0 | 0 | 1 | 16.66 | 5 | 83.33 | 0 | 0 | 12 | 100 |
| 10 | did teacher pay attention while he teaches vocabulary lesson in relation to other language skills? | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 16.66 | 5 | 83.33 | 0 | 0 | 12 | 100 |

The above table indicated that 83.33% of the teachers did not implement vocabulary teaching techniques in authentic classroom. For instance, regarding Item 9 and 10 stated above, about encouraging learners to have multiple exposures or guessing the meaning from (conceptual, contextual, & definitional) to a word necessary to learn it well and observing the teachers whether they pay due attention while teaching vocabulary lesson in relation to other language skills of reading, listening, speaking, grammar 83.33% of observed teachers did not practice these helpful vocabulary instructional activities in EFL classroom.

The data obtained from classroom observation has been found out that almost all teachers did not practice vocabulary teaching strategies that help EFL learners to enhance their vocabulary knowledge in all field of study throughout their educational life span

**Table 1.2 Frequency and percentage analysis of classroom observation during teaching Vocabulary activities in EFL classrooms.**

| Ite m | Statement | High | | | | Medium | | | | Low | | | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Excel lent | | Very good | | Good | | Fair | | Poor | | Never observ ed | | | |
| N o | Inst. activities. The teachers: | F | % | F | % | F | % | F | % | F | % | f | % | F | % |
| 11 | encouraged the learners to guess the meaning of new words using contextual clues? | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 16.66 | 5 | 83 .3 3 | 0 | 0 | 12 | 100 |
| 12 | used new words in the appropriate grammatical form in actual communication in EFL classroom | 0 | 0 | 0 | 0 | 1 | 16.66 | 1 | 16.66 | 3 | 50 | 1 | 16. 66 | 12 | 100 |
| 13 | asked the learners to construct sentences using new vocabulary? | 0 | 0 | 0 | | 0 | 0 | 1 | 16.66 | 3 | 50 | 2 | 33. 33 | 12 | 100 |
| 14 | Prepared vocabulary activities that encourage learners to learn and exercise integrated use of skills for authentic purposeful communication? | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 66 .6 6 | 2 | 33. 33 | 12 | 100 |

As can be seen in the above table, more than half of EFL teachers were categorized under poor and never observed  with highest percentage of 83.33%. This means that the majority of EFL teachers did not encourage the learners to guess the meaning of new words and contextual clues that relating new words with learners' previous vocabulary knowledge and used new words in appropriate grammatical form, ask the learners to construct sentences using new vocabulary, and Prepare vocabulary instructional  activities that encourage learners to learn and exercise integrated use of skills for real purposeful communication. Regarding using new words in the appropriate grammatical form in actual communication in EFL classroom, 17% of teachers seemed to be used this vocabulary instructional activities in medium manner which was not adequate to teach vocabulary

techniques that help learners to have vocabulary knowledge. The result of interview sessions were consistency with this idea that most of the teachers claimed that as they had vocabulary theories in their mind but it was difficult to take into implementation in real classroom situation due to lack of knowledge and experience of vocabulary teaching strategies.

From the scholars ideas lexical competence is far more than the ability to define a given number of words and covers a wide range of knowledge which in turn requires a variety of vocabulary teaching strategies to gain the knowledge. Foreign language teachers may then use various vocabulary teaching strategies to acquire the target language word knowledge, Richard (1976) and Ellis (1994). Even though the above scholars state many forms of vocabulary strategies, the present researcher did not observe while EFL teachers take into account the implementation of all of these techniques which encourage and guide the learners to use vocabulary in and outside the classrooms.

Throughout the whole twelve classroom observations, the acknowledged vocabulary teaching strategies were not employing in EFL classroom situations. The teachers did not help learners utilize multiple vocabulary exposures, they did not pay due attention to vocabulary teaching activities; students were not encourage to guess the meaning of new words using contextual clues, there was no prepared vocabulary instructional activities that increase learners' vocabulary knowledge that help them to communicate in English language effectively in all subject areas. As the classroom observation result indicated majority of the strategies expected to be implemented and practiced by the teachers were not observed. Most of the time teachers frequently utilized contextual strategy of teaching of a word from a reading or listening passage.

**Table 2. Analysis of learners' frequency and percentage performance during classroom observation**

| Item | Activities | Extent of scales | | | | | | | | | | | | |
|------|-----------|------|---|---|---|---|---|---|---|---|---|---|---|---|
| | | High | | | | Medium | | | | Low | | | | |
| | | Excellent | | Very Good | | Good | | Fair | | Poor | | Not observed | | Total |
| No | Students' reaction towards vocabulary learning. The students: | F | % | F | % | F | % | F | % | F | % | F | % | F | % |
| 1 | Practiced contextual clues to memorize the meaning of new words | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 33.33 | 3 | 50 | 1 | 16.66 | 12 | 100 |
| 2 | Constructed sentences using new words | 0 | 0 | 0 | 0 | 1 | 16.66 | 1 | 16.66 | 3 | 50 | 1 | 16.66 | 12 | 100 |
| 3 | guessed vocabulary activities to memorize words | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 33.33 | 3 | 50 | 1 | 16.66 | 12 | 100 |
| 4 | Practiced dialogue activities to know meaning of the new words | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 83.33 | 1 | 16.66 | 12 | 100 |
| 5 | Practiced word formation activities | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 16.66 | 4 | 66.66 | 1 | 16.66 | 12 | 100 |
| 6 | practiced the new words in speaking, writing and reading | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 16.66 | 4 | 66.66 | 1 | 16.66 | 12 | 100 |
| 7 | asked their teacher and classmate for clarification when they don't understand the meaning of words | 0 | 0 | | 0 | 0 | 0 | 1 | 16.66 | 3 | 50 | 2 | 33.33 | 12 | 100 |

As Zhihong (2000) states vocabulary is vital to guarantee communication between and among people. In line with this, the above table depicts that most of EFL learners were not utilizing the effective vocabulary learning strategies during the classroom observation sessions. Only a few strategies in Item2, regarding the construction of sentences using new words seems to be practiced in medium manner with same percentage of 16.66. Similarly, in item no.1, 3, 5, 6, and 7 EFL students seemed to practice these vocabulary learning strategies of context clues to remember the meaning of new words, guessed vocabulary instructional activities, form the words

from its base etc were also fallen under medium manner. However, the majority of EFL learners for vocabulary learning strategies were not sufficient and most of the strategies were not observed during classroom observation sessions. For instance, item no 4 regarding the practice of dialogue completion activities to learn the meaning of new words the highest frequency 5(83.33 %) and the least frequency 1(16.66%) of students were fallen under low respectively. Generally, this finding indicated that almost all EFL learners were not utilizing the basic vocabulary techniques that effectively help them to develop their vocabulary knowledge in authentic EFL classroom environment. Therefore, it can be deduced that having limited vocabulary knowledge is a barrier that block learners from learning a foreign language. Cameron (2001: 92) supports that Vocabulary is basically to using the foreign language as discourse because it is both learnt from participating in discourse, and is essential to participating in it.

The overall findings obtained from the analysis of the classroom observation checklist has been allowed to draw a conclusion that teachers did not use various vocabulary teaching techniques to empower students' word power. It has been found that teachers tend to use a limited range of techniques to teach vocabulary in EFL classrooms.

## 4.3. Analysis of the challenges that teachers encountered in vocabulary teaching strategies in EFL classrooms

During the two round classroom observation, the researcher observed some kinds challenges of vocabulary teaching strategies that were related with teacher, material and students' vocabulary knowledge. These are the main English vocabulary teaching challenges occurred in the classroom and out of the classroom environment.

### 4.3.1 Analysis of Challenges related to teaching materials:

❖ Most of vocabulary teaching strategies found in teachers' guidelines as well as learners' text books do not taking into account the level and the preference of students' age, need, interest and level of their cognition.

❖ There were absence of pedagogical center that enable EFL teachers' to prepare vocabulary related materials and various activities that further help the learners to be rich in vocabulary knowledge in and outside the classroom.

- ❖ Most of material designers are foreigners who don't have detail cultural background about Ethiopian students' at preparatory schools level.

- ❖ The text is so boring in designing helpful vocabulary teaching activities to motivate learners to pay due attentions to learn it.

- ❖ The text material never supports the need of the learners or doesn't satisfy the vocabulary needs of the students.

### 4.3.2 Analysis of Challenges related to teachers' level:

- ❖ Since the time allotted to English language teaching in preparatory school is not sufficient (40minutes), there is no enough time to practice vocabulary activities in authentic classroom situations.

- ❖ There is also less commitment to do vocabulary activities due to the learners lack of interest at vocabulary lesson

- ❖ Lack of portable classroom situation to employ varieties of vocabulary strategies

### 4.3.3 Analysis of Challenges related to learners' vocabulary knowledge level:

- ❖ The learners did not pay due attention for vocabulary lesson and instead they gave more priority for grammar learning in order to achieve result in entrance examination.

- ❖ Most of the learners are in need of learning vocabulary only through using the definition and dictionary techniques

- ❖ They are actually not competent to learn vocabulary with the existing text

- ❖ The text book is so boring to go through so that learners are feeling boredom towards practicing vocabulary activities.

## 4.4. Students' Responses

**Table 3. Analysis of frequency, percentage and mean of the Students' Responses on teachers' experiences regarding the practices of vocabulary teaching strategies.**

| | Statement | Always | | Often | | Some times | | Rarely | | Never | | Total | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| No | How often... | F | % | F | % | F | % | F | % | F | % | F | % | Mean |
| 1 | does your teacher use different Exemplary phrases to help you understand the meaning of new words (e. g. **such as, for example, for instance et**c)? | 34 | 32.7 | 18 | 17.3 | 36 | 34.6 | 10 | 9.6 | 6 | 5.8 | 104 | 100 | 3.64 |
| 2 | does your teacher give explanation to new vocabularies in relation to words belongs to a certain word family (e. g. **vegetables** | 27 | 26.0 | 11 | 10.6 | 27 | 26.0 | 26 | 24.0 | 13 | 12.5 | 104 | 100 | 3.14 |
| 3 | does your teacher pay due attention while he teaches vocabulary lesson in relation to other language skills? (e.g. Reading, Writing, Listening, Speaking, Grammar) | 24 | 23.1 | 18 | 17.3 | 35 | 33.7 | 17 | 16.3 | 10 | 9.6 | 104 | 100 | 3.51 |
| 4 | does your teacher give definition of new words while he teaches vocabulary lesson in relation to words of antonyms(e.g. sad/happy)? | 31 | 29.8 | 17 | 16.3 | 25 | 24.0 | 19 | 18.3 | 12 | 11.5 | 104 | 100 | 3.38 |

As can be seen from the above table, vocabulary items were prepared to require students' response on teachers' experience and knowledge of vocabulary teaching techniques (see appendix -III).

As the above table shows Q1, 34 (32.7%) and 36 (34.6) respondents replied that the teachers 'always' and 'sometimes' respectively use different Exemplary phrases to help the learners

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understand the meaning of new words. This finding with a mean value of 3.64 revealed that more than half of the respondents showed that the teachers employ various examples in vocabulary teaching. However, the researcher classroom observation result was contradicting with this idea because during classroom observation almost all of EFL teachers were not observed to demonstrate the learners the meaning of new words with different examples.

Regarding explanation to new vocabularies in relation to words belongs to a certain word family about 26.0 % and 10.6% of the students reported that the teachers always and often practice this strategy respectively. The rest 26.0% and 24.0% of them reported that teachers sometimes and rarely use this strategy with a mean score of 3.14 respectively. Unlikely, 12.5 % of them reported that teachers never practice this strategy. This finding was in accord with the result of observation because during the time of observation EFL teachers were not observed to practice explaining new words in relation to words belongs to certain word family. Therefore, this strategy was not well implemented in EFL classroom by most of the teachers to help learners to have sufficient knowledge about vocabulary learning. With regard to item no.3 whether the teacher pay due attention while the teaches vocabulary lesson in relation to other skills of reading, writing, listening, speaking, grammar the majority of the learners claimed that the teachers sometimes practice these techniques..

To summarize this part, the findings obtained from the responses of students' questionnaire towards their teachers experiences depicted that EFL teachers did not equally give due attention to vocabulary teaching when compared to the teaching of the other skills and they didn't encourage learners always to make different sentences with the help of new words in authentic classroom.

**Table 3.1 Frequency, percentage and mean analysis of the Students' Responses on teachers' experiences regarding the practices of vocabulary teaching strategies**

| | Statement | Always | | Often | | Some times | | Rarely | | Never | | Total | | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | How often... | F | % | F | % | F | % | f | % | F | % | F | % | |
| 5 | does the teacher encourage you to guess the meaning of new words from context to give you opportunities to practice vocabulary learning techniques? | 33 | 31.7 | 15 | 14.4 | 24 | 23.1 | 19 | 18.3 | 13 | 12.5 | 104 | 100 | 3.40 |
| 6 | does your teacher practice various vocabulary teaching strategies according to the suitability of your preference, need, age, interest, and level of cognition? | 25 | 24.0 | 23 | 22.1 | 24 | 23.1 | 15 | 14.4 | 17 | 16.3 | 104 | 100 | 3.30 |
| 7 | does your teacher help you to have multiple exposures | 27 | 26.0 | 23 | 22.1 | 28 | 26.9 | 16 | 15.4 | 10 | 9.6 | 104 | 100 | 3.45 |
| 8 | does the teacher associate new vocabulary to your prior knowledge when possible? | 24 | 23.1 | 20 | 19.2 | 29 | 27.9 | 24 | 23.1 | 7 | 6.7 | 104 | 100 | 3.4 |
| 9 | does the teacher ask you to construct sentences using new vocabulary? | 32 | 30.8 | 16 | 15.4 | 33 | 31.7 | 12 | 11.5 | 11 | 10.6 | 104 | 100 | 3.6 |
| 10 | does your teacher teach the vocabulary items in an appropriate context or object? | 21 | 20.2 | 18 | 17.3 | 30 | 28.8 | 20 | 19.2 | 15 | 14.4 | 104 | 100 | 3.38 |
| 11 | does your teacher use the new words in the appropriate grammatical form in actual communication in EFL classroom (e. g. its written and spoken forms)? | 20 | 19.2 | 19 | 18.3 | 30 | 28.8 | 19 | 18.3 | 16 | 15.4 | 104 | 100 | 3.20 |
| 12 | does your teacher preparer vocabulary activities that encourage you to learn and exercise integrated use of skills for authentic purposeful communication (e.g. use the vocabulary in writing, speaking, listening etc.)? | 27 | 26.0 | 17 | 16.3 | 30 | 28.8 | 16 | 15.4 | 14 | 13.5 | 104 | 100 | 3.29 |

As can be seen from the table 6.1, in learners responses to the strategies of Item no.(5,7, 8 and10) regarding encouraging learners to guess the meaning of new words from the context, giving learners opportunities to practice vocabulary learning techniques, having multiple exposures about conceptual, contextual, &definitional to a word necessary to learn it well, associating new vocabulary to learners prior knowledge and teaching vocabulary items in an appropriate context or object learners reported that their teachers practice these strategies in authentic EFL classroom with the total mean value of 3.402 respectively. These findings demonstrated that EFL teachers were engaging learners to have multiple knowledge of having the acknowledged vocabulary learning proficiency. But these findings were inconsistent with the result of classroom observation, interview and document analysis.

In response to the learners regarding whether the teacher uses various vocabulary teaching strategies according to the suitability of learners preference, need, age, interest, and level of cognition and prepare various vocabulary activities that encourage learners to learn and exercise integrated use of skills for authentic purposeful communication, most of the learners reported that the teachers did not implement these vocabulary instructional activities since the total mean value of the response yielded 3.295.

Generally, the findings obtained from the responses of the learners' questionnaire towards their teachers experiences and knowledge of the theoretical practice of vocabulary teaching techniques claimed that teachers seemed to practice these useful vocabulary teaching techniques in EFL classrooms. However, these findings were not accord with the result of classroom observation and interview. During interview sessions most of the interviewed teachers explained that the text book was not allow the students to use various vocabulary teaching techniques and the students themselves were not interested to learn vocabulary items in EFL classrooms.

**Table 4. Activities used for developing vocabulary teaching techniques**

| Items | Statement | Always | | Often | | Some times | | Rarely | | Never | | Total | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| No | How often... | F | % | F | % | F | % | F | % | F | % | F | % | Mea |
| 1 | do you do contextual clues of vocabulary activities to memorize the new words | 10 | 9.6 | 10 | 9.6 | 33 | 31.7 | 29 | 27.9 | 22 | 21.2 | 104 | 100 | 2.88 |
| 2 | do you do completing sentences using new vocabulary in the texts | 8 | 7.7 | 15 | 14.4 | 34 | 32.7 | 27 | 26.0 | 20 | 19.2 | 104 | 100 | 2.65 |
| 3 | do you do guessing activities to memorize words | 4 | 3.8 | 6 | 5.8 | 39 | 37.5 | 41 | 39.4 | 14 | 13.5 | 104 | 100 | 2.47 |
| 4 | do you do reading and speaking activities using new words | 6 | 5.8 | 4 | 3.8 | 35 | 33.7 | 49 | 47.1 | 10 | 9.6 | 104 | 100 | 2.49 |
| 5 | do you do dialogue activities to know meaning of the words | 9 | 8.7 | 4 | 3.8 | 30 | 28.8 | 41 | 39.4 | 20 | 19.2 | 104 | 100 | 2.43 |
| 6 | do you do word formation activities | 9 | 8.7 | 3 | 2.9 | 25 | 24.0 | 38 | 36.5 | 29 | 27.9 | 104 | 100 | 2.28 |

As can be seen in the table above Item 1, students were asked if their teachers provided them contextual clues of vocabulary instructional activities to memorize the meaning of new words while teaching vocabulary in EFL classrooms. 9.6% of the students reported that as their teacher 'always' and 'often' provided some contextual clues of instructional activities for their learners with the mean value of 2.88. Whereas, 31.7% of the students reported that as their teachers 'sometimes', 'rarely' and 'never' provided some contextual clues of vocabulary instructional activities for their learners. This findings obtained from the learners' responses indicated that the

great majority of the teachers did not give to contextual activities that help learners to know the meaning of new words in its various context.

Regarding Q2 which deals with completing sentences and texts 7.7% and 14.4% of the students reported that vocabulary instructional activities were not always and often done to teach vocabulary; and 32.7% of the students reported that as they use this techniques with mean value of 2.65 sometimes. However, 26.0% and 19.2% of the students claimed that their teachers 'rarely' and 'never' provided the useful technique respectively. To end this, the data implied that teachers were rarely using this activity in EFL classroom during vocabulary teaching techniques. Students were also requested that whether their teachers provided guessing the meaning of new word from the context. Regarding this, majority (39.4o %) of the students reported that teacher rarely utilized guessing vocabulary activity, and 13.5% of the students answered that teacher never employed this activity. From this data one can deduce that teachers have given little attention to provide different vocabulary activities to increase students' English language vocabulary proficiency.

As far as teachers providing vocabulary activities to students to use new vocabulary in speaking and reading, the data showed that only 5.8% and 3.8 % of the students reported that 'always' and' often' the teachers' actions to the point under discussion based on their order. The other respondents 33.7%, 47.1% and 9.6 % replied that 'sometimes' 'rarely' and 'never' respectively. This result showed that teachers did not create activities to learners which help them use the new words in communication in and outside the classroom. Furthermore, the learners reading capacity were deteriorated due to lack of exposure to various reading activities. The data obtained from teachers' interview result also indicated the same idea. Most of the teachers rely on only on students' text book without using additional authentic materials and they were also the one who take most of the time explaining the content which is found only in the textbook. This can be a great problem that hinders the learners having sufficient vocabulary knowledge and they will not be competent with EFL in classroom.

Similarly, for item no 5 and 6 the learners were asked if their teacher makes them do certain dialogue and morphological word formation activities in EFL classroom. Regarding these, 12.5% and 11.6% of the students reported that the teachers did employ 'always' and 'often time' with the highest aggregate mean scores of 4.71 to practice these activities respectively. However, most of

the learners (75.9%) claimed that teachers 'sometimes', 'rarely' and 'never' practice these instructional activities while they teach vocabulary lessons. The classroom observation result consistency with the finding obtained from the responses of learners' questionnaire indicated above that there were no observed about the practical implementation of vocabulary instructional activities with regard to using dialogue completion and morphological word formation.

To sum up, the findings obtained from the responses of learners' questionnaire about vocabulary instructional activities employed for developing vocabulary teaching techniques indicated that learners were not utilizing different activities which use them to develop their vocabulary skill in EFL classroom. Only some specific activities are provided to learners. Students are better familiar with English language words when they use in different situations and activities with various strategies. Therefore, the teachers have to provide learners with different activities and encourage them to use in EFL classrooms.

**Table 4.1. Activities used for developing vocabulary learning strategies**

| It | Statement | Always | | Often | | Someti mes | | Rarely | | Never | | Total | | Me an |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | How often... | F | % | F | % | F | % | F | % | F | % | F | % | |
| | **Students' participation in classroom.** **The students:** | | | | | | | | | | | | | |
| 1 | do you guess the meaning of words from context? | 14 | 13.5 | 11 | 10.6 | 43 | 41.3 | 19 | 18.3 | 17 | 16.3 | 104 | 100 | 2.87 |
| 2 | do you use the new vocabulary that teacher teaches you with classmate and practice the new words in speech or writing? | 5 | 4.8 | 5 | 4.8 | 35 | 33.7 | 36 | 34.6 | 23 | 22.1 | 104 | 100 | 2.36 |
| 3 | do you use dictionary meaning to learn the meaning of new words? | 6 | 5.8 | 3 | 2.9 | 35 | 33.7 | 42 | 40.4 | 18 | 17.3 | 104 | 100 | 2.39 |
| 4 | do you ask the teacher and classmate for clarification when you don't understand the meaning of new words/ | 3 | 2.9 | 1 | 1.0 | 16 | 15.4 | 51 | 49.0 | 33 | 31.7 | 104 | 100 | 1.9 |
| 5 | do you plan your way of enhancing vocabulary? | 2 | 1.9 | - | - | 27 | 26.0 | 43 | 41.3 | 32 | 30.8 | 104 | 100 | 2.01 |

As can be seen in the above table, 41.3% of the students claimed that they preferred guessing the meaning of words from context sometimes. But 18.3% and 16.3% of the learners preferred it rarely and never respectively. The mean score of this strategy is 2.87. This minimum mean score showed that the learners did not often participate in classroom using the meaning of new words from the context due to the shortage of words in their mind. Likewise, 34.6% and 22.1% of the students claimed that they use the new vocabulary that teacher teaches them with classmate and practice the new words in speech or writing preferred it rarely and never respectively with fewer amounts of mean score of 2.36. In relation to the third strategy about using dictionary meaning to learn the meaning of new words about 33.7 % and 40.40 % of the students reported that they preferred such strategy sometimes and rarely respectively with less amount of mean value of 2.39.

Regarding about asking the teacher and classmate for clarification when learners don't understand the meaning of new words 49.0% and 31.7% of the students claimed that they use this strategy rarely and never with a few amount of mean score 1.9. These findings implied that EFL learners did not ask their teachers even if they have so many questions in their mind since they have no basic vocabulary to communicate with their teacher as well as their classmate students in classroom. Similarly, about 41.3% and 30.8% of students reported that they plan the way of developing vocabulary proficiency rarely and never with less amount of mean score of 2.01.

To sum up, the findings obtained from the responses of the learners' questionnaire regarding their participation on utilizing various vocabulary instructional activities employed for developing vocabulary learning techniques reported that almost all EFL learners have deficiencies of vocabulary knowledge which hinder them to express their ideas and interact with the teachers as well as their classmate in authentic classroom situations.

**4.5. Analysis of Data Obtained through Interview**

After the administration of classroom observations and questionnaires, the present researcher conducted semi structured interview on four EFL teachers. The contents of interview questions includes ten items which deals with the vocabulary teaching techniques practiced and activities employed in EFL classroom by the teachers(see Appendix-VI).

**4.5.1 The analysis of teachers' knowledge and beliefs on the practices of vocabulary teaching strategies in interview sessions.**

**Item 1:** The teachers were asked what techniques they utilize and give priority often for the sake of helping their learners understand the meaning of new words and remember it for future use. Among the respondents two of them explained that vocabulary should be implemented in the way it was previously designed in teachers guide line as well as students text books.

They further explained that there were acknowledged vocabulary teaching techniques like guessing word meaning, context clues, inferring from its collocations or words co-occurs. Another interviewee claimed that most of the time I don't ever teach vocabulary in effective way that help learners due to lack of vocabulary teaching experience, deep knowledge on vocabulary teaching and lack of important training related to these strategies. He also said that we were using these techniques only to cover the contents programmed in the annual lesson plans. From this interview result, one can deduce that even if there are vocabulary strategies designed in the teachers guide as well as students text books, the practical implementation of vocabulary has been totally forgotten by EFL teachers.

**Item 2 and 3:** Regarding the questions about giving explanations to new words in relation to others and the practical implementation of vocabulary instructional activities: All of the interviewed teachers explained that we use the designed techniques in the current guide and students' text book such as mind map, increase your word power, collocations, using synonyms and antonyms of words, using context, definitions, explanations etc. However, the researcher didn't observe while these strategies were implemented by the teachers in EFL classroom during classroom observation sessions. Concerning the practice of vocabulary teaching that the teachers were asked, all of them were claimed that the known vocabularies should be practiced in EFL authentic classroom. Nowadays, we tell our students in the context that the new words appear in the sentences. However, in old curriculum, vocabulary was taught separately which is not effective at all. Because of this, they generally conclude that vocabulary can be taught as:

➢ guessing word meaning
➢ context clues
➢ word maps
➢ Morphological word formations (noun, verbs, adverbs, phrasal verbs etc).

Although the above vocabulary strategies exists in English for Ethiopia teachers' guide and students' text book EFL teachers didn't use these strategies in the way it help the learners to have wide vocabulary knowledge in different contexts.

**Item 4:** EFL teachers were also asked about whether they give for vocabulary teaching techniques sufficient coverage in the current teachers guide lines, three of the teachers explained that by saying sometimes 'yes' and sometimes 'No'.

> *This is because the students' text book is out of Ethiopian context and the students cultural background. Almost all of the material designers or authors of the book were the foreigners who don't know the cultural background and the level of Ethiopian learners. This makes the current text book too boring for the teachers as well as to the students. Due to this problem, students are not interested to learn vocabulary items rather they prefer learning grammar in order to pass entrance examination of grade 12.*

**Item 5:** Regarding the question that the teachers were asked about vocabulary teaching techniques is the most important aspect to focus on compared to grammar, writing skills, speaking skills, most of them explained that as they had their standing on what they have on the importance of vocabulary. Wilkins (1982: 134) depicts that without grammar Very little can be conveyed but nothing can be conveyed without vocabulary. The researcher strongly agreed with this point of view that vocabulary teaching is very important in language teaching and learning since it is seen as a key ingredient to achieve a high level of proficiency in the target language.

For instance, two of the teacher respondents said yeah, since having certain vocabulary knowledge are very essential in English language teaching and learning process to be effective in all dimensions. Additionally, they explained that vocabulary is natural ingredients that help both teachers and learners. Moreover, some other teachers said that in fact, vocabulary is the most important aspect when compared with other skills. However, Most of the time consideration was not given to the use of vocabulary teaching strategies in EFL classroom. We focused on the four language skills of speaking, listening, reading and writing and tell the new words meaning to the learners when they available in reading passage, dialogue etc.

**4.5.2 The analysis of questions regarding teachers' experiences of vocabulary teaching strategies.**

**Item 1:** For the question which related with planning of vocabulary contains instructional activities, almost all interviewees said no. They explained that we don't plan vocabulary contain instructional activities and instead of this we teach readymade vocabularies already designed in learners' text book and teachers' guide based materials. Furthermore, one of the interviewed teachers explained that most of the time vocabulary could be taught intentionally or unintentionally in different contexts.

**Item 2, 3 and 4:** With regard to using additional materials to teach vocabulary lesson only one teacher claimed that I employ various supportive materials like novels and different reading materials which deals the students level of knowledge. But the majority of teachers claimed that they use materials already prescribed in learners' text book with their guidelines. In providing students opportunities to practice different vocabulary on their own to use vocabulary techniques all of the respondents explained that it is impossible to provide sufficient concentration to meaning, spelling, pronunciations and word class on vocabulary teaching strategies due to the limitation of time(40 minutes).

**Item 5:** The teachers were also asked about employing various vocabulary teaching strategies during vocabulary instructional activities. Regarding this, almost all of the interviewed teachers explained that as they use the traditional teaching of vocabulary through dictionary meaning and definitions of certain words with teaching students explicitly.

Generally, the findings obtained from the explanations of the teachers' interview questions explained that the acknowledged vocabulary teaching techniques were not get due consideration from the teacher professionals as well. Teachers most of the time pay due attention to teach other skills of language and instead of focusing on the important ingredients of language teaching.

**4.6. Document Analysis of Vocabulary teaching activities and techniques prescribed in English for Ethiopia   teachers' Guide/syllabus**

Krippendorff (1980) recommends that document analysis is a technique which can generate both valid and replicable data from various types of documents.

**Table  5. Vocabulary activities prescribed in grade 11 English language teachers' Guideline**

| Unit | Contents | Activities | Pages | Units | Contents | Activities | Pages |
|---|---|---|---|---|---|---|---|
| 1 | The African Union | Nationalities | 1 | 7 | Weather and Climate change | Climate change<br>-discourse markers<br>-weather<br>-word building<br>-phrasal verbs with on and off | 72 |
| 2 | Education | -word building<br>-prefixes | 11 | 8 | Water | -water<br>-word building | 84 |
| 3 | Traditional and modern medicine | -medical treatment<br>-make and let<br>-illness | 22 | 9 | Disability | -disability<br>-phrasal verbs with up and down<br>- affixes | 93 |
| 4 | HIV and AIDS | -Describing changes of trends<br>-initials and acronyms | 37 | 10 | Poverty and Development | -rich and poor<br>- revision  prefixes | 104 |
| 5 | Tourism | -word | 48 | 11 | NGOS | -describing data showing | 114 |
|  |  | Building<br>-ed/ing adjectives |  |  |  | Comparisons<br>-phrasal verbs  connected with work<br>-skills and personal qualities |  |
| 6 | Fiction | -extreme adjectives<br>-phrasal verbs | 60 | 12 | Technical advances | -space<br>-word building | 124 |

**Adapted from English for Ethiopia teachers' guide and syllabus grade 11**

As can be seen from the table, vocabulary instructional activities are presented throughout all units in relation to other English language skills (see appendix-VII). As it can be seen from the table above, vocabulary instructional activities prescribed in English for Ethiopia grade 11

teachers' guide line, which is presented in the first edition (FDRE, Ministry of Education 2003 E.C) was not given much attention than other language aspects presented in the guide line. The guidance is given in both the students' text and the teacher' guide for doing in context. However, it requires all students should have access to a good dictionary and they should encouraged to use this on a regular basis which is difficult for a certain learners due to some cultural background in which  students surrounded and the economic background. There were no separate vocabulary teaching strategies and spelling assessment included in the teachers guide line though there are spelling sections in the revision tests at the end of units **3, 6, 9 and 12** that help learners to use new vocabulary in EFL communication.

The vocabulary teaching strategies prescribed in the teachers' guide are: guessing contextual meaning, dictionary meaning, definition of words, and words map. Although there are varieties of vocabulary teaching strategies are available in the English language teachers guide line, still majority of EFL  teachers follow the traditional methods of vocabulary teaching. This includes definition of word and using dictionary. This practices has consistency with interview result, during interview sessions most of the teachers explained that students' text book doesn't allow students to practice various vocabulary instructional activities so that students highly focused on grammar  learning  for  achieving  result  in  entrance  examination.  Additionally,  classroom observation result has been found out that the  teachers also frequently used  limited vocabulary teaching strategies in EFL classrooms.

To sum up, owing to the fact that vocabulary pass through listening, speaking, reading, writing, grammar ,pronunciation and spelling, it seems obvious that vocabulary teaching is inseparable from the teaching of these four skills in the language classroom. Therefore, the main question under this theme was to analyze to what extent the document was designed to teach vocabulary using various ways of vocabulary learning tasks. The researcher analyzed the document and observed  the  classroom  while  teaching  and  learning  took  place  in  order  to  have  actual information. The teachers' guide and syllabus provide language skills and vocabulary tasks that comprehensively guide to the course

**Table  6.  Vocabulary lessons in grade 12 English language teacher's guide line/syllabus**

| Skills | UNITS | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| | Lessons | Lessons | Lessons | Lessons | Lessons | Lessons | Lessons | Lessons | Lessons | Lessons | Lessons | Lessons | Total |
| Listening | 2 | 4 | 1 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 2 | **23** |
| Speaking | 2 | 3 | 3 | 2 | 3 | 4 | 3 | 6 | 5 | 4 | 1 | 2 | **38** |
| Reading | 3 | 4 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 1 | 3 | 2 | **30** |
| Writing | 2 | 3 | 2 | 1 | 2 | 3 | 2 | 1 | 2 | 5 | 4 | 1 | **28** |
| Increase your word power | 2 | 2 | **NO Lesson** | 4 | 4 | 2 | 3 | 1 | 3 | 1 | 1 | **NO Lesson** | **23** |
| Language focus | 5 | 3 | 2 | 2 | 3 | 4 | 4 | 3 | 1 | 3 | 5 | 1 | **36** |

**Adapted from English for Ethiopia teachers guide and syllabus grade 12**

As can be seen in the above table, Shows vocabulary activities or lessons provided in grade 12 Ethiopian English language teachers' guide lines are presented in relation to the teaching of other skills. The amount of vocabulary lessons, which are presented in the first edition (FDRE, Ministry of Education 2003 E.C English for Ethiopia) grade 12 English language teachers guide line is less than the teaching of other skills except listening. The amount of vocabulary lessons are 23, listening has 23 lessons, while speaking has 38 lessons, reading has 30 lessons, writing has 28 lessons, and language focus has36 lessons. In unit 3 and 12 there were no vocabulary lessons that help learners to practice vocabulary activities.

 The above table clearly indicates that throughout each unit there are language assessment of listening, speaking, reading and writing activities. The result of this document analysis reported that ministry of education itself did not pay due attention in contrary to its significance in comparison to other English language skills within their assessment. In case of assessing the

learners language skills vocabulary activities were not given much consideration in teachers' guide line.

In addition to exploring the teachers' guide line, the present researcher also assessed English syllabus for both grade 11 and 12.The content of both grades are almost similar to each other because they have 12 units each. The only difference is the activities and tasks available in all content of their unit. They have also identical area of competency which contains listening, speaking, reading, writing and language items. However, in both grades vocabulary competency were not adequately presented as the learners get the meaning of new words without difficulty in different context clues. In four English language skills above at the end of each unit there are different tasks that enable learners to practice to develop the skill of these four English languages.

Generally, the guideline consists of twelve units based on different kinds of topic; each unit contains nine sections that cover different topics: introduction, listening, language focus, study skills, speaking, reading, vocabulary (increase your word power), writing and assessment. However, with regard to vocabulary tasks from the above table there is no equal number of distributions of vocabulary tasks across the units. Moreover, the findings of this document analysis showed that material designers did not pay favorable attention to vocabulary instructional activities and rather they paid focus to vocabulary teaching strategies as an additional teaching skill. This result further implied that vocabulary teaching has not got due attention even from material designers when it is compared with the four language skills of listening, speaking, reading and writing.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## 5.0. Introduction

This chapter deals with summary, conclusions and recommendations drawn based upon the presentation, analysis and interpretation of data made in chapter four. This study was aimed at exploring EFL teachers practice of vocabulary teaching strategies in EFL classroom. Therefore, to achieve the main objective of the study, classroom observation, questionnaire, interview and document analysis were employed. Thus, the data gathered through these instruments were presented, analyzed and interpreted in chapter four. Based on the review literature and major findings, the following summary, conclusions and recommendations have been made` by the researcher.

## 5.1. Summary

The study was conducted at preparatory schools which are found in Jimma Town. Descriptive research design was employed in this study. Quantitative and qualitative methods of data analysis were made for the findings obtained from the respondents of the study and discovered the main findings.

❖ The samples of the data were ten EFL teachers and 105 students. A questionnaire addressed to the students included almost the same items; teachers theoretical vocabulary teaching strategies, teachers belief and knowledge of the theoretical aspects of vocabulary teaching techniques and the frequency of using vocabulary techniques in EFL classrooms, Information about what learners do to learn vocabulary techniques, and Activities used for developing vocabulary teaching techniques in EFL classrooms.

❖ The closed-ended items of students' questionnaire and some of the interview and classroom observation checklist have been responded research question 1, 2, 3 and 4.

❖ Question 1 was about vocabulary teaching strategies that are often practices by EFL teachers in EFL classrooms. Question 2 was about the challenges that preparatory schools EFL teachers encounter while teaching vocabulary lesson in EFL classrooms. For this question, open ended

questions intended to answer this research question. The teachers have listed a number of challenges that encountered them during teaching vocabulary lesson in EFL classrooms.

➢ Most of vocabulary teaching strategies prescribed in the teachers' guidelines as well as learners text books did not consider the level and the preference of students age, need, interest and level of their cognition of vocabulary learning.

➢ The text material never supports the need of the learners or doesn't satisfy the vocabulary needs of the learners.

➢ The learners did not pay due attention for vocabulary lesson and instead they gave more priority for grammar learning in order to achieve result in entrance examination.

Question 3 was about the extent do EFL teachers practice the known vocabulary teaching strategies in EFL classrooms. Teachers questionnaire and interview question no 1 answered this research question 3. The subjects have listed frequently used techniques in EFL classrooms. Among these some of them were listed as: The respondents reported that vocabulary should be implemented in the way it was previously designed in teachers guide line as well as students text books. They further explained that there were basic vocabulary teaching strategies like guessing word meaning, context clues, inferring from its collocations or words co-occurs.

Although the above vocabulary teaching strategies exists in English for Ethiopia teachers' guide and students' text, most of EFL teachers didn't use these strategies in the way it enables the learners to have extensive vocabulary knowledge in different contexts. Question 4 was about EFL teachers' pedagogical beliefs about practicing vocabulary teaching strategies in EFL classrooms.

❖ This question was intended to get answer for the belief of teachers towards the theoretical implementation of vocabulary teaching strategies. The participants have mentioned that the outcome of utilizing the acknowledged vocabulary teaching strategies in EFL classrooms to students' vocabulary learning. The other findings from observation checklist revealed that 83.33% of EFL teachers did not perceive these theoretical vocabularies teaching practice in authentic classrooms, and the rest interview result also gave supplementary information to the study.

## 5.2. Conclusions

It is stated in the review of related literature section that many research findings indicated the different techniques of vocabulary teaching that should be applied in EFL classrooms. Based on the major findings of this study, the researcher has been arrived at the following conclusions.

In the literature review section, it has been mentioned that Vocabulary teaching techniques are very important to develop teachers' as well as students' vocabulary proficiency in EFL classrooms. Because as English is a foreign language, it is difficult to teach the language without vocabulary knowledge. The reasons behind this seem to be that for most of the teachers, these techniques were difficult to fully apply. This concept is supported by the scholars: Wilkins (1982: 134) depicts "without grammar Very little can be conveyed, but nothing can be conveyed without vocabulary". The researcher agreed with this linguist's perspective that teaching vocabulary is important in language teaching since it is seen as a key ingredient to achieve a high level of proficiency in the target language learning. This is to mean that if someone knows the morphology and syntax of an utterance addressed to him/her, but doesn't know lexical items, he/she will not be able to participate in the communication, Krashen (1998), Carther and McCarthy (1988).

Vocabulary teaching is a crucial component of EFL teaching. The objective of vocabulary instruction is to help students learn the meanings of many words so they can communicate effectively and achieve academically. Vocabulary instruction requires practitioners to intentionally provide many rich opportunities for learners to learn words, related concepts, and their meanings. Students need strong instructional opportunities to build their personal warehouse of words, to develop deep levels of word knowledge, and acquire a toolbox of strategies that aids their independent word acquisition.

The teachers' frequently utilize traditional way of teaching vocabulary strategies such as translation and isolated way of defining words when vocabulary is being taught in EFL classrooms. These ways are considered as an effective way to convey meaning. However, it is really difficult if teachers overuse them. It discourages students to develop knowledge of using second language." (Gairns& Redman,1998, p.75)

Students' preference of utilizing their local language, learning only grammar to achieve result for entrance examinations, little understanding for vocabulary learning strategies and failure to practice their roles to be impediments related to students in EFL classrooms. As a result, students would be unable to develop and make use vocabulary items in their effort of using the language for actual communication in elsewhere. More importantly, the effective strategies such as context, word family, word formation, collocation, and phrasal verbs, ,and task based language teaching that develop learners" knowledge of vocabularies proficiency in EFL classroom were not practice during vocabulary lessons by the teachers. In fact, most of the time EFL teachers did not assess students" performance based upon vocabulary lesson during vocabulary instructional activities in EFL classrooms. Moreover, EFL Teachers did not often help learners to have multiple vocabulary exposures, they did not pay due attention to vocabulary teaching activities, students were not encourage to guess the meaning of new words using contextual clues, there was no prepared vocabulary activities that enable learners' to develop their own vocabulary knowledge that help them to interact within their colleagues in English language effectively in all subject areas.

Vocabulary teaching strategies are the most important aspect to focus on compared to grammar, writing, speaking, listening and reading skills. Zhihong (2000) suggests that vocabulary is vital to guarantee communication between and among people. This means without sufficient vocabulary, no one communicate effectively or express his/her ideas. Regarding this, the findings of interview showed that most EFL teachers possessed favorable views in that they believe having certain vocabulary knowledge are an essential ingredient in language teaching and learning to be effective in all dimensions. Additionally, they also explained that vocabulary is natural ingredients that help both teachers and learners. However, most of the time, vocabulary instructional activities are taught unintentionally when the teachers see certain vocabulary activities in different passage without planning.

There are many challenges related to vocabulary teaching techniques that EFL teachers encountered in vocabulary teaching. Vocabulary teaching strategies prescribed in learners texts' and teachers' guides are not taking into account the level and the preference of the learners age, need, interest and level of their cognition. There is also less commitment from EFL teachers to do vocabulary activities due to learners lack of interest at vocabulary lesson and learners do not

pay due attention for vocabulary lesson and instead they give more priority for grammar learning in order to achieving entrance examination. It is possible to conclude that there was a gap in the aspects of teachers‟ practices of vocabulary teaching strategies in terms of knowledge, perception, experience, belief and preference.

Finally, the overall findings of the data from all results of the analysis have been found out that vocabulary teaching strategies were not get due attention even from material designers when we compared with the four language skills of listening, speaking, reading and writing.

## 5.3. Recommendations

Based on the major findings and the above conclusions, the following recommendations were made in order to develop vocabulary teaching strategies practices by EFL teachers:

**1**. EFL teachers are highly recommended to identify and practice varieties of vocabulary teaching strategies according to the suitability of the learners' preference, need, age, interest, and level of cognition and teaching the learners accordingly.

**2.** Ministry of education should allocate sufficient time to EFL teachers to make them practice every vocabulary instructional activities prescribed in students' textbook and teachers' guide as well, and Material designers should have certain knowledge about Ethiopian culture that motivate vocabulary needs of the students. As a result, the learners may develop favorable attention of vocabulary learning strategies and better exploit them in everyday communication.

**3.** The practical implementation of vocabulary teaching strategies in EFL classroom during observation sessions showed that teachers had deficiency in utilizing vocabulary teaching strategies. To this effect, teachers should be better enriching in vocabulary teaching strategies in EFL classrooms. In line with this, Richards (1998) suggests that teachers pedagogical belief systems as the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over the course of time and bring with them to the classroom environment. Regarding this, the researcher strongly recommended that teachers should have variety of psychological behavior with different vocabulary teaching background that help the learners to engage in different vocabulary learning strategies, and they should share

their favorable beliefs, experiences, thoughts, views and perceptions they have about vocabulary teaching techniques to develop learners vocabulary proficiency in EFL classrooms.

**4.** It would be better to establish pedagogical center that helps EFL teachers to design different vocabulary teaching instructional materials/manuals and various vocabulary teaching activities that further help the learners to be enriching in vocabulary knowledge at preparatory schools level.

**5**. It would be better to equip EFL teachers by providing them different trainings on the acknowledged Vocabulary teaching strategies like context strategy, collocations, word associations, semantic maps and morphological word formation strategies since vocabulary is the essential ingredients in language teaching. Consequently, teachers may utilize the strategies to associate the meaning of new vocabularies with learners' existing knowledge and use multiple exposures (conceptual, contextual, & definitional).

**6**. It is worth mentioning that strategies should be indispensable parts of vocabulary teaching practices by EFL teachers help to learn vocabulary effectively and become self-directed learners of vocabulary, learners must be taught and appropriately use varieties of vocabulary learning strategies in EFL classroom. As a result, it is helpful and necessary for learners to be taught vocabulary learning strategies in order that they can learn how to discover the meaning of new words, how to store them in their memory, and how to use them by practicing and expanding their vocabulary knowledge.

**7.** Vocabulary lessons prescribed in learners' textbook and teachers' guides need to incorporate varieties of instructional activities that equally provide learners the opportunity to develop vocabulary proficiency with the teaching of other skills. That lessons should require students to see relationships between the vocabulary items they learn; they should recycle the vocabulary items so that students could keep the items learned in their memories.

**8**. Finally, it is suggested that the information obtained from these findings can be of great help for EFL teachers, ministry of education, researchers and material designers in Ethiopian preparatory schools those want to conduct further research related to vocabulary teaching strategies practices by EFL teachers, is recommended to use as reference at preparatory, college and university level in Ethiopia.

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# APPENDIX-I

## JIMMA UNIVERSITY

## COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

## DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

### CLASSROOM OBSERVATION CHECKLIST

**Name of School** _____     **Date**_____
**Class Observed** _____     **No. of Students:** _____     **Time/Period**_____
**Unit**_____                          **Observed Teacher** _____

**Part one:  Phenomena to be observed during the practice of Vocabulary Teaching Strategies by EFL teachers**

**Note that:  5=Excellent 4=very good 3=good 2=Fair 1=poor 0= not observed**

| Item | Statement | Extent of scales | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | High | | | | Medium | | | | Low | | | |
| | | 5 | | 4 | | 3 | | 2 | | 1 | | 0 | | Total | |
| No | **Instructional Activities practiced by EFL teachers in EFL classroom** | F | % | F | % | F | % | F | % | F | % | F | % | F | % |
| 1 | used different Examples to help the learners to understand the meaning of new words? | | | | | | | | | | | | | | |
| 2 | gave explanation to new vocabularies in relation to others in different contexts and   words belongs to a certain word family? | | | | | | | | | | | | | | |
| 3 | explained new words and phrases and let the learners do the exercises in the textbook? | | | | | | | | | | | | | | |
| 4 | practiced various vocabulary strategies according to their suitability to the learners need, age, interest, and level of cognition? | | | | | | | | | | | | | | |
| 5 | wrote definitions from dictionaries/give dictionary meanings/to the new word? | | | | | | | | | | | | | | |
| 6 | guided the learners  to use guessing from context and gave them opportunities to practice this strategy in  vocabulary teaching in EFL classroom? | | | | | | | | | | | | | | |
| 7 | related the new words to students' prior knowledge and to other related words when | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | possible? | | | | | | | | | | | | | | | | | |
| 8 | explained the meaning of new words in relation to other words having similar meaning? | | | | | | | | | | | | | | | | | |
| 9 | helped the learners to have multiple exposures(conceptual, contextual, & definitional) to a word necessary to learn it well? | | | | | | | | | | | | | | | | | |
| 10 | did teacher pay attention while he teaches vocabulary lesson in relation to other language skills? (e.g. Reading, Listening, Speaking, Grammar etc ) | | | | | | | | | | | | | | | | | |
| 11 | encouraged the learners to guess the meaning of new words using contextual clues? | | | | | | | | | | | | | | | | | |
| 12 | used new words in the appropriate grammatical form in actual communication in EFL classroom | | | | | | | | | | | | | | | | | |
| 13 | asked the learners to construct sentences using new vocabulary? | | | | | | | | | | | | | | | | | |
| 14 | Prepared vocabulary activities that encourage learners to learn and exercise integrated use of skills for authentic purposeful communication? | | | | | | | | | | | | | | | | | |

**Part two: Activities the learners perform during classroom observation for vocabulary learning strategies** .To identify the activities and the effort students' perform to learn vocabulary skills in their classrooms, the following checklist was employed.

| Item No | Activities<br><br>The students: | Excellent | | Very Good | | Good | | Fair | | Poor | | Not observed | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % | F | % | F | % | F | % | F | % |
| 1 | Practiced contextual clues to memorize the meaning of new words | | | | | | | | | | | | | | |
| 2 | Constructed sentences using new words | | | | | | | | | | | | | | |
| 3 | guessed vocabulary activities to memorize words | | | | | | | | | | | | | | |
| 4 | Practiced dialogue activities to know meaning of the new words | | | | | | | | | | | | | | |
| 5 | Practiced word formation activities | | | | | | | | | | | | | | |
| 6 | practiced the new words in speech, writing and reading | | | | | | | | | | | | | | |

# APPENDIX- II

## QUESTIONNAIRE FOR STUDENTS

**Dear students,**

This questionnaire is designed to find out *vocabulary* **teaching strategies practiced by EFL Teachers in preparatory schools.** It is one of the instruments the researcher uses to gather the necessary data for his MA Thesis in the teaching of English as a foreign language (TEFL).Therefore, you are kindly requested to fill in the questionnaire honestly and carefully. The questionnaire has various questions which are mainly focusing on teachers' practices of different vocabulary teaching strategies while teaching vocabulary in secondary schools. Please note that your answers should be based on what you really do but not based on what you wish you could have done or should have been. The researcher would like to assure you that all the responses you give will be kept **confidential** and used only for the research purpose. As a further assurance, you are not required to write your name

**Thank you in advance for your time and effort you have put in filling this questionnaire!**

**The Researcher**

### PART ONE: Personal Information

**Direction 1:** Please indicate information about yourself by circling the appropriate choice or by writing the required information where it is necessary in the space provided.

1. Name of the school _____

2. Sex:      a) M               b) F

3. Age:    a) 12-15          b) 16-20                    c) 21-25                    d) 25-and above

**PART TWO: Questions on teachers' experiences regarding their theoretical practice of vocabulary teaching strategies in EFL classroom.**

**Direction 2**: Show how often your English language teacher practices/uses vocabulary teaching strategies during your English class. Please read the following items carefully and put a tick *(√)*

mark indicating the most appropriate alternative for each of the given items based on your choice under each number in the following table.

The following alternatives are delivered as responses:

**Note that: 5=always(A) 4=Often(O) 3=sometimes(ST) 2=rarely(R) 1=never(N)**

| Item no | **Statements on the Practice of Vocabulary Teaching Strategies** | A 5 | O 4 | ST 3 | R 2 | N 1 |
|---|---|---|---|---|---|---|
| | **How often....** | | | | | |
| 1 | does your teacher use different Exemplary phrases to help you understand the meaning of new words (e. g. **such as, , for example, for instance et**c)? | | | | | |
| 2 | does your teacher give explanation to new vocabularies in relation to words belongs to a certain word family (e. g. *apple* **and** *orange, vegetables and cabbage*, *tiger* **and** *lion* etc) | | | | | |
| 3 | does your teacher pay due attention while he teaches vocabulary lesson in relation to other language skills? (e.g. Reading, Writing, Listening, Speaking, Grammar) | | | | | |
| 4 | does your teacher give definitions of new words while he teaches vocabulary lesson in relation to words of antonyms(e.g. sad/happy)? | | | | | |
| 5 | does the teacher encourage you to guess the meaning of new words from context to give you opportunities to practice vocabulary learning techniques? | | | | | |
| 6 | does your teacher practice various vocabulary teaching strategies according to the suitability of your preference, need, age, interest, and level of cognition? | | | | | |
| 7 | does your teacher help you to have multiple exposures(conceptual, contextual, & definitional) to a word necessary to learn it well? | | | | | |
| 8 | does the teacher associate new vocabulary to your prior knowledge when possible? | | | | | |
| 9 | does the teacher ask you to construct sentences using new vocabulary? | | | | | |
| 10 | does your teacher teach the vocabulary items in an appropriate context | | | | | |

| | or object? | | | | | |
|---|---|---|---|---|---|---|
| 11 | does your teacher use the new words in the appropriate grammatical form in actual communication in EFL classroom (e. g. its written and spoken forms)? | | | | | |
| 12 | does the teacher preparer vocabulary activities that encourage you to learn and exercise integrated use of skills for authentic purposeful communication (e.g. use the vocabulary in writing, speaking, listening etc.)? | | | | | |

**Part three: Activities the students perform to learn vocabulary**

**Note that: 5=always (A) 4=Often (O) 3=sometimes (ST) 2=rarely(R) 1=never (N)**

| Item | Activities | A | O | ST | R | N |
|---|---|---|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| | **How often do you do ...** | | | | | |
| 1 | contextual tasks to memorize the words | | | | | |
| 2 | completing sentences and texts | | | | | |
| 3 | guessing activities to memorize words | | | | | |
| 4 | reading and speaking activities using new words | | | | | |
| 5 | dialogue activities to know meaning of the words | | | | | |
| 6 | word formation activities | | | | | |
| **P.IV** | **Student's participation. The students:** | | | | | |
| **1** | guess the meaning of words from context | | | | | |
| **2** | use the new vocabulary that teacher teaches with your roommate and practice the new words in speech or writing | | | | | |
| **3** | use dictionary meaning to learn the meaning of new words | | | | | |
| **4** | ask the teacher and classmate for clarification when you don't understand the meaning of new words | | | | | |

# APPENDIX-III

ጅማ ሀኒቨርሲቲ

የማኅበራዊ ሳይንስ ኮላጅ ና ሂመኒቲ

የእንግልዘኛ ቋንቋ ትምህርት ክፍል እና ስነ-ፁሑፍ

ለመሠናዶ ተማሪዎች የቀረበ መጠየቅ

ዉድ ተማሪዎች;

የይህ መጠየቅ የቃለትን የመለታማርያ ስትራቴጅ በታግበር በ እንግለዘኛ ቋንቋ ማምህራን በመሠናዳ ደራጃ እንዴት የተገበሩ እንደለለመለየት የተዘጋጀ ናዉ፡፡ይህ መጠየቅ አጥነዉ እንደ አንድ መሣርያ ተጠቅሞ የ2ኛ ድግር በዉጭ ቋንቋ(TEFL) መረጅ ለመሰብሰብ የተጠቀበት መሣርያነዉ፡፡ ስለዝህ፣ እነንተ የቀረቡትን መጠየቆች በጡሩ ሁኔታ ና በታማኝነት አሰባቸዉን እንደትሙሉ በአክብሮት ይጠይቀለሁ፡፡

አማስግናለሁ!

ክፍል አንድ ግላዊ መረጃ

መመርያ 1: የሚከተሉት ጥያቄዎች የግልህን ሃሳብ በመጠቀም ፍደለትን አከበብ፡፡

1. ፆታ: ሀ) ወንድ        ለ) ሴት

2. ዕድሜ: ሀ) 12-15     ለ) 16-20     ሐ) 21-25     መ) 25 ና ከዛበላይ

ክፍል 2: ከዝህ በታች የቀረቡት ሃሳበት በእንግልዘኛ ክፍል ጊዜ ማምህራናቸዉ ምን ሃይል ዘዴዎችን በመጠቀም ቃለትን ይጠቀማሉ በሚለዉ ሃሰብ ለይ የቶከራል፡፡

መመረይ 2: የሚከተሉትን ጥያቄዎች በጥምና አና በብከበነለይህንልጥት ( ) በመለቀመት ጥክለኛዉን ምርጫህን በመጠቀም ከዝህበታች የቀረቡትን ምርጫ በሠለደዉጸ ና መለ፡፡

መሰሰብያ:     5=ሁልጊዜ     4= ብዙጊዜ     3= አንድአንድጊዜ   2 = አልፎአልፎ     1 =በጭራሻ

| ቁ | በምን፤ ያህል፤ ዘዴ ፤ቃለትን ፤የመስተማር ፤ ልምምድ ፤የቀረበ ጥያቄ | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 1 | ማምህራኖቻቸዉ ምን ያህል የተለያዩ ጥያቃችን በመጠቀም እናንቴ አዲድስ ቃለትን እንድት ማሩ የግበቸዉል E.g Such as, for instance, for example etc. | | | | | |
| 2 | ቀለትን በመስተማር ሂዳት መምህለኖቻቸዉ ምን ይህል ለአዲድስ ቃለቶች በምገናኙት ይዘት ይገልፃሉ (ለምሥሌ አተክልት ና ጥረን ከፌከአንበሃናበር). | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | ማㅐㅁሀራዎቻዉ ምን ያህል ዘዴዎችን በመጠቀም አዲስ ቃላትን መስታማር ናራችዉን እንዲትረ ና እንድትሰቡ ያግዛቸዉዓ; | | | | | |
| 4 | ማㅐㅁሀራዎቻዉ ምን ያህል አዲስ ቃላትን ስያስተምሩ ለተቀራን ቃለት ገለፃ ይሰጠሉ (ለምሣሌ : ኅዘን ነ ደስታ) | | | | | |
| 5 | ማㅐㅁሀራዎቻዉ ምን ያህል አዲስ ቃላትን እንድት ገምቱ እድለ ይሰጠሉ. | | | | | |
| 6 | የእንግልዘኛ ቃላትን በማስተማር ዉስጥ ማㅐㅁሀራዎቻዉ ምን ያህል ዘዴ በመጠቀም በእናንተ ዕድሜ ና የተምሀርት ደረጀቻዉ ጋ ይመጠጠናል ወይ. | | | | | |
| 7 | ማㅐㅁሀራዎቻዉ ምን ያህል የተለያዩ ልምድዎችን እንድኖራቸዉ አስፋለጊ ቃላትችን በጡሩ ሁኔታ እንድት ማሩ እገዝ ያደርግላቸዉል (በጭበት ሀሰብ በአገባብ ና በገለፃ) | | | | | |
| 8 | ማㅐㅁሀራዎቻዉ ምን ያህል አዲስ ቃላትን ስያስተማር ከዘህ በፍት የለቸዉትን እዉቀት ጋር ያያይዛል | | | | | |
| 9 | ቃላትን በመስተማር ዉስጥ ማㅐㅁሀራዎቻችዉ ምን ያህል አዲስ ቃላትን ተጠቀሜ ሐርፍተ ነገሮችን መሠረቱ ይጠየቃቻዉል: | | | | | |
| 10 | ማㅐㅁሀራዎቻችዉ ምን ያህል አዲስ ቃላትን ይዘት በአገባብ ና በጡሩ ዉነታ ያስተምራል: | | | | | |
| 11 | ማㅐㅁሀራዎቻዉ ምን ያህል በመㅐማርያ ክፍል ዉስጥ የቋንቋን ሕግን በመጠቀም ነግገር ያደርጋል ወይ (ምሣሌ: በመፃፍናመነገር) | | | | | |
| 12 | ማㅐㅁሀራዎቻዉ ምን ያህል የተለያዩ መልመጀዎችን በመዘጋጀት እነነት የቋንቋ ክህሎችን አዋይደቸዉ እንንት ማሩ ናተገብር እንዲ ለማመዱ ያበረታተል፤ | | | | | |

**ክፍል 3:** የሚከተሉትን ጥያቄዎች በጥምና እና በበከበነለይሀጬል ( ) በመለቀመት ጥከለኛዉን ምርጫህን በመጠቀም ከዝህበታች የቀረቡትን ምርጫ በሥለደዉ፩ ና መለ::

መሰሰብያ: 5=ሁልጊዜ 4= ብዙጊዜ 3= አንድአንድጊዜ 2 = አልፎአልፎ 1 =በጭራሻ

| ቁ | ተㅐㅁሪዎች በምን ያህል ዘዴ ቃላትን ለመㅐማርያ ቀረበ ጥያቄ | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 1 | ምንያህልቃላትንበአግባብቃላትንለማስታወስትጠፃላሁ | | | | | |
| 2 | ምን ያህል አርፍተነገርና ጹፉ ትሞላለሁ | | | | | |
| 3 | ምንያህልበመገመትስራቃላትንትቱምታስታውሳለ | | | | | |
| 4 | ምንያህልበማንበብናበመናገርተግባርአዲስቃላትንትጠቀማለሁ | | | | | |
| 5 | ምን ያህል በቃለ ምልልስን የቃላትን ፍቺ ለማወቅ ተሰራለሁ | | | | | |
| 6 | ምንያህልየቃላትንምስረታትሰራለሁ | | | | | |
| | **የተㅐㅁሪዎች ድርሻ** | | | | | |
| 1 | ከአግባቡየቃላትንፍቺእገምታለዉ:: | | | | | |
| 2 | መምሀርያስተማርኛንእንዲቃላትከነደኞቼጋርበመነጋርርእለማመዳለዉ | | | | | |
| 3 | አዳዲስቃላትንስማርመዘገቢቃላትንእጠቀማለዉ:: | | | | | |
| 4 | አዳዲስቃላቶችንስማርየሚያስቸግሩኝእዳዲስቃልትመㅐㅁሀራዎችንእናየክፍልጓደኞቸንበመጠ የቅእረጻለዉ:: | | | | | |
| 5 | ቃላትን እዉቀት ለማዳበር በእቅድ እㅐㅁራለዉ:: | | | | | |

# YUUNIVERSIITII JIMMAA
## KOLLEEJJII SAAYINSII HAWAASAA FI NAMOOMAATTI
## DAMEE BARNOOTA AFAAN INGILIZII FI OG-BARRUU
## BAR-GAAFFII BARATTOOTAAF QOPHAA'E

**Kabajamtoota barattootaa,**

Waraqaan gaafannoo kun kan qophaa'e odeeffannoo qorannoo fi qu'annoo mata duree **shaakala jechoota afaan Ingilizii barsiisuuf tooftaa barsiisaan afaan ingilizii daree keessatti fayyadamu** ( The practice of vocabulary Teaching strategies by English language teachers in EFL classroom) jedhu irratti ragaa fi odeeffannoo walitti qabachuun fala barbaachisu kennuudhaaf kan yaadame dha. Bargaffiin kun tooftaa qorannoo qorataan barnoota digirii 2ffaa barsiisa afaan Inglizii (TEFL) jedhu hojjechuuf fayyadamu keessaa meeshaa isa tokkoodh. Kanaafuu, deebiin keessan icciitiidhaan qabamee hojii qo'annoo qofaaf kan oolu malee barsiisaa keessan madaaluuf waan hin taaneef sodaafi shakkii tokko malee yaada keessan akka gumaachitanan isin gaafachaa maqaa keessan barreessuu akka hin barbaachifnes isin hubachiisa.

**Gumaacha keessaniif guddaa galatoomaa!**

**Qorataarraa**

**Kutaa tokkoffaa**. **Odeeffannoo dhuunfaa**

**Qajeelfama 1.** Odeeffannoo dhuunfaa keetii akkaataa filannoo armaan gadiitiin qubee si ibsutti mari..

1. Saala:  a) Dhi          b) Du

 2. Umurii: a) 12-15        b) 16-20          c) 21-25          d) 25 fi isaa ol

Kutaa Lmmaffaa. Yaadonni armaan gaditti dhiyaatanii jiran, wayitii barnoota afaan Ingilizitti barsiisaan keessan hammam tooftaalee jechoota barsiisuu gargaarama kan jedhu irraatti bu'uureffata.

**Qajeelfama 2.** Gaaffilee armaan gadii suutaa erga dubbistee booda mallattoo *(√)* kana kaa'uun akkaataa filannoo keetiin sirrii ta'etti gabatee armaan gadii keessatti filannoowwan sii kennaman guuti.

 Hub: 5=yeroo hundaa(YH) 4= yeroo baay'ee(YB) 3= yeroo tokko tokko(YT ) 2= darbee darbee(DD)1=tasumaa(T)

 Gaaffiiwwan                                                           safartuuwwan

lak Itti gargaarama tooftaalee jechoota barsiisuu                       5 4 3 2 1

| T.L | Himama tooftaa ittiin shaakala jechoota barsiisan | YH | YB | YT | DD | T |
|---|---|---|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Hangam barsiisaan kee fakkeenya adda addaatti fayyadamuun akka ati hiika jechoota haaraa hubattuuf si gargaara (fkn. warra akka**....,  fakkeenyaaf, kkf)?** | | | | | |
| 2 | Jechoota barsiisuu keessatti, barsiisaan kee hangam hiika jechoota haaraaf akkaataa walitti dhiheenya isaatiin jechoota maatii tokko jalatti qoodamaniif ibsa kenna (fak. *kuduraafi muduraa ,fi Qeerransafi Leenca* kkf)? | | | | | |
| 3 | Barsiisaan kee hammam mala jechoota barsiisuu fayyadamuun jechoota haaraa barsiisuufi hiikaa isaa akka barattuu fi yaaddu si gargaara? | | | | | |
| 4 | Barsiisaan kee hammam wayita jechoota haaraa barsiisuu ibsa karaa jecha faallaa isaan itti kenna (fkn.gadda/gammachuu) ? | | | | | |
| 5 | Barsiisaan kee hammam hiika jecha haaraa akkaataa galumsa isaatti akka tilmaatuuf si jajjabeessaa carraa shaakala tooftaa jechoota barachuu sii kenna? | | | | | |
| 6 | Jechoota Afaan Ingilizii barsiisuu keessatti, Hammam barsiisaan kee tooftaa shaakala jechoota barsiisuu akkaataa fedhii, umurii, fi sadarkaa hubannoo keetiif mijatutti barsiisaa? | | | | | |
| 7 | Barsiisaan kee Hammam muuxannoo garaagaraa akka qabaatuuf jecha barbaachisaa haala gaariin baratamuu qabuuf deggersa siif godha(yaadrimee,galumsaa fi ibsaan? | | | | | |
| 8 | Barsiisaan kee Hammam hiika jecha haaraa akkaataa beekumsa duraan ati qaduun walqabsiisa? | | | | | |
| 9 | Jechoota barsiisuu keessatti, barsiisaan kee hammam jecha haaraan fayyadamtee hima akka ijaartuuf si gaafata? | | | | | |
| 10 | Barsiisaan kee Hammam qabiyyee jechoota haaraa akkaata galmaa fi waantota sirrii ta'een si barsiisa? | | | | | |

| 11 | Barsiisaan kee Hammam daree barnoota keessatti haasawaa jecha haaraa seer-luga sirrii ta'een fayyadamuun dubbata(fkn. bifa qubeessaa fi dubbannaan)? | | | | | |
| 12 | Barsiisaan kee Hammam gilgaalota addaa addaa kanneen haasawaa kaayyeffata qopheessuun dandeettiiwwan afaanii bifa walsimsiisaa fayyadamuun akka baratuufi shaakaltuu si jajjabeessaa? | | | | | |

Kutaa 3ffaa: Jechoota haaraa barachuuf hojiilee barattoonni hojjetan

lak Itti gargaarama tooftaalee jechoota barsiisuu          5 4 3 2 1

| T.L | Dalagaa jechoota barachuuf oolan | YH | YB | YT | DD | T |
|---|---|---|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Hangam jechoota akkaataa galma isaaniitti jechoota yaadachuuf hojjetta? | | | | | |
| 2 | Hangam mara himaa fi barreeffamaan bakka kennaman guuta? | | | | | |
| 3 | Hangam tilmaamaan hojii jecha yaadachuu hojjetta | | | | | |
| 4 | Hangam dubbisuu fi dubbachuu jecha haaraan dalagda | | | | | |
| 5 | Hangam haasawa jechoota haaraan hojjeta | | | | | |
| 6 | Hangam jechoota ijaaruu irratti hojjeta | | | | | |
| Kutaa afur | Gahee barataa jechoota baruu keesatti | | | | | |
| 1 | Akkaataa galumsa isaatti hiikaa jechaa nan tilmaama | | | | | |
| 2 | Jecha haaraa barsiisaan barsiisuun hiriyoota koo waliinhaasa'uu nan shaakala | | | | | |
| 3 | Hiika jechoota haaraa hubachuu yommuun dadhabu barsiisotaa fi hiriyoota koo nan gaafadha | | | | | |
| 4 | Hiika jech haaraa baradhuuf galmee hiika jechootaa nan fayyadama | | | | | |
| 5 | Karaan ittiin ogummaa jechoota kootii dagaagsadhu nan karoorfadha | | | | | |

# APPENDIX -V

## Interview for Teachers
## Personal Information

Name of the School: _____

Date of interview: ----------------------------------------------------------------

Teacher interviewed: ----------------------------------------------------------

Qualification: _____

Year of experience in teaching English: _____

**Dear Teachers,**

This interview is designed to find out **vocabulary teaching strategies practiced by EFL Teachers in secondary schools**. Therefore, you are kindly requested to give me your attention and appropriate answers/explanations honestly, genuinely and carefully. The interview has 10 items about vocabulary teaching and teaching material you are using now. Your answers and explanations to the interview should be based on what **you practically do** in teaching vocabulary in EFL classroom.

Remember that your answers should be based on what you (not your colleagues) really do and not based on what you wish; it should be the actual practice. The worth of the study completely depends on how **true** and **factual** answers you provide in terms of what you believes, prefers know and do with regard to vocabulary teaching. I like to stress that the information you provide is completely confidentially used by the researcher only. For that matter, you don't have to write you name

**Thank you in advance for your time and effort you have put in filling this questionnaire!**

**The Researcher!**

**Semi- structured interview guide lines for teachers**
**Direction 1: Explain as in what extent you agree with the following statements based on your belief and knowledge of vocabulary teaching, Please.**

**A. Questions concerning teachers' knowledge and belief on the theoretical practices of vocabulary teaching strategies during EFL classroom.**

1. What techniques do you use and give priority often time to help learners understand the meaning and remember it for future use? (E.g. context, dictionary meaning, examples, definitions, etc)

2. In teaching vocabulary, do you give explanation to new words in relation to others in different ways and   words belong to a certain word map?

3. How do you think vocabulary teaching should be practiced in classroom? Explain it in detail.

4. Do you think that Vocabulary teaching has been given sufficient coverage in the currently used guidelines? How do you compare with other language skills?

5. In English language teaching, vocabulary is the most important aspect to focus on compared to grammar, writing skills, speaking skills, etc. What is your stand on it?

**B. Questions concerning Teachers' Experiences of vocabulary teaching strategies.**

1. To what extent do you plan vocabulary activities in your daily lesson plan that contain various vocabulary teaching strategies and practice them?

2. To what extent do you give opportunities to your learners so that they take responsibilities for their own to use vocabulary strategies and practice them at different time?

3. What kinds of materials do you employ in vocabulary teaching in EFL classroom?
4. During vocabulary lesson, do you pay sufficient concentration to meaning, pronunciation, spelling, word class,  usage, etc of the word?

5. How do you employ various vocabulary teaching strategies during vocabulary instruction.

# APPENDIX -VI

## ENGLISH FOR ETHIOPIA GRADE 11 AND 12

English Language teachers Guide and Syllabus for Grades 11 & 12

**Authors:  1.Karim Fischer-Buder**

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**3. Lucy-Blackburr**

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- **England**

## General Description of the Document analysis

The vocabulary instructional activities analyzed was done on the currently in use grade 11and 12 English for Ethiopia teachers' guides and syllabus. The document has been used as a teaching material since 2003 E.C. This document contains 12 units. Each unit contains nine sections: introduction, listening, language focus, study skills, speaking, reading, vocabulary (increase your word power), writing and assessment.

## The   main features of English syllabus and teachers' guidelines

### 1. Minimum Learning Competencies
The Minimum Learning Competencies (MLCs) are the skill levels we expect all the students to have reached within each topic at the end of each grade. Some students will demonstrate abilities beyond the MLCs.

### 2. Topic flow chart and content map
The topic flow chart shows the spiral progression of the competencies within a number of

topics. The content map shows the content to be learnt in each unit at each grade.

## 3. Units allocation

Each grade is broken up into a number of units based around a topic. Competencies in language skills are built up within a topic as topics recur a number of times throughout each unit of preparatory school

In both grades there were four revision units. These units will provide teachers with opportunities to recycle language and skills and assess competencies. In these units there should be a variety of activities across the skills and integrated tasks to practice and assess what has been learnt. Activities should be enjoyable and engaging but should also include examples of national test types such as multiple choices. Each unit is divided into 11 of periods based on a 34-week school year. Regular, short slots of language learning during the week are likely to be more effective than a longer, more concentrated slot once a week. In grades 11 and 12 students will have 4 periods of English per week.

## 4. Learning outcomes, language focus and vocabulary

Each unit starts with a learning outcome related to the topic and which is applicable across the skills. Each unit also has a language focus divided into grammar, vocabulary and social expressions. The grammar focus will be the main structures/items that are revised or introduced in the unit. The vocabulary focus lists the main topic areas of vocabulary and social expressions are the main functional structures. For vocabulary, examples of words in the topic areas can be found at the end of each grade. It is important to stress that these are only suggested examples. Teachers can choose relevant lexical items from this list and add items appropriately. Students do not have to learn all the words from the list. Students should also be encouraged to keep vocabulary notebooks. Teachers should recycle grammar, vocabulary and social expressions as much as possible. This can be done through speaking activities, games, tests etc. at the beginning and end of lessons.

## 5. Competencies

The left hand column of the syllabus lists the relevant competencies for each unit. These are derived from the Minimum Learning Competencies for each grade. Teachers use these competencies to assess students.

**6. Skills**

For clarity of focus each unit of the syllabus is broken up into:

• Listening

• Speaking

• Reading

• Writing

• Additional Learning Strategies

It is important to stress that this is not the order in which activities should be conducted. Indeed over the course of periods per unit teachers should provide a variety of skills practice both within and between lessons. Some activities do need to precede others: listening and speaking activities often provide the context for the introduction of new vocabulary, grammar or social expressions. In addition to this, activities in different skills are often connected and may need to be followed consecutively e.g. reading texts often provide models for writing activities. However, although textbook writers and teachers need to bear this in mind, they are free to conduct the activities in the order that will best suit their classes and give variety. Moreover, they are also free to adapt and change the activities as they see fit as long as the relevant Minimum Learning Competencies are met. If teachers need suggestions on a possible order of activities for each unit, the Curriculum Department will be happy to provide it

**Learning Strategies**

Learning strategies (or study skills) are the skills students need not only to improve their competency in English and therefore their ability to access other subjects through the medium of English, but also to improve their ability to learn generally. The aim of developing learning strategies is for students to understand how they learn and ultimately for them to become independent learners.

In the primary English syllabus many activities focused on developing the sub-skills needed in each of the four main language skills of listening, speaking, reading and writing. In reading for example the sub-skill of predicting the content of texts was a minimum learning competency. Grades 11 and 12 continue to develop these linguistic sub-skills which are reflected in the Minimum Learning Competencies and practiced through a variety of activities. What is different

is that the secondary syllabus contains additional activities which aim to make these sub-skills explicit to the students. These activities give them the opportunity to discuss and assess their strengths and weaknesses in each skill/sub-skill as well as try out new ways of learning. Moreover, the syllabus also extends learning strategies to the areas of vocabulary and grammar. For example students try out different ways of recording vocabulary in their notebooks and reflect on which is most appropriate and effective. They also discuss the issue of making grammatical mistakes and how this is a necessary stage in becoming better communicators. Finally, the syllabus for preparatory schools also incorporates activities which aim to improve generic study skills such as being aware of their individual learning styles and time management. It is hoped that this focus on learning strategies in English will help students to cope with the English speaking environment at Secondary school as well as give them vital skills for future studies in any subject.