



COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
(MA PROGRAM IN TEFL)

**EFL TEACHERS' AND STUDENTS' PRACTICE AND CHALLENGES IN
IMPLEMENTING VOCABULARY LEARNING STRATEGIES: GRADE
TEN AT NADA SECONDARY SCHOOL IN FOCUS**

BY: BEGNA GIRMA

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FORMASTER OF ARTS IN TEFL**

July, 2021

JIMMA, ETHIOPIA

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LANGUAGE AND LITERATURE IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTERS OF ARTS IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE**

(MA IN TEFL PROGRAM)

July, 2021

JIMMA, ETHIOPIA

Declaration Confirmation and Approval

Research Title: EFL Teachers' and Students' practice and challenges in implementing Vocabulary learning strategies at Nada grade 10, secondary school.

Declaration

I, the undersigned, declare that this thesis is my original work, and has not been presented for a degree in any other universities, and that all the sources of material used for the thesis have been duly acknowledged.

Begna Girma: Signature: _____ Date: _____

Confirmation and Approval

As thesis research advisors, we rather here by certify that, we have read and evaluated this thesis prepared under our guidance, by Begna Girma, entitled “EFL Teachers’ and Students’ practice and challenges in implementing Vocabulary learning strategies at Nada grade 10 secondary school” and we recommended that it will be accepted as fulfilling the thesis requirement for the degree of M.A. in Teaching English as foreign Language (TEFL).

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ACKNOWLEDGEMENTS

First of all, I would like to thank the Almighty God for helping me to start and successfully complete this work. I also would like to convey my deepest thanks to my advisors, Dr. Yohannes Tefera, and Dr. Alemayehu Negash, for giving me constructive advice and guidance in preparing the proposal, research guidance and finalizing the thesis. Without their friendly, encouragement, suggestion and support, the completion of this research work would not have been possible. I further would also like to express my heartfelt appreciation to the directors and grade 10 English language teachers and the students who took part in this study at Nada secondary school, where the study was conducted. Furthermore, I express my sincere gratitude to the University of Jimma particularly to the department of English language and literature, and for giving me with the opportunity to undertake this research. Finally, I want to appreciate my friends who directly or indirectly contributed for the success of my research work.

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List of Abbreviations/Acronyms

COVID-19	Coronavirus disease 2019 (COVID-19)
E. c.	Ethiopian calendar
EFL:	Learners of English as a Foreign Language
ESL:	Learners of English as a Second Language
L1:	Frist Language
L2:	Second Language
VL	Vocabulary Learning
VLS:	Vocabulary Learning Strategy
VLSs:	Vocabulary Learning Strategies
SPSS:	Statistical Package for the Social Science Students

Abstract

The main objective of this study was to investigate EFL teachers' and students' practice and challenges in implementing vocabulary learning strategies at Nada secondary school. To this end, descriptive survey research design was employed in the study. The participants of the study were six Nada high school English language teachers who were recruited using comprehensive sampling and ninety-six grade ten students who were sampled using systematic sampling technique. In order to collect data, the necessary data for the study, students' questionnaire, teachers' interview and classrooms observation were used. Both quantitative and qualitative methods of data analysis were used to analyses the necessary data. That is, data obtained through questionnaires were analyzed quantitatively using frequencies, percentages and mean whereas, the data gathered through teachers' interview and classroom observation, were analyzed qualitatively. The analysis showed that the current practice of vocabulary teaching strategies of the teachers in classroom contradicts with evidences obtained from teachers interview Furthermore, the students' responses and classroom observation result indicated a great gap between what the teachers said and their actual practice. The findings of the study also showed that teachers and students faced challenges in implementing vocabulary learning strategies. In addition, the result showed that there were few vocabulary learning strategies favored by teachers and students in EFL classes. Finally, summaries, conclusions and recommendations were given to concerned bodies.

CHAPTER ONE: INTRODUCTION

In the forthcoming sections of this thesis, the background of the study, Statement of the Problem, objectives the study, significances of the study, scope of the study, limitation of the study and definition of key terms are discussed.

1.1 Background of the Study

Vocabulary learning strategies are a subset of language learning strategies; When particular approaches are used by second and foreign language learners for the acquisition of new words in the second language, they are called 'vocabulary learning strategies' (Gu,1994). In language teaching and learning, vocabulary is a basic issue since words play a significance role in expressing feelings, emotions, and ideas to other (Zimmerman, 1997). To master a word is not only to learn its meaning but also to learn its register, association, collocation, grammatical behavior, written form or spelling, spoken form and frequency; all these properties of word are known as "word knowledge" (Schmitt, 2000: 5). Therefore, teachers and students need to give an adequate attention to these properties of words in teaching and learning process of vocabulary.

Students have a great impact on the success of their vocabulary learning (Oxford, 1990; Nation, 1990; Schmitt, 1997). Accordingly, different types of methods, exercises, and practice have been introduced into the field to learn vocabulary. It has also been indicated that learning vocabulary should not only consists of learning specific word, but also aim at equipping learners with vocabulary learning strategies which are necessary to expand their vocabulary knowledge (Nation ,2001). Vocabulary is the knowledge of words and word meanings. As to this, Steven (2005, p.95) also assets, "Vocabulary knowledge is the knowledge of a word not only implies a definition, but also implies how that word fits into the world."

The current popular communicative language teaching in language teaching method has further emphasized meaningful interactive activities over form. It has also renowned that vocabulary learning strategies that students use have greater impact on the success of their vocabulary learning (Hatch & Brown, 1995). In teaching and learning process of vocabulary, mastering

vocabulary is one of the most challenging tasks that many learners face while acquiring another language (Hyikos & Fan, 2007). Vocabulary knowledge knows a word, which involves numerous types of word properties such as meaning, word form, collocation and register (Nation, 2001).

The goal of vocabulary instruction is to help students learn the meanings of many words and the contextual use of words, thereby enabling the students to communicate effectively. To this end, students should be taught vocabulary learning strategies (Woodard, 1998). Indeed, neither literature nor language exists without vocabulary (Harmer, 1991). On top of this, vocabulary is a primary concern for language teachers. Therefore, the researcher did preliminary survey at Nada Secondary School; as a teacher, of English language, I have found that a lot of students have expressed problems with learning new words in English language. the interest of focusing on practicing vocabulary learning strategy comes from various reasons. In the first place, to the best of the researcher's knowledge, it is one of the significant areas language learners and teachers face a problem in relation to the practice of vocabulary learning strategies. Secondly, as a language learner, learning vocabularies through different strategies is very important in language learning.

According to Fan (2003), these days, the inadequacy in lexical knowledge may hinder students' language proficiency development. Students may lack adequate vocabulary due to their inability to employ appropriate vocabulary learning strategies which in turn, might make them lose interest in learning foreign language. Similarly, EFL teachers and students at Nada Secondary School still seem to have challenges in practicing different vocabulary learning strategies. In this regard, most English language teachers at Nada School were complaining that many students did not have adequate vocabularies which help them to improve their English language achievement. The inadequacy of the learners' vocabulary may result from their lack of Vocabulary Learning Strategies use. It also appears that there is inadequate practice of vocabulary learning strategy.

Generally, Furthermore, as far as the present researcher's knowledge is concerned, there was lack of using different strategies in learning vocabulary and also for a long time; there has not been adequate change in vocabulary teaching methodology. Most teachers do not pay attention to Vocabulary learning strategies therefore; they use inefficient ways of teaching vocabulary. Lastly, no research has been conducted on the Vocabulary learning strategies at Nada high

School. This has also initiated the researcher to conduct a study on EFL teachers' and students' practice and challenges in implementing vocabulary learning strategies.

1.2. Statement of the Problem

Vocabulary teaching and learning has not received enough attention in English language teaching-learning context. Carter (1988) indicates that for many years vocabulary has been the victim of discrimination by researchers who claimed syntax to be more significant issue in students' language development process. Folse (2004, p: 3) describes, "Lack of grammar knowledge can limit conversation; lack of vocabulary knowledge can stop conversation." Although it was believed that vocabulary could be taught only in isolated word lists for a long time, nowadays there are lots of ways to learn vocabulary. The most common ideas among them are the fundamental importance of vocabulary in communication and in language learning; it is believed that the more words we know the more fluently we can communicate (Schmitt 2000; Coady and Huckling, 2000; Richards and Renandy 2002).

Catford (1967) states that communication is a function of three components of a language: grammar, vocabulary and conjunctions. He metaphorically explains that grammar is the 'skeleton,' vocabulary is the 'flesh' and conjunctions are the 'tendons' that firmly attach the bones to the flesh to have an erect human body. Similarly, for accurate and fluent communication to occur there must be a reasonable degree to master grammar and vocabulary of the language. Indeed, it is almost impossible to learn a language without words; even communication between human beings is based on words.

Accordingly, vocabulary learning is considered as important aspect of language skills. A recent research also indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008). Teaching words is a crucial aspect in learning a language as languages are based on words (Thornbury, 2002).

From the experience, the present researcher observed in the classroom that grade 10 students at Nada secondary school have different challenges in learning vocabulary. One among the most crucial problems which grabs the researcher's attention is that the students do not practice vocabulary learning strategies in EFL classes and no research has been conducted on vocabulary learning strategies at Nada EFL contexts. Moreover, the incomparability of vocabulary to grammar for the communicative function of the language is recently explained by McCarthy (1990:81) as follows:

“No matter how well the students learn grammar, no matter how well the sounds of L2 are mastered, without words to express a wide range of communication in L2 cannot happen in any meaningful way.”

Many students who learn at Nada secondary school may not be aware of vocabulary learning strategies which are crucial to their language learning success and general academic achievement. In addition, it appears that, most English language teachers who teach grade 10 students at the school tend not to teach their students explicitly how to apply vocabulary learning strategies.

Rubin et al. (2007) have conducted a study on language learning methods and teaching students' vocabulary learning strategies. The study indicates that, if effectively done, vocabulary learning strategies increase not only students' knowledge of strategies but also motivation and performance. Furthermore, Studies show that, instructing students to employ different methods of vocabulary learning strategies has yielded positive outcomes, and training of vocabulary strategies has been found to be successful Chamot et al 1999; Oxford, 1990; Mizumoto & Takeuchi, 2009).

Some local studies have been conducted on vocabulary teaching and learning strategies in the context of Ethiopian secondary schools. For example, Miressa (2014) conducted his study on the assessment of the practice of vocabulary teaching strategies in grade 9 and 10 EFL classes in Kellem Secondary School. The result of the study indicated that the English teachers did not use different vocabulary teaching strategies in EFL classes. Miressa's (2014) study differs from this study in its scope because his study has focused only on the assessment of the practice of vocabulary teaching strategies in grade 9 and 10. However, this study examined both teachers'

and students' practice and challenges in implementing vocabulary learning strategies at Nada School focusing on grade 10. Thus, this study also differs in its scope and context.

Moreover, Getinet (2008) on his part conducted a study on vocabulary learning strategy use of high and low achiever students at Gonder College of Teacher Education. The result of the study indicated that the more successful language learners (i.e., high achievers) used more learning strategies than the less successful learners (i.e., low achievers). Getinet's (2008) study differs from this study because, Getinet conducted his study on vocabulary learning strategy use on high and low achiever students in Gonder College of Teacher Education level; whereas this study was conducted on teachers' and students' practice and challenges in implementing VLSs at Nada high school focusing on grade 10 level.

Furthermore, Berhane (1998) conducted a study on "an exploration of vocabulary teaching in primary schools." His findings showed that pictures, picture cards, black-board drawings and real objects were more frequented and effective techniques of vocabulary teaching in grade one and two. The topic of this study is different from the above studies that conducted by different researchers' and also setting of the study, contents, specific objectives, data gathering tools are other points which distinguish this research from others. Accordingly, the present researcher studied on EFL teachers' and students' practice and challenges in implanting vocabulary learning strategies at Nada Secondary School level.

To achieve the objective of the study, the research attempted to address the following research questions:

1. What are the types of vocabulary learning strategies used by teachers and students at Nada secondary school in EFL classes?
2. To what extent do teachers and students practice vocabulary learning strategies in English language classes at Nada secondary school EFL classes?
3. What are the challenges that hinder teachers' and students' use of vocabulary learning strategies at Nada secondary school EFL classes?

1.3. Objectives of the Study

1.3.1. General Objective

The main objective of this study was to investigate EFL teachers' and students' practice and challenges in implementing vocabulary learning strategies in grade ten at Nada secondary school.

1.3.2. Specific Objectives

The specific objectives of the study were:

1. To identify the types of vocabulary learning strategies used by teachers and students at Nada secondary school in EFL classes
2. To assess the practice of vocabulary learning strategies used by English language teachers and students at Nada secondary School.
3. To find out challenges that hinder teachers' and students' use of vocabulary learning strategies at Nada secondary school EFL classes.

1.4. Significances of the Study

The findings of this study may provide valuable information for teachers and students about practice and challenges in implementing vocabulary learning strategies. In addition, the findings of this study may also help teachers and students to apply different vocabulary learning strategies there by promoting their English language competence. Moreover, it can give better insights about VLSs to EFL teachers so that they are able to help their students how to overcome challenges they face in implementing vocabulary learning strategies. it may also give hints to teachers, students and school communities on the importance of teaching and learning vocabulary in implementation of different strategies, because the researcher plans to put a copy of the study in the school library. Lastly, the study may provide useful insight to future researchers who conduct their studies on vocabulary learning using different strategies in different contexts.

1.5. Scope of the Study

The study was delimited to Nada Secondary School, which is found in Oromia Regional State, Jimma zone, Omo Nada district, Nada town in 2013 academic year. Moreover, the study was conducted on only EFL teachers' and students' practice and challenges in implementing vocabulary learning strategies.

1.6. Limitation of the Study

It is true that, the study has its own limitations as it is the case in other empirical studies. The data of the study were only a small number of teachers who teach English as a foreign language and small number of students. Furthermore, the study was conducted only at Nada secondary school, because of time and other resources constraints. Thus, the findings of the study cannot be generalized to all high schools found in Jimma Zone and elsewhere. Finally, Corona virus (COVID 19) was another challenge that affects the researcher during data collection, because it limits the interaction between learners while learning vocabulary.

1.7. Definition of Key Terms

Strategies: The specific methods of approaching a problem or task, modes of operation for achieving a particular end, or planned designs for controlling and manipulating certain information Brown (2001: 210).

Vocabulary: The stock of words used in language or a group of people or an individual Webster (1956: 106). In this study, vocabulary means the number of words in a language known by individual and those words are used as a vehicle of the language to express one's thought.

Vocabulary Learning Strategies: Actions that learner takes to help themselves understand and remember vocabulary (Cameron, 2001: 92). It means that the learning strategies that is used by students to mastery the vocabulary.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter the relevant literature related to the study is reviewed. Specifically, definition and concepts of vocabulary learning, historical background of vocabulary learning, importance of vocabulary learning, vocabulary learning strategies, practice of vocabulary learning strategies, challenges of vocabulary learning strategies, classification of vocabulary learning strategies, theories of language learning are discussed in different sections.

2.2. Definitions of Vocabulary

Vocabulary is a group or stock of words used in a particular vocabulary knowledge is important for EFL students because they need sufficient knowledge of the words before they can comprehend what they have read or heard Teng, (2014). Therefore, vocabulary is the group of words that a person or a group of people knows how to use. Your vocabulary is all the words you know and use in daily life. As stated in Fan, (2003) vocabulary knowledge is the biggest part of learning a language. Vocabulary knowledge includes two dimensions: breadth of vocabulary knowledge and depth of vocabulary knowledge. Breadth of vocabulary knowledge is regarded as vocabulary size, i.e., the quantity of words that a learner at certain level knows Nation, (2001). Depth of vocabulary knowledge refers to the quality of knowing a word, which means learners should know more than a superficial understanding of a word's meaning. For example, learners should know deeper aspects of a word, including pronunciation, meaning, spelling, register, frequency, morphology, syntactic and collocation prosperities Qian, (2002). Considering the importance of vocabulary knowledge, finding ways to improve learners' vocabulary knowledge is worthwhile. In addition, word knowledge is not an all or nothing phenomenon Beck and McKeon, (1991). You may recognize aspects of a word when you hear or read it but not feel comfortable using it in your own speech or writing.

2.3. Concepts of Vocabulary Learning

The fact that teaching and learning are interfaced can be observed from the following definition by Brown (1994:7). Teaching is defined as “showing or helping someone to learn, how to do something, giving instruction, guiding the study of something, providing with knowledge, causing to know or understand.” A close investigation of this definition provides some clues of learning. Similarly, learning is defined as “acquiring or getting knowledge of a subject or a skill by study, experience or instruction.” This definition expands the opportunity of learning in that learning is not confined to classroom instruction only but it can be gained, apart from teaching, through experience, self-study and interaction with the immediate surrounding which is particularly essential for language learning.

Most language teachers and language learners are convinced of the centrality of vocabulary knowledge in various pedagogical tasks, and know that learning English involves acquiring and remembering a large number of words Nation, (2001), Schmitt, (1997; 2010). Teaching and learning can be described as the two sides of a coin. In the context of formal education, teaching and learning are inseparable phenomena in that teaching, regardless of other things, entails learning. Graves (as cited in Taylor, 1990) define vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual learner. He also states that the lexicon of a language is its vocabulary knowledge, which includes words and expressions. Krashen (as cited in Herrel, 2004) extends Graves ‘definition further by stating that lexicon organizes the mental vocabulary in speaker’s mind. In relation to this, vocabulary is the clue that holds stories, ideas and content together to make comprehension accessible for students (Rupley, Logan & Nichols, 1998/1999). Therefore, vocabulary is central to language and of critical importance to the typical language learner. On the other hand, vocabulary is the words we must know to communicate effectively both productive and receptive vocabulary.

2.4. Historical Background of Vocabulary Learning

During the eight decades of the 20 centuries, priority was given to grammar than vocabulary. Grammar was taught in the traditional Schools. (Chacon, 2010, Laufer, and Nation, 2012, as cited in Theresa Larson, 2014). According to Milton (2009) as cited in Larson, 2014, the main reason why teaching and learning vocabulary got minimal attention was both teachers and students believed that people can learn new language and use it effectively in spite of their limited vocabulary power. Similarly, Oxford (1990) revealed that during the previous time of language teaching, vocabulary items were taught via bilingual word lists to be memorized and translated when students are reading something. Due to this, students faced difficulties to remember a large number of words needed to foster fluency.

However, until the 1980s, teaching and learning vocabulary was not considered as important as mastering grammar, pronunciation, reading, or writing (Richards, 1976). ‘Vocabulary acquisition a neglected aspect of language learning and stated that vocabulary acquisition research at that time had been a theoretical and unsystematic’ (Meara, 1980).

In recent years, however, there has been a revival of interest in words. Many SLA researchers argue nowadays that learning vocabulary is perhaps the most challenging aspect of becoming proficient in a second or a foreign language because of the sheer enormity of the task (Meara, 1995; Nation, 2001; Schmitt, 2010). Language is often compared with a building: the structure of the building is grammar, and words are the bricks in the structure. Both are necessary and important, but the number of bricks exceeds the number of the structural elements, which is why “no linguist today would seriously contest the fact that, quantitatively, vocabulary dominates in the language field and that vocabulary acquisition is the main obstacle to language acquisition” (Ma, 2009, p. 21). Lack of vocabulary often prevents students from becoming proficient L2 (second language) readers and writers and from communicating in L2 effectively, which is why it is the most frequently reported problem for second language learners, and students in academic programs often express a desire for more vocabulary instruction (Folse, 2004).

Vocabulary, as one of the knowledge areas in language, plays a great role for learners’ in acquiring a language (Cameron, 2001). Harmon, Wood, &Keser, (2009) as well as Linse (2005)

state those learners' vocabulary development is an important aspect of their language development. Although it has been neglected for a long time, researchers have increasingly been turning their attention to vocabulary e.g., Carter and McCarthy (1988), Nation (1990), Arnaud and Bejoint (1992), Schmitt (1997, 2000), Read (1997).

2.5. The Importance of Vocabulary Learning

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

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

Krashen, (1998, p. 33) clearly states: Vocabulary is basic to communication. If 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.

In fact, without vocabulary communication in a second or foreign language is not possible in a meaningful way. McCarthy (1990) stresses that no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in L2 just cannot happen in any meaningful way.

Based on Schmitt's (1997) research, Catalan (2003) discusses a more concrete and detailed definition of vocabulary learning strategies. Taking into consideration the ideas of different researchers such as Oxford, (1990); Rubin (1987); Schmitt (1997); Wenden (1987), Catalan suggests the following using in the use of vocabulary learning strategies:

- to find out the meaning of unknown words
- to retain them in long-term memory

- to recall them at will, and
- to use them in oral or written mode (Catalan 2003:56).

From all above, the vocabulary learning strategies use are the knowledge to use strategies to find out and memorize meaning of unfamiliar words and retrieve when needs arise whether in oral or written aspects

Vocabulary learning strategy is obviously an essential element with in a language. In order to equip the learners with vocabulary knowledge, they should be made aware of the importance using vocabulary learning strategies. Therefore, the importance of using different strategies in learning vocabulary in the ELS/EFL classroom helps the learners attempt to connect ideas and make associations. Thus, so as to realize this notion, the learner needs to use different and interesting strategies.

2.6. Importance of Awareness in Vocabulary Learning in EFL Context

Nowadays, it is undeniable that English has played an increasingly important role as the medium of communication among people from different countries ;(Somsai and Intaraprasert, 2011). Accordingly, Nada EFL learners' and teachers' is no exception. Thus, English skills have become essential for students and teachers as it is the global language for the dissemination of academic knowledge and it helps transform the educational experience of countless students (Akkakoson, 2012). Therefore, English is not only a subject studied in the classroom, but also a medium for social and practical use (Foley, 2005). Vocabulary learning strategies have received increasing attention among language educators as they are found to facilitate foreign language learning.

Thus, students need to be educated about vocabulary learning strategies. Therefore, vocabulary learning strategies have been brought to the language classroom. According to Dóczy (2011), vocabulary learning strategies are significant because the acquisition of vocabulary is a never-ending process and can solve insurmountable difficulties for language learners. It can be said that through the use of vocabulary learning strategies, learners may be able to maximize the effectiveness of their English language learning. On this basis, it is crucial teachers to be aware of the basics of vocabulary learning strategies and how students adopt the strategies effectively.

It is vital to gain more insights into how Nada's learners perceive the use of vocabulary learning strategies to help them learn vocabulary. Similarly, Hismanoglu (2000) states that language learning strategies are very important because they help learners to learn the target language effectively. Therefore, teachers should raise students' awareness of the importance of vocabulary learning strategies.

2.7. Vocabulary Learning Strategies

Vocabulary learning strategies (VLSs) are the mental and communicative procedures learners use in order to learn and use language (Nunan 1999, p. 171). Learning strategies are "particular approaches or techniques that learners employ to try to learn a second language" (Ellis 1997, p 76-77). According to Rubin (1987) and O'Malley and Chamot (1990), language learning strategies are any set of actions, plans, tactics, thoughts or behaviors that the learners employ to facilitate the comprehension, storage, retrieval, and use of information.

Similarly, Williams and Burden (1997) define language learning strategies as techniques used by learners to help make their language learning be more effective and increase their independence and autonomy as learners. Strategies can be employed by learners to assist with storage of information, to help with the construction of language rules and to help with an appropriate attitude towards the learning situation. Oxford (1990) also defines, learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

The learning strategy is defined as thinking and behavior that the learner applies to influence the coding process (Weinstein and Mayer, 1986). It can also be defined as the effort by the learner to learn new words or to make the words they learn permanent (Tok and Yığın, 2013: 266). Language learning strategies are applications preferred by students in order to enhance their target competencies in line with their learning needs (Oxford, 1990; Cohen, 2009). Researchers state that language learning strategies have a crucial role in enabling students to direct their own learning (Oxford, 2011). Language learning strategies are effective in enabling students to create an independent learning environment in accordance with their needs, and the level of proficiency in the target level can easily be achieved with these strategies

Furthermore, language learning strategies are techniques that students employ to enhance their own learning. Strategies are important for language learning because they are a device for active, self-responsible learning. Students take more control of their own learning, which is necessary for developing academic competence. Learners who use appropriate language learning strategies yielded greater proficiency and self-confidence (Oxford, 1990). Most of the literature which has been studied provides a similar point of view and highlights the importance of having vocabulary learning strategies. It does not mean that the strategies are only limited to the learners, it is equally important to the teachers as it is to the learners.

Having knowledge about the different types of choices in vocabulary learning strategies will help teachers, researchers and curriculum developers to design appropriate materials for classroom purposes. Vocabulary learning strategies (VLS) are intuitively appealing to teachers and learners. It has also become a popular research topic among researchers in the last two decades (Yongqui, 2010). When vocabularies are being learned, learners need to consider how to learn them. There are different learning strategies that learners can use to develop their vocabulary learning. Actually, there is no best strategy as students may have preference to one over another. Brown (2000) expressed strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned, designs for controlling and manipulating certain information. They are contextualized "battle plans" that might vary from moment to moment, or day to day. Strategies vary with in an individual. That is each of us has a number of possible ways to solve a particular problem, and we choose several sequences for a given problem. Some strategies may be good for some students at certain level. Learners should use different strategies in learning English vocabulary to motivate them, L2 enrich their vocabulary and enable them to speak English properly.

Moreover, in presenting one planned vocabulary item, the teacher usually combines more than one technique, instead of employing one single technique. Teachers are suggested to employ planned vocabulary presentations as various as possible (Pinter, 2006). Learning strategy is defined as thinking and behavior that the learner applies to influence the coding process (Weinstein and Mayer, 1986). It can also be defined as the effort by the learner to learn new words or to make the words they learn permanent (Tok and Yıgın, 2013: 266). Language

learning strategies are applications preferred by students in order to enhance their target competencies in line with their learning needs (Oxford, 1990; Cohen, 2009). Researchers state that, language learning strategies have a crucial role in enabling students to direct their own learning (Oxford, 2011). Language learning strategies are effective in enabling students to create an autonomous learning environment in accordance with their needs, and the level of proficiency in the target level can easily be achieved with these strategies. Learning a word on a foreign language is not an immediate action, it requires conscious work and constant repetition. The studies and repetitions are continued outside the classroom because there is not enough time in the classroom. This means that the learner tries to learn vocabulary on his/her own. In this process, students learn vocabulary in the light of their own interests and needs (Apaydın, 2007).

According to Schmitt (1997), determination strategies are used when students discover the meaning of a new word without using the experience of another person. In this strategy, students try to guess and discover the meaning of the new words with the help of context, structural knowledge and reference material. That means students find the meaning of the words on their own. Schmitt notes that another way of discovering a new meaning is to ask the unknown words to others by using social strategies. When students discover words, they use various strategies at first. They use social strategies, memory strategies, cognitive strategies, metacognitive strategies to combine their vocabulary knowledge. An example of a social strategy group used to consolidate the word is a collaborative learning group in which students practice the meaning of a new word. Nation (1997: 24) states that group work can also be used to practice words as well as discovering words.

2.8. Classification of Vocabulary Learning Strategies

Vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies (Nation 2001, p. 217). Therefore, the definition of vocabulary learning strategy stems from that for language learning strategies (Catalan 2003, p. 55). Cameron (2001, p. 92) defines vocabulary learning strategies as “the actions that learners take to help themselves understand and remember vocabulary items”.

In classifying vocabulary learning strategies, scholars have different ways of classifying language learning strategies (Intaraprasert 2004, p. 10). These classification systems give a

crucial contribution to the knowledge of vocabulary strategies. Vocabulary learning strategies (VLSs) are steps taken by the language learners to acquire new English words. There are a wide range of different vocabulary learning strategies as demonstrated by the classifications of vocabulary learning strategies are different proposed by different researchers: Hedge, (2000), Nation and Gu, (2001; 2005), In addition, there is a wide-ranging inventory of vocabulary learning strategies developed by Schmitt in (1997). While a variety of definitions of the vocabulary learning strategies have been suggested, this study will be applied the definition that is suggested by Schmitt (1997).

2.9. Vocabulary Learning Strategy Classification by Schmitt (1997)

Schmitt's (1997) taxonomy is one that has been extensively exploited in a number of relevant studies due to its several advantages over others. Schmitt proposed his two-dimension taxonomy of vocabulary learning strategies that consisted of Discovery strategies and Consolidation strategies. *Discovery strategies* are used to determine the meaning of new words, which include determination strategies and social strategies and *Consolidation strategies* are those that learners use to keep the meaning related information in memory, which encompass social strategies, memory strategies, cognitive strategies and metacognitive strategies.

For the subcategories under the two dimensions; he noted that there was no category in Oxford's system which adequately describes the kind of strategies used by an individual when faced with discovering a new word's meaning without recourse to another person's knowledge. Accordingly, he proposed the category of determination strategies to make his taxonomy completer and more suitable for categorizing vocabulary-specific strategies.

2.9.1. Determination strategies

There are two categories of vocabulary learning in Schmitt's (1997) taxonomy of vocabulary learning: discovery and consolidation. Determination strategies are grouped under discovery of the meaning of a new word. When words are unknown to learners, there are a few avenues for discovering the new word. Learners may analyze the part of speech it belongs to would offer some information about the unknown word. The communicative approach has been more comfortable with the strategy of guessing unknown words from the context as compared with other discovery methods (Schmitt, 1997). Contextual clues come in a variety of modes, for

instance, textual context, pictures, spoken discourse, gestures or intonation can give clues to meanings. Nevertheless, most commonly employed method for contextual guessing is the “use of surrounding words in a written text” (Schmitt, 1997, p. 209). Another method used to find a word’s meaning is through the use of a dictionary. Dictionaries while lacking the depth of processing are frequently used by many learners to determine meaning. Although monolingual dictionaries offer valuable information and improve learner ability to paraphrase, Schmitt’s (1997) survey of attitudes to learning strategies showed a preference for bilingual dictionaries. Word lists and flash cards are part of determination strategies, but they are not favored by learners to find out the meaning of unknown words (Schmitt, 1997).

2.9.2. Social strategies

Social strategies involve interaction with other people to improve vocabulary learning (Oxford, 1990; Schmitt, 2000). Learners can ask their teachers or peers for assistance about the unknown lexis by using paraphrases, synonym or translation (Schmitt, 2000). Learners can seek opportunities to interact with L1 speakers or make an attempt to use L2 among themselves outside the classroom. Oxford (1990) has classified social strategies into three sub-categories: Asking Questions, Cooperating and Empathizing. Asking questions helps learners to get closer to the intended meaning and thus, helps their understanding (Oxford, 1990). It also indicates a learner’s interest and involvement in the language and provides an opportunity to obtain indirect feedback about the learner’s productive skill. In addition, a learner can also cooperate with peers to learn vocabulary. Cooperation does not involve competition among peers but group spirit (Oxford, 1990). Besides, cooperating with peers, learners can also demonstrate empathy by developing cultural understanding and becoming aware of others’ thoughts and feelings. However, cooperative and empathy strategies in particular and social strategies in general are not much favored by learners due to the learning environment that stresses competition for grades.

2.9.3. Memory strategies

Memory strategies traditionally known as mnemonics involve “relating the words to be retained with some previously learned knowledge, using some form of imagery or grouping” (Schmitt, 2000, p. 135). He states that, this strategy entails elaborative mental processing that assists long-term retention. The new words can be integrated into the existing knowledge through imagery,

use of key words, grouping, associating or semantic grids (Schmitt, 1997). According to him if words are organized in systematic ways before the words are memorized, remembering of the word is improved. Other memory strategies consist of creating mental linkages, applying images and sounds, reviewing and employing action (Oxford, 1990, p. 39). According to Oxford, memory strategies involve arranging things in order, making associations and reviewing. These principles involve meaning which must be personally meaningful to the learner. Also, the materials used must have significance to the word.

2.9.4. Cognitive strategies

Cognitive strategies refer to the “manipulation or transformation of the target language by the learner” (Oxford, 1990, p.43) or general mental processing (Schmitt, 2000). In addition, cognitive strategies are techniques that directly affect incoming language information. Cognitive strategies are found to be the most preferred strategies among language learners (Oxford, 1990; Rafik-Galea & Wong, 2006). Cognitive and memory strategies have some similarities, but cognitive strategies are not focused so specifically on manipulative mental processing but rather they include “repetition, and using mechanical means to study vocabulary including keeping vocabulary notebooks” (Schmitt, 2000, p. 136).

The use of cognitive strategies is important for vocabulary learning as it involves the element of practice. Practice promotes internalization of vocabulary items. The subcategories of practice of strategies are repetition, recognizing patterns and recombining (Oxford, 1990). Repetition through practice is so well-established amongst learners that they refuse to give it up (O’Malley & Chamot, 1990). Repetition is a mechanical method of acquiring vocabulary (Schmitt, 1997; O’Malley & Chamot, 1990) and it is similar to memory strategies. Another sub-division of cognitive strategies is receiving and sending messages. It means that learners need not focus on every single word that they encounter. The third sub-division of cognitive strategies is analyzing and reasoning. Adult learners tend to reason out the new vocabulary by constructing a formal model in their mind based on analysis and comparison, and by creating general rules and revising them when new information is obtained (Oxford, 1990).

2.9.5. Metacognitive strategies

Metacognitive strategies involve consciously over-viewing the learning process and making decisions about planning, monitoring or evaluating the best ways to study (O'Malley & Chamot, 1990; Schmitt, 2000; Schmitt & McCarthy, 1997). In other words, through metacognitive strategies learners are able to improve access to input and decide on the best methods of studying. Metacognitive strategies are further classified by Oxford (1990) into three sub-categories. Firstly, centering learning includes over-viewing and paying attention. These strategies can be employed by learners who experience confusion with unfamiliar vocabulary or confusing rules. Next, planning learning involves organizing, setting goals and objectives, considering the purpose, and planning for a language task. Language learners who are serious with acquiring vocabulary must take responsibility and practice as much as possible to improve their vocabulary (Oxford, 1990). Finally, the third sub-categories of metacognitive strategies relate to evaluating learning that incorporates self-monitoring and evaluating. This strategy is pertinent for learners who are worried when making errors and therefore, try to learn from their mistakes by evaluating themselves.

It has been suggested by O'Malley and Chamot (1990), that the division between cognitive and metacognitive strategies is not very transparent. Cognitive strategies range from repeating to analyzing expressions to summarizing which involves a wide range of activities, for instance, "guessing contextual meaning, elaboration or relating new information to other concepts in memory" (O'Malley & Chamot, 1990, p.99). It is also found that cognitive strategies are preferred and used frequently by learners in comparison to metacognitive strategies (Hunt & Beglar, 2005; Rafik-Gales & Wong, 2006).

In sum, learners can choose learning strategies that they prefer to acquire vocabulary. In doing so, they need to process the information in short-term memory through cognitive process. With repeated exposures to the new vocabulary would then be able to transfer and store it in long-term memory for future retrieval. As suggested by researchers, a combination of strategies for acquiring vocabulary would be effective rather than adopting one particular strategy (O'Malley & Chamot, 1990; Oxford, 1990; Schmitt, 1997, 2000).

2.10. Practice of Vocabulary Learning Strategies in EFL Context

Vocabulary learning strategies are one part of language learning strategies which in turn are part of general learning strategies (Nation, 2001). Language learning strategies encourage greater overall self-direction for learners. Self-directed learners are independent learners who are capable of assuming responsibility for their own learning and gradually gaining confidence, involvement and proficiency (Oxford, 1990). Likewise, the strategies that teachers mostly practice in their language classes is to enhance their students' vocabulary knowledge or help them to be able to communicate by reading; speaking and writing on the basis of good command of vocabulary is very crucial (Anderson and Nagy, 1992). Thus, students need practice in vocabulary learning strategies they need most. Tomlinson (1998: 321) argues that more “genuinely open activities which require learner investment of both the mind and the heart and which provide opportunities for the broadening and deepening of experience as well as for the acquisition of the target language” should be included in self-access materials. He even proposes “access-self activities” as a separate label for them (Tomlinson 1998: 321).

According to Ghanal (2007), it is crucial to train learners to become independent during the process of L2 vocabulary learning because independent learners are self-directed and capable of taking responsibilities for their own learning and building up their confidence, involvement and proficiency (Oxford, 1990, as cited in Ghanal, 2007). Different types of approaches, techniques, exercises and practice have been introduced into the field to teach vocabulary (Hatch & Brown, 1995). It has been suggested that teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge (Hulstijn, 1993, cited in Morin & Goebel, 2001).

2.11. Challenges of Vocabulary Learning Strategies in EFL

Vocabulary learning strategies have received increasing attention among language educators as they are found to facilitate foreign language learning. However, limited vocabulary knowledge can be a crucial problem which leads the learners to encounter difficulties in language learning strategies.

According to, Asgari and Mustapha (2011), this may be because vocabulary has been recognized as crucial to language use in which insufficient vocabulary knowledge of the learners led to

difficulties in second language learning. Additionally, mastering vocabulary is one of the most challenging tasks that any learner faces while acquiring another language (Nyikos and Fan, 2007). Wilkins (1972) stated that without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed. As far as the knowledge of vocabulary is concerned in language teaching and learning, it is a truism that vocabulary learning strategies are necessary. This is according to Soureshjani (2011) words are extremely important in language learning because they are the basic building blocks of language and they are the units of meaning from which the larger structures of language such as sentences, paragraphs, and whole texts are formed. Therefore, limited vocabulary knowledge can be a crucial problem which leads teachers and learners to encounter difficulties in language learning strategies. Some commonly mentioned challenges to use vocabulary learning strategies include:

1. Large Class Size: Class size is one of the major instructional challenges that hinder the implementation of vocabulary learning (student-centered) method. Holliday, (1994) point out that; it is very difficult to ensure classes over a certain size. Similarly, Eison (2010) says, “Large class size may restrict the use of certain vocabulary learning instructional strategies (e.g., it is 25 difficult to involve all students in class discussion in groups larger than 40) but certainly not all.” Therefore, if the class size increases, teachers and students will face many challenges that impede them not to create interactive classrooms. Moreover, disciplinary issues were seen to dominate large classes.

2. Unavailability of Authentic Material: Materials Rao’s study (2002) shows that lacks of authentic materials prevent students from getting exposed to the vocabulary learning method. The availability of authentic materials as well as the adoption and adaption of materials to teaching activities are vital. The materials prepared high school level are only text books no other materials like video, cassettes, magazines, newspaper prepared in English. Hence, the lack of materials or equipment needed to support vocabulary learning can be an obstacle to the use of some vocabulary learning strategies.

3. Students’ Sitting Arrangement: Vocabulary learning (student-centered) method needs a flexible sitting arrangement and movable desks as to the nature of the method. According to Silber man (1996) if the classroom sitting arrangement is not appropriate, it is difficult to learn vocabulary and communicate in real life situation. He further explains that if the physical

environment or the classroom condition is favorable, it facilitates interactive learning. Therefore, sitting arrangement of the students in the classroom should be arranged in such a way that students can look directly one another to help and create interaction among students.

4. Lack of Resources: The practice of vocabulary learning strategies needs resource with a smaller number of students in a class to ensure the involvement of all students and to monitor and to manage each and every student in a class. Larsen-Freeman (2000) says that a wide variety of instructional materials should be used in language teaching to support active learning approaches. Therefore, school facilities like adequate classrooms, enough number of desks, tables and appropriate instructional materials must be fulfilled to support the implementation of vocabulary learning strategies.

In general, learning vocabulary is not easy, clearly more than just presenting new words (Harmer, 1993). According to Aganes (2008), the causes of the problem might be that:

- ❖ the material is not interesting;
- ❖ the limited time and the equipment;
- ❖ Strategy of delivering materials is neither suitable nor interesting. Because of the problems, students got difficulties in learning vocabulary.

To overcome these obstacles, teachers need to engage different types of vocabulary teaching strategies according to their suitability and practice them to accommodate and support the instruction.

2.12. Theories of Language Learning

There is much research in the field, and there are many theories about second language learning. From the perspective of language learning, we will get some ideas of how vocabularies are learned. Despite the fact there are numerous theories of learning which support vocabulary instruction, particularly seem applicable for this research was discussed as follows:

2.12.1. Behaviorist learning theory

Behaviorists believe that language acquisition is the result of habit formation (Lightbown & Spada 1999: 9). They use the term “habits” to explain all kinds of behavior found in language

acquisition (Ellis 1997:31). Behaviorism concerns the connection between the target language and the learners. This connection begins when the learner receives the linguistic input from the target language, no matter whether it is verbal or non-verbal. The connection becomes stronger through practice, then a habit forms through this process, and the language learning process is regarded as the habit-formatting process. The quality and quantity of language input which learners hear from the environment can help them to form the habit and have an effect on their success in L2 acquisition (Lightbown & Spada 1999: 9). From this aspect, learning a language is just like putting language items into the learner's ears, and a habit then forms through this. From the behaviorist point of view, the most useful strategy of learning vocabulary is through hearing the word repeatedly. The more frequently the word is heard, the more deeply it will impress the learner, and the learner will acquire the word more easily. This theory had a powerful influence on second and foreign language teaching (Lightbown & Spada, 2006:34). The behaviorist theory explained learning in terms of imitation, practice, reinforcement, and habit formation. Based on this theory, there is no doubt that those four aspects play an important role in second language vocabulary learning. The process of imitation and practice is that when a learner hears a new word, he should imitate the pronunciation of the word and read it repeatedly. Learner should be engaged in practice most of the learning time.

2.12.2 Social constructivism learning theory

Social constructivism is a learning theory propounded by Lev Vygotsky in 1968. The theory states that language and culture are the frameworks through which humans experience, communicate, and understand reality. According to Vygotsky, language and culture play essential roles both in human intellectual development and in how humans perceive the world. This is to say that learning concepts are transmitted by means of language, interpreted and understood by experience and interactions within a cultural setting. The social constructivist sees knowledge as what students do in collaboration with other students, teachers and peers. Social constructivism is a variety of cognitive constructivism that emphasizes the collaborative nature of learning under the guidance of a facilitator or in collaboration with other students.

Vygotsky believed that life long process of development is dependent on social interaction and that social learning actually leads to cognitive development. This theory helps to give a backup to the establishment of opportunities for students to collaborate with the teacher and peers in

constructing knowledge and understanding. Kaplan (1966) observed that social construction of knowledge takes place in various ways and at different locations. It could be achieved through group discussion, teamwork or any instructional interaction in an educational or training institution, social media forum, religious and market places. As students interact with people, the material and immaterial environment, they gain understanding and gather experience which is needed to live successful and functional lives.

Hein (1991) puts it in his own way that the level of potential development by which learners takes in, interprets, stores, and retrieves information (academic achievement) is the level of development that the learner is capable of reaching under the guidance of teachers or in collaboration with peers. Social constructivism is also called collaborative learning because it is based on interaction, discussion and sharing among students. This teaching strategy allows for a range of groupings and interactive methods. These may include total class discussions, small group discussions or students working in pairs on given projects or assignments. Thus, the current study was more related to the social constructivism learning theory. Social constructivism shifts the responsibility of knowledge acquisition from the teacher to the student and also transforms the student from a passive listener to an active participant and a co-creator of knowledge among co-learners. Thus, “Give a man a fish and you feed him a day; teach a man how to a fish and you feed him for a lifetime.” (Chinese proverb).

2.13. Schmitt’s (1997) Vocabulary learning theory framework

Oxford (1990) and Schmitt (1997) are some of researchers who develop the classification and taxonomy of VLS. According to Oxford (1990), the taxonomy of vocabulary learning strategies is divided into two groups: a direct strategy which includes memory strategies, cognitive strategies, compensation strategies and indirect strategies which includes metacognitive strategies, affective strategies, and social strategies. Meanwhile, Schmitt adopts Oxford’s (1990) notion on vocabulary learning strategies and classifies vocabulary learning strategies into five groups: determination strategies, social strategies, memory strategies, cognitive strategies, metacognitive strategies. Schmitt (2000) sees the need to help learners acquire the strategies necessary to learn words on their own.

As a result, Schmitt (1997) proposed a theory of vocabulary learning strategies, which enumerates numerous effective techniques for implementing these five vocabulary learning strategies. Analyzing the part of speech, guessing the word from textual context, using a bilingual dictionary are the techniques introduced in the determination strategy. Discovering new meaning through study, by asking teacher for L1 translations and practice in a group are some popular techniques applied in social strategy. Vocabulary memorization strategy encompasses connecting the word to its synonyms and antonyms, applying words in sentences and study spelling of new word, associating word to its coordination, connecting word to a personal experience. Cognitive strategy comprises creating word lists, using flash cards, taking notes and keeping a vocabulary notebook. Finally, testing oneself with word tests, using target language media, skip or ignore new words and continuous study are utilized in meta-cognitive strategy in vocabulary learning. Therefore, the VLS questionnaire is constructed based on above discussions the strategies for learning the meaning of new words and strategies for learning the use of new words.

Some Example of Schmitt's Taxonomy of L2 [1997] Vocabulary learning strategies

<i>1. Strategies for the discovery of a new words meaning</i>	
Strategy group	Strategy
Determination	Analyze parts of speech Guess from textual context Mono/bilingual dictionary
Social	Ask teacher for L1 translation Ask classmates for meaning Discover word meaning through group work activities
<i>2 Strategies for consolidating a new word's form and meaning once it has been discovered</i>	
Memory	An image of words meaning Connect word to a personal experience Study the spelling of a word Associate the word with its coordination/ collocation Connect the word to its synonyms and antonyms
Cognitive	Verbal repetition Use flash cards Keep a vocabulary notebook
Metacognitive	Use target language media [songs, videos, Tv, movies, etc. Skip or pass new words [ignore it, move on Test/ check word list for accuracy

Source: Schmitt [1997:207-208]

After viewing these different classifications, the prudent study is used Schmitt's taxonomy as bases of the study. Schmitt's five major strategies maintained their application in an ESL/EFL environment due to the fact that he established his taxonomy using Japanese L2 learners. Similarly, this study was at Nada second language teachers and learners were samples of the study. Therefore, the purpose of this study was to identify practice, and challenges in implementing vocabulary learning strategies in EFL classes

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

This chapter is discussed about the research methodology that is used in this study. The research design in the study, population and participants of the study, sampling techniques of the study, study site, data gathering tools used in the study, data collection procedures and methods of data analysis used in the study are described in the chapter.

3.2. Research Design of the Study

McDonough (2002) explained that descriptive survey study research design is helpful when a researcher needs to study into phenomenon in its natural context to get the overall pictures of the phenomenon. Research design helps in providing direction to the computation and interpretation process to arrive at solution and recommendation (Singh, 2008). Therefore, descriptive survey study research design was employed as a research design to study the practice and challenges EFL teachers and students faced in vocabulary learning strategies at Nada secondary school. In order to answer the research questions posed both qualitative and quantitative techniques of data were used to draw valid conclusions.

3.3. Population & Participants of the Study

The target populations for this study were English language teachers and grade 10 high School students of Nada. According to Arikunto (1998), population is the whole of the research subjects where sample is the part of population. The total populations of students in grade 10 in 2013 academic year were 288(male 136 and female 152) students. The researcher took available six English language teachers and 96 students.

3.4. Sample Size and Sample Techniques

The total populations of students at Nada Secondary School in grade 10 were 288. From these total populations of students, 96 students were selected as the sample respondents from the attendance lists by using systematic random sampling technique.

In Nada secondary school, there are four grade levels which are grade nine, grade ten, grade eleven and grade twelve. The study was conducted only on grade ten. Grade ten was selected from others grades level using purposive sampling technique. The researcher used systematic random sampling technique to get the participant of the study. The practical way of taking systematic random sampling technique; if the population contains N ordered elements, and sample size of n is required/desired/ to select, then I find the ratio of these two numbers. Therefore, $N =$ Total population and $n =$ the desired sample size. The students' total number ($N=288$) and the desired sample size is $96(n=96)$ then sample interval could be N/n ($288/96=3$) so, random number at three interval was selected starting from number three.

On the other hand, comprehensive sampling techniques was used to select all the 6 English language teachers who were teaching in grade ten in the school so that give responses for interviews and classroom observation. The reason behind selecting grade ten levels was that the researcher has been teaching in grade 10; in the same way this helps the researcher to get current practice of students in vocabulary learning strategy and it is also easy to collect data since he could get the sample students at the school. In addition, many students who learn at Nada secondary school may not be aware of those crucial strategies and most teachers tend not to teach their students explicitly how to practice vocabulary learning strategies as effectively as possible. The other reason is that the researcher did not come across a study conducted on EFL teachers and students practice and challenges in implementing vocabulary learning strategies at the selected school; therefore, the researcher felt that the study would fill a gap.

3.5. Study Site

This study was conducted at Nada secondary school that is found in Oromia Regional state, Jimma zone, Omo Nada district. Nada secondary school was found in the south east of Jimma Zone. The school was established in 1997 academic year, and it is 72 kilometers far from Jimma town. Nada secondary school was purposively selected for this study. The reason of selecting the school was the researcher was teaching in this school. In addition, accessibility, familiarity and the school proximity to the researcher let this research would be nominated. Moreover, there is no significant research has been done particularly in this study focus area.

3.6. Data Sources

Data sources are the sources where the researcher could directly or indirectly get relevant information for the study. They are classified as primary and secondary data sources. Accordingly, the researcher used the primary and secondary sources to get adequate information that was believed to enrich the study. Regarding the primary sources, firsthand sources such as teachers' interview, students' questionnaire and classroom observation were used. Secondary sources of data were accounted to related review literature.

3.7. Data Gathering Tools

The necessary data were collected through questionnaires, interviews and classroom observations. The data gathering tools are described in the subsections found below.

3.7.1. Questionnaire

Questionnaire is used to collect data from large groups of individuals within a short period of time; it is also easy to administer to a number of participants in one place at a time (Best & Kahan 1989). Questionnaires were employed to collect information from the students regarding vocabulary learning strategies both students and teachers used in vocabulary learning and challenges that hinder the actual practices of vocabulary learning strategies in EFL classrooms. 38 items containing close-ended questions were provided to 96 students using a five Likert scales ranging 1-5, 'always to never' and 'strongly agree to strongly dis agree,' The advantage of the Likert technique of scale construction is that it is the most widely used method of summated ratings because it is easy and takes much less time to construct. The students' questionnaire in

English version (see appendix-A) was translated to Afan Oromo (see appendix-E) so that, the students easily understand the questions. The questionnaire has three parts. The first part of students' questionnaires was intended to identify students' vocabulary learning strategies. The second part was aimed to elicit teachers' practices on vocabulary teaching they provide for their students to teach vocabulary using different strategies. The third part of the questionnaire was intended to identify challenges that hinder teachers and students in using strategies in vocabulary teaching and learning.

3.7.2. Interview

The other instrument used in this study was interview. Interview was to gather information to verify whether or not some of the information obtained from the questionnaires was accurate. According to Creswell (2005), a semi-structured interview is one of the most useful methods that help to collect qualitative data because the interviewer could ask specific questions to elicit the information from the participants and the interviewees could freely describe their personal information in detail. Eight interview questions are included in the interview guide (see Appendix D) and administered to the selected 6 EFL teachers to obtain teachers' information on practices of vocabulary teaching strategies and challenges that hinder the actual practice of vocabulary teaching strategies in EFL classes. The interview lasted around 20 minutes, and it was conducted in the selected school compound for two days. The procedure of interviewing was held through note taking while the interviewees explaining his/her ideas.

3.7.3. Observation

A semi structured, non-participant observation was used to collect data that could help to check the responses of teachers and students interview and questionnaire respectively. It was employed to collect qualitative data about the strategies the target language teachers used in order to enhance students' vocabulary learning strategies in the classroom. For this purpose, four sections of grade 10 English language teachers' classroom at Nada secondary school were selected. Therefore, the observation of these teachers was made by observing four times each at different sessions for 40 minutes.

Hence, observation was used as a primary tool since it gives firsthand information about the case under study in classroom physical setting (Kumar, 2005). The researcher used semi

structured non-participant observation, which has 15 list of observation items (see appendix B). The observation checklists were prepared based on the review of related literature, and the procedure of observation was held through note taking notes while EFL teachers and students practiced vocabulary teaching and learning strategies. During the observations, the researcher observed different aspects of the class such as availability of materials in the classroom, strategies teachers and students use to enhance practice of vocabulary learning strategies, activities of the teachers and students in the classroom, motivation provided by teachers, the number of students in the classroom, the equipment for teaching-learning English, challenges teachers and students face in using vocabulary learning strategies to learn English. The checklist results of the observations were analyzed and discussed qualitatively.

3.8. Data Collection Procedures

The data were collected based on the following procedures. First, relevant literatures were reviewed to have sufficient information to develop data collecting tools. The questionnaire was prepared in English, and then translated in to Afan Oromo to ease the questionnaire for students' understanding (see Appendix E). The researcher has gotten a recommendation letter from research and postgraduate coordinating office of College of Social Sciences and Humanities and showed the letter to concerned bodies at Nada secondary School to access permission to the site. The researcher explained the purpose and importance of the research to the participants of the study briefly. Then the researcher selected the sample respondents from the school. Finally, data were collected using questionnaire, interview, observation respectively.

3.9. Data Organization and Methods of Data Analysis

In order to answer the research questions posed, both qualitative and quantitative techniques of data analysis were used to draw valid conclusions. Both quantitative and qualitative approach in combination provides a better understanding of the research problems and effective data analysis (Johnson, 2004). Therefore, both quantitative and qualitative techniques were used during data interpret and analysis. The quantitative data which were collected through questionnaires were analyzed using descriptive statistical techniques which are frequencies, and percentages and mean that was employed in five Likert scales ranging 1-5, 'always to never' and 'strongly agree to strongly dis agree,' about how often they (students and teachers), practice and challenges in

using vocabulary learning strategies. Quantitative data that were collected from the respondents were arranged in the computer and analyzed by using Statistical Package for the Social Science students (SPSS 20.0) software. Data gathered through interview from teachers and classroom observation was discussed qualitatively in text explanation in order to support the data gathered through questionnaires. Finally, based on the findings, conclusions and recommendation were forwarded.

3.10. Pilot Study

The pilot study was carried out to check the objective of the study whether the items of the questionnaires were easily comprehensible for the respondents and enable the researcher to gather the required information. Therefore, the researcher used the pilot study to measure the appropriateness the items in the questionnaires for the respondents and enable to gather the required information. In other words, before the administration of the questionnaire to the respondents and collection of the actual data, the researcher consulted the thesis advisors in order see the effectiveness of the research questionnaires and modification would be done for the version of the questionnaire. The students' questionnaire was translated to Afan Oromo so that students easily understand the questions. Based on the modification to see the appropriateness of the questionnaire, Afan Oromo version of the questionnaire was piloted on 30 non- sample students in Nada secondary school. The procedure of the pilot study lasted for one day and it was done in the classroom. Students filled in the questionnaire by the researcher and their English teacher during his class using 40 minutes of his period. The content validity of the questionnaires was proven; because the written questionnaires examined vocabulary learning strategies from each of research questions. Therefore, the data collected from questionnaire, revealed the same information to the researcher.

3.11. Mechanisms for Insuring Validity and Reliability of the Tools

Development of valid and reliable questions involves several steps taking considerable time to get the English language experts to evaluate and comment in the questions that used for data collection through questionnaires, interviews and observations. Validity refers to a means of checking a study whether it measures the intended learning out comes or what it claims or purports to be measuring (Bachman 1990 and Brown 2004) consider validity as a very important quality of the study. The researcher used different types of data gathering tools such as questionnaire, interview and observation to test the validity and reliability of the statements of the questions. Reliability the degree to which respondents' responses on a survey would stay the same overtime is also a sign of reliability (Allen & Yen, 1979). Therefore, both the written and oral interviews were proved to reliable because there is no interference with questionnaires and the feelings or opinions of the respondents.

3.12. Ethical Considerations

The researcher got letter permission from research and postgraduate coordinating office of college of social science and humanities and showed the letter to concerned bodies at Nada secondary school so as to get access the site. The researcher followed the basic ethical principles of scientific research in the processes of data collection, data presentation and analysis. The data were collected based on the informed consent of the respondents. To this end, the aim of the research was explained to get the willingness of the sample respondents. All information obtained from an individual respondent was kept confidential. Therefore, I used codes instead of the name of participants in order to keep anonymity.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

This study was intended to study EFL teachers' and students' practice and challenges in implementing vocabulary learning strategies at Nada secondary school. In this chapter the presentation and analysis of the collected data through questionnaire, interview and classroom observation are presented.

4.1. Background Information of the Respondents

Table 1: Background Information of the Respondents

No	Characteristic features	English teachers (N=6)	Total	Percent (%)	Students (N=96)	Percent (%)
1	Sex	Male	6	100	52	54.2
		Female	-	-	44	45.8
		Total	6	100	96	100
2	Qualification	B. ED/BA	5	83.3		
		MA	1	16.7		
3	Areas of specialization	English Major	6	100		
		English Minor	-	-		
4	Total years of experience	5-10	-	-		
		11-20	6	100		
		21 and above	-	-		

As it can be seen in the table, 6 (100%) of the teachers who have participated in the study were males and they all have had an experience in teaching English for more than eleven years. As to the qualification of the teachers is concerned, 4(83.3%) of them had first degree (BA) and 1(16.7%) of them had master's degree in English language teaching. Furthermore, all 6(100%) of the teachers had been graduated majoring in English language and literature. In addition, this table shows that 52(54.2%), 44(45.8%) were respectively male and female students' respondents. Therefore, teachers were interviewed and the sampled students filled the questionnaires.

4.2. Students' Use of Vocabulary Learning Strategies

Table 2: Students' Use of Determination Vocabulary Learning Strategies and Social Vocabulary Learning Strategies

No	Items	Always		Frequently		Some-Times		Rarely		Never		Total		Mean value
		F	%	F	%	F	%	F	%	F	%	F	%	
1	I analyze part of speech for e.g., noun, verb, pronoun and adj,	5	5.2	6	6.25	20	20.85	43	44.8	22	22.9	96	100	2.26
2	I guess the meaning of new words from textual context.	8	8.3	12	12.5	26	27.1	42	43.8	8	8.3	96	100	2.64
3	I use a bilingual dictionary, (E.g., English to Afan Oromo) to know the meaning of new words	10	10.4	12	12.5	28	29.2	35	36.4	11	11.5	96	100	2.75
Grand Mean														2.5
4	I study the meaning of difficult words when we do group work activities	5	5.2	6	6.25	24	25	46	47.9	15	15.65	96	100	2.37
5	I ask my classmates for the meaning of new words	8	8.3	10	10.4	30	31.25	28	29.1	20	20.8	96	100	2.3
6	I ask an English teacher for Afan Oromo (L1) translation of new words	32	33.3	36	37.5	20	20.8	8	8.3	-	-	96	100	3.96
Grand Mean														2.85

5. Always 4. Frequently 3. Sometimes 2. Rarely 1. Never

Determination strategies help learners to determine the meaning by using dictionaries, guessing the meaning from context and identifying the parts of speech and constituent elements. In other words, determination strategies are individual learning strategies that help learners to identify the meaning of new words without the help of others (Schmitt, 2000). As it is shown in the table above, the respondents we asked if the students analyzed the parts of speech when they learn new words. Table 2: depicted 5(5.2%), 6(6.25%) and 20(20.85%) of the respondents responded respectively always, usually, sometimes, to item 1, presented to them, and 43(44.8%) of the respondents replied that they rarely analyze parts of speech, but the rest 22(22.9%) of the respondents never used this strategy of vocabulary learning presented to them in item 1. The mean value which is 2.26 of this item 1 shows that the students did not practice the vocabulary learning strategy. On the other hand, during observation sessions the researcher observed that the teachers did not teach their students how to analyze parts of speech (for example, noun, verb, pronoun and adjectives) so that the students might develop their vocabulary learning.

Likewise, it can be seen from table 2 item 2 intended to ask the respondents if the students were using guessing the meaning of new words from textual context. In replying to item, 8(8.3%), 12(12.5%), 26(27.1%) of the respondents replied respectively always, frequently and sometimes, in contrast, 42(43.8%) and 8(8.3%) of the respondents replied respectively that they rarely and never used guessing the meaning of new words from context. Even if teachers' interview agreed with the statement, the mean value 2.64 and classroom observation appeared to contradict with the statement and teachers' interview. Accordingly guessing the meaning of new word from textual context should not get consideration in vocabulary teaching and learning. Therefore, teachers and learners should give enough attention to this strategy of vocabulary learning.

On the other hand, as can be seen in table 2 item 3 wanted the respondents how often they used bilingual dictionary (L2-L1) when they learned vocabulary. In response to this item 3 10(10.4%) and 12(12.5%) of the respondents reported respectively that they were used a bilingual dictionary (E.g., English to Afan Oromo) always and frequently when they wanted to know or learn the meaning of new words; whereas, 28(29.2%), 35(36.4%) of the respondents replied respectively sometimes and rarely used bilingual dictionary (L2 to L1) when they wanted to know or learn the meaning of new words. In contrast, 11(11.5%) of the respondents have said that they never used a bilingual dictionary when they wanted to know or learn the meaning of new words. Table 2

shows that the mean value item 3 is calculated 2.75. This indicates that, the respondents did not understand the importance of using bilingual dictionary when they want to know or learn the meaning of new vocabulary. The students' English textbook invites them to use dictionary and promote their independent learning. However, it was found that during the classroom observation that none of the teachers' instructions of the vocabulary lessons inquired learners to use dictionary.

Social strategies can be used to determine the word definitions by asking teachers, classmates and native speakers (Schmitt, 2000). As indicated in table 2 above, item 4 also asked the respondents whether they study the meaning of new words when they do their group work activities. In response to this item, 5(5.2%) and 6(6.25%) of the respondents respectively replied that they always and frequently study the meaning of new words when they do their group work activities; whereas, most of respondents 24(25%) and 46(47.9%) replied that they sometimes and rarely study the meaning of new words when they do their group work activities. on the other hand, 15(15.65%) of respondents never studied the meaning of new words when they do their group work activities. Even if some they agreed practicing vocabulary learning in pairs or groups; most of them were not happy to practice vocabulary learning because, they were afraid of pandemic disease (COVID 19). See above table 2 the mean value 2.3 of item 4 shows that the students of English language teacher rarely used group works so that the students study meaning of new words when they do group work activities. However, the classroom observation indicated that students never practiced this strategy during classroom observation session.

As can be seen from table 2 above, item 5 asked the respondents how often the students ask their classmates for the meaning of new words. In replying to this item, 8(8.3%) and 10(10.4%) of the respondents were replied that, as they asked the meaning of new words their classmates always and frequently; whereas 30(31.25%) and 28(29.1) of the respondents responded respectively sometimes and rarely asked their classmates the meaning of new words when they encountered for the first time. In contrary, 20(20.8%) of the respondents never asked their classmates the meaning of new words. The class room observation made also showed that, the same result with respondents' response to item 5. As can be observed in table 2 above, the mean value result 2.3 from this one can infer that the social vocabulary learning strategy that is asking classmates for the meaning of new word was less used by the respondents as a vocabulary learning strategy.

However, as to learn the meaning new word by asking classmates, Richards & Rodgers (2001) suggest that 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. However, the researcher's observation of the subject students' vocabulary learning classroom did not reflect that kind of active engagement in group or pair work in learning meanings of new words efficiently. Therefore, teachers should give attention to this strategy while teaching vocabulary in the classroom.

Item 6, on the other hand, asked the respondents if they ask their English teacher for Afan Oromo (L1) translation of new words. 32(33.3%), 36(37.5%), of the respondents replied that, respectively always, frequently asked their English language teacher for Afan Oromo (L1) translation of new words, while 20(20.8%) and 8(8.3%) of the respondents were replied that respectively sometimes, and rarely asked their English teacher for Afan Oromo (L1) translation of new words. As can be also inferred from the table 2 above, the mean value of item 6 is calculated 3.96. This indicates that translation is one of the commonly favored vocabulary learning strategies used by the students. Hence, it may be argued that even though using translation may be a useful vocabulary learning strategy would be harmful to the students. In this regard, Gairns and Redman (1986: 17) also assert that "...for important item, it [translation] is justifiable, but there is the danger of the lessons being dominated by the mother tongue, in the long term this may not be a desirable development." However, the data gained from classroom observation and teachers' interview data confirmed that direct translation (English to Afan Oromo and vice versa) is commonly used in Nada EFL classrooms because, the students adapted this technique, starting from the very beginning of their vocabulary leaning Therefore, students use translation strategy most frequently for the discovery of a new word's meaning.

Table 3: Students' Use of Memory in Vocabulary Learning Strategies

No	Items	Always		Frequently		Some-Times		Rarely		Never		Total		Mean value
		F	%	F	%	F	%	F	%	F	%	F	%	
7	I study the spelling of new words (form, pronunciation and meaning)	6	6.25	9	9.37	24	25	32	33.3	25	26.08	96	100	2.36
8	I connect the word to my personal experience	8	8.3	6	6.25	28	29.2	30	31.25	24	25	96	100	2.41
9	I connect the word to its synonyms and antonyms	9	9.375	12	12.5	24	25	36	37.5	15	15.625	96	100	2.62
10	I associate the new word with its collocation	8	8.3	7	7.3	18	18.75	48	50	15	15.625	96	100	2.42
Grand Mean														2.45

Note that: 5. Always 4. Frequently 3. Sometimes 2. Rarely 1. Never

Memory vocabulary learning strategies are a large number of strategies that learners apply to recall vocabulary. In other words, Memory vocabulary learning strategies help learners to acquire the new words via mental processing by connecting their background knowledge to the new words (Schmitt, 2000). Item 7 was used to know how often the students study new words by using memorize the spelling, pronunciation and meaning of the new words. Accordingly, 24(25%), 32(33.3%) of them stated that they sometimes and rarely studied spelling, pronunciation and meaning of the new words respectively. But 25(26.08%) of the respondents reported that they never studied spelling, pronunciation and meaning of new words. Similarly, the table showed that the mean value of item 7 is 2.36. This clearly shows that the students could have problems in spelling of new words in vocabulary learning.

In the same way, item 8 was intended to know if students relate the words to their personal experiences/backgrounds. Accordingly, 8(8.3%), 6(6.25%) of the students respectively replied that they always relate words to their personal experience/their background knowledge. Whereas, 28(29.2%) and 30(31.25%) of them also replied that they sometimes and rarely relate words to their personal experience; in contrary 24(25%) of the respondents stated that they never relate words to their personal experience. The mean value 2.4 of item 8 clearly shows that students were not brought their background knowledge/experience when dealing with vocabulary learning. This is also indicated the absence of this practice in the actual classroom observation during vocabulary learning processes.

Item 9 was intended to identify if the students connect the words to its synonyms or antonyms while they are learning vocabulary. Accordingly, the responses of students were revealed, 9(9.4%) and 12(12.5%) of the respondents respectively replied always and frequently connect the words to its synonyms or antonyms while they were learning vocabulary; whereas, 24(25%), 36(37.5%) and 15(15.625%) of the respondents were respectively replied that sometimes, rarely and never connect the new words to its synonyms or antonyms while they were learning vocabulary. Similarly, during the classroom observation in the classroom teachers seem too keen on synonyms as word being taught and students asked to provide synonyms of the new words. Therefore, the teacher encouraged the students to find the meaning of new words from reading passage; but students did not practice this strategy when they encountered with the new words for the first time. As can be seen on table 3, the mean value 2.62 showed students rarely practiced this strategy. In contrast, the teachers' interview responses, and the classroom observation also revealed that, there is rare practice in the real classroom presentations using synonym strategy. As a result, it is possible to generalize that teacher attempted to involve students, but students did not practice, they were dependent on their teachers in the practice of this strategy.

Item10 was intended to identify if the students, associate the new word with its collocation. Accordingly, 8(8.3%), 7(7.3%), of the respondents were replied that, always and frequently practiced collection strategy; on the other hand, 18(18.75%), 48(50%) of them said that they sometimes and rarely did so. In contrary, 15(15.625%) of the respondents replied never practiced collocation vocabulary learning strategy. The mean value 2.42 of the respondents showed that

the students did not practice collocation vocabulary learning strategy in the classroom as it is needed. In line with this question, the researcher observed that a teacher used this strategy in the classroom. Skrzypek (2009) using collocation is a deep strategy which leads to word retention; therefore, teachers should be encouraged their students to use this strategy.

Table 4. Students' Use of Cognitive and Meta-Cognitive Vocabulary Learning Strategies

No	Items	Always		Frequently		Some-Times		Rarely		Never		Total		Mean value
		F	%	F	%	F	%	F	%	F	%	F	%	
11	I keep a vocabulary notebook	10	10.4	12	12.5	36	37.5	28	29.2	10	10.4	96	100	2.83
12	I use flash cards to remember new words	4	4.2	6	6.25	12	12.5	54	56.25	20	20.8	96	100	2.16
Grand Mean														2.4
13	I skip or pass new words I don't understand	26	27.1	29	30.2	24	25	11	11.5	6	6.25	96	100	3.6
14	I use English social media for learning vocabulary	9	9.4	8	8.3	22	22.9	38	39.6	19	19.8	96	100	2.4
Grand Mean														3.0

Note that: 5. Always 4. Frequently 3. Sometimes 2. Rarely 1. Never

Cognitive strategies refer to the “manipulation or transformation of the target language by the learner” (Oxford, 1990, p.43) or general mental processing (Schmitt, 2000). Keeping a vocabulary notebook, using flashcards to record new words, highlighting new words or making lists of new words and write the words many times are some of the cognitive strategies. Item was intended to know if the students keep their vocabulary notebook.

As table 3, item 11, showed that, 10(10.4%), 12(12.5%), of the respondents' responses respectively always and frequently they wrote vocabulary on their vocabulary notebook; whereas, 36(37.5%), of the respondents wrote vocabulary note book, sometimes and 28(29.2%) rarely to review them when they have free time; in contrast 10.4% of students never practiced this strategy of vocabulary learning. Even though, the majority of the teachers tried to claim that during the interview as they were teaching this strategy, the mean value 2.41 indicated this strategy is practiced rarely among students in vocabulary learning. The classroom observation also revealed that this strategy is applied rarely.

In replying to item, asked the respondents that if the students use flash cards to remember new words. In replying to this item 4(4.2%), 6(6.25%) of the respondents respectively replied that always and frequently used flash cards to remember new words; whereas, 12(12.5%), 54(56.25%) confirmed that they sometimes and rarely practiced flash cards in their vocabulary learning; in contrary, (20.8%) of the respondents replied that never practiced this strategy of vocabulary learning. The mean value 2.16 revealed that flash cards were rarely used at all and this strategy should be encouraged among the students. However, during classrooms observations vocabulary lesson in practice of vocabulary learning students as well as, teachers never practiced using flash cards in the classroom. However, teachers replied as they were using this strategy during the researcher interviewed them. The writers' observation of the subject students identified no participants had experience of using flash cards; therefore, they should be used this kind of strategy in the classroom while they learn meanings of new words.

In addition, metacognitive strategies are a mirror for learners' capability to find opportunities to learn and then record and review those experiences. Students use metacognitive strategy to control and evaluate their own learning. They can also aid learners to specify suitable vocabulary learning strategies for learning new words (Schmitt, 2000). Specific examples include using English language media, studying new words many times, and skip on or pass on new words.

As it is seen from table 4 Item 13 asked the respondents' that if the students skip on or pass over new words which they do not understand. Accordingly, as it is indicated 26(27.1%), (29(30.2%) of the respondents respectively replied that always, and frequently skipped on a new word they do not know 24(25%), 11(11.5%), of the respondents were replied sometimes and rarely skip on or pass over new words which they do not understand. In contrary, 6(6.25%) of them replied that

never skipped on or passed over new words. The mean value 3.6 indicated that, learners skipped on unfamiliar words when they are encountered for first time. Similarly, this strategy is not frankly visible in the classroom during the observation session. Therefore, this strategy did not match significantly with the teachers interview so, it needs improvement to increase students' vocabulary learning.

As item 14 requested the respondents' that, if the students are using English multimedia, (songs, radio, TV, films, magazines or fiction, news and casts etc.) for learning vocabulary. Accordingly, 9(9.4%), 8(8.3%) of the respondents respectively replied that, always, frequently used social medias and while, 22(22.9%), 38(39.9%) of the respondents respectively replied sometimes and rarely used social media's; in contrast 19(19.8%) of the respondents responded they never use social medias radio, watch TV, read magazines and fiction, Newspaper to develop their vocabulary knowledge in the target language. As the value 2.47 showed this strategy is rarely practiced in the classroom. Likely, during classroom observations, a very few of learners were using and read information from their phone. Likewise, the information from interview confirmed that a lot of English language learners do not use social media because of lack of material, and unfamiliarity with these social media.

4.3. Students' Response on Their English Teachers' Implementation of Vocabulary Teaching Strategies

Table 5: Students' Response on Their English Teachers' Practice/Implementation of Determination and Social vocabulary learning Strategies

No	Items	Always		Frequently		Some-Times		Rarely		Never		Total		Mean value
		F	%	F	%	F	%	F	%	F	%	F	%	
1	Our English teacher provides word analyzing parts of speech, noun, adjective and verb	8	8.33	10	10.42	46	47.9	18	18.75	14	14.6	96	100	2.79

2	Our English teacher teaches us guessing activities from textual context	14	14.6	16	16.66	42	43.75	16	16.66	8	8.33	96	100	3.12
3	Our English teacher encourages us to use a bilingual dictionary	24	25	27	28.1	26	27.1	19	19.8	-	-	96	100	3.57
Grand Mean														3.1

Note that: 5. Always 4. Frequently 3. Sometimes 2. Rarely 1. Never

Item 1 was intended to investigate if the teachers provide analyze parts of speech activities, for example, noun, verb, pronoun, adjectives for their students. As can be seen in the Table 5, 8(8.33%), 10(10.42%), of the respondents replied that, respectively always and frequently analyzed parts of speech activities for their vocabulary learning. Whereas, 46(47.9%), 18(18.75%), of the respondents responded respectively sometimes and rarely as their English teachers provided analyzing parts speech for example, noun, verb, pronoun, adjectives for their students. the remaining 14(14.6%) of the students replied that never; this indicates English teachers did not let their students to practice analyzing parts speech during vocabulary learning. Similarly, the classroom observation also revealed that, there is almost rare practiced in the real classroom presentations. As a result, the average mean values 2.5, it is possible to generalize that teacher did not involve their students much in the practice of this strategy. Therefore, the result depicted that, there is no significant difference between classroom observations and students' response.

In the same way, Item 2 intended to ask if English teachers teach guessing/predicting activities of new words through context. 14(14.6%) and 16(16.6%), of the respondents responded respectively always and frequently the teachers assign students, to do tasks of guessing activities in vocabulary learning, while 42(43.75%), 16(16.7%) of the respondents replied that respectively sometimes and rarely as their teachers assign them in the tasks of guessing activities. In contrary, 8 (8.3%) of the students responded that their teachers never let them to practice this strategy of guessing vocabulary learning. Guessing a meaning of new words may not always be easy for learners to obtain the right meaning of words for different reasons. As mean 3.12 a result,

indicated it is possible to generalize that, teachers attempted to involve their students sometimes. The researcher observed from the actual classroom presentation is that, some of the teachers under observation taught new words in the reading passage. After students read the text once, the teacher writes list of new words on the blackboard and explain its meaning one by one and translate to their first language frequently. Therefore, it is believed that students need to reinforce when they learn vocabulary through using different strategies.

Concerning item 3 asked the respondents if the teachers encourage/suggest students to use a bilingual dictionary (Example, L2-L1), English-Afan Oromo. The result showed that, 24(25%) and 27(28.1%) of the respondents said that, respectively always, frequently as their teachers encourage them to use bilingual dictionary while, 26(27.1%), 19(19.8%) of the respondents replied that respectively sometimes and rarely their teacher encourage/suggest them to use a bilingual dictionary. The mean value 3.57 indicated most of the teachers suggested their students frequently to use bilingual dictionary to develop their vocabulary learning. In contrary, the mean score 2.7 of students' responses showed, they use bilingual dictionary inefficiently (L2 to L1) in vocabulary learning (See table 2 item 3). The teachers' interview also indicated that, the importance of using dictionary to learn new words inside and outside the classroom. However, students did not recognize how dictionary is useful and they did not believe that many words-related problems that students and teachers face can usually be solved by consulting a good dictionary. The majority of the teachers' interview tried to claim that they are dealing with this activity, the students' response and classroom observation revealed that the strategy is not practically applied.

Table 6: Students' Response on Their English Teachers' Practice/Implementation of Social vocabulary Learning Strategies

No	Items	Always		Frequently		Some-Times		Rarely		Never		Total		Mean value
		F	%	F	%	F	%	F	%	F	%	F	%	
4	Our English teacher helps us when we discover the meaning new word through group work activities	8	8.33	14	14.6	30	31.25	38	39.58	6	6.25	96	100	2.79
5	Our English teacher encourages us to cooperate each other for the meaning of new words	12	12.5	15	15.62	38	39.58	21	21.87	10	10.4	96	100	2.98
6	Our English teacher translates new words to Afan Oromo (L2-L1) for us	37	38.5	38	39.6	19	19.7	2	2.2	-	-	96	100	4.14
Grand Mean													3.3	

Note that: 5. Always 4. Frequently 3. Sometimes 2. Rarely 1. Never

Social strategies help students improve their learning by communicating with other people (Schmitt, 2000). These strategies encourage the students to ask, negotiate, and verify the meaning of the words. Hence item 4 was intended to assess whether teachers help when students discover the meaning new word through group work activities. With respect to this request, 8(8.3%) and 14(14.58%), of the respondents replied that, they were helped always and frequently when they discovery meaning of new word whereas, 30(31.25%), 38(39.58%) of the respondents said that, respectively their teachers sometimes and rarely let them to practice this strategy; in contrary, the remaining of 6(6.25%) them replied that as their teacher never assign them to discover the meaning new word through group work activities. The mean value 2.7 informed the

teacher rarely give group work activities while teaching vocabulary learning. Similar to the students' responses, and data obtained from classroom observation revealed that, almost all teachers in vocabulary lesson presentations were observed rarely exposed the students to use this strategy. However, the researcher observed, while a teacher assigned his students to read the passage and find synonyms/similar meaning without paying attention to vocabulary learning strategies.

In the same way, see the above table, item 5, asked the respondents' that if their teachers encourage students to cooperate each other for the meaning of new words. Accordingly, 12(12.5%) and 15(15.6%) of the respondents responded that respectively the teachers always and frequently encouraged their students to cooperate each other to discover the meaning new words, whereas, 38(39.58%) and 21(21.9%) of the students respectively said that, they sometimes and rarely motivate them when they were performing vocabulary learning activities and the remaining 10(10.4%) of the respondents replied never. The mean value 3.08 showed that the teachers encouraged their students to cooperate each other for the meaning of new words. The fact that pairs or groups of students were engaging on a single material is against the principle of pandemic disease (COVID 19), which is spreading urgently on the world wide. However, the classroom observation revealed that, almost all the teachers under observation did rarely encouraged learners to cooperate while they teach new words in the text. During the observation sessions, the researcher saw that, most of teachers were directly assigning students to read the passage without giving any activities of vocabulary learning. Concerning this item, the classroom observation depicted that, students rarely exercise this vocabulary learning strategy as their teachers ask them to do so. However, the teachers' interviews were not significantly observed while they implement this strategy in classroom at all.

Item 6 was intended to identify whether teachers translate new words to Afan Oromo (L2-L1, vice-versa). To this item, 37(38.5%), 38(39.6) of the respondents respectively said that, they always and frequently translate new words to Afan Oromo while teaching the new words in the EFL classrooms, while, 19(19.7%) of the respondents replied sometimes and the remaining, 2(2.1%) argued that they rarely do so. The mean value (4.14) inferred the majority of the teachers were respectively used translation techniques of vocabulary teaching and learning strategy. Therefore, to conclude that the classroom observation and teachers' interview also

depicted that the same result to this request. However, teachers should give the students chances to learn and to find the meaning of the unknown words without direct translation by the teacher should also be taken into account. The role of the teachers as the one who could help them in learning vocabulary is central remembering that they could be a resource a tutor, prompter, controller, and performer as well for the learners (Harmer (2007)).

Table 7: Students’ Response on Their English Teachers’ Practice/Implementation of Memory and Cognitive Vocabulary Learning Strategies

No	Items	Always		Frequently		Some-Times		Rarely		Never		Total		Mean value
		F	%	F	%	F	%	F	%	F	%	F	%	
7	Our English teacher teaches us the spelling of new words (form, and pronunciation)	6	6.25	10	10.58	32	33.33	34	35.42	14	14.17	96	100	2.58
8	Our English teacher teaches us words relate with our personal experience	14	14.58	16	16.66	41	42.71	18	18.75	7	7.3	96	100	3.12
9	Our English teacher teaches us the new word to its synonyms and antonyms	16	16.66	12	12.5	46	47.92	22	22.92	-	-	96	100	3.22
10	Our English teacher teach us how we associate the new word with its collocation	12	12.5	13	13.54	32	33.33	23	23.96	16	16.67	96	100	2.79
Grand Mean														2.92

Note that: 5. Always 4. Frequently 3. Sometimes 2. Rarely 1. Never

Regarding to item 7 was designed to ask if the teachers teach the students the spelling of new words (form, pronunciation and form) as a technique of vocabulary presentation. With this item 6(6.25%) and 10(10.4%) of the students said that they always and frequently respectively teach the spelling of new words but, 32(33.3%) and 34(35.42%) of them argued that their teachers sometimes and rarely teach students the spelling of new words (form, pronunciation and form). In contrast,14(14.58%) of the respondents replied never present activities spelling of new words (pronunciation and form). The mean value 2.3 indicated that, their teachers rarely used this strategy in vocabulary teaching process. In the actual classroom observation, teachers were never seen while, assigning their students to practice spelling of new words using the strategy. However, the teachers' interview responses contradict with the information given by the students. It is obvious that not only do students have problems with the spelling, definition, pronunciation and other grammatical features of the words, but teachers also experience the same things. Therefore, the classroom observation indicated the absence of this practice.

As shown in the Table7 item 8 asked the respondents about if the teachers teach words connecting with their personal experience (backgrounds). Accordingly, 14(14.58%), 16(16.7%), of the respondents responded respectively always, and frequently their teacher teaches words connecting with students' personal experience (backgrounds). While 41(42.71%), 18(18.75%) of students said sometimes, and rarely their teachers teach words connecting with students' personal experience (backgrounds). In contrast, 7(7.3%) of the respondents replied respectively never the teachers teach words connecting with students' personal experience (backgrounds). The mean value 3.1 informed the teachers did encourage the students sometimes to bring background knowledge while they are teaching vocabulary. Besides, see Table3, the respondents were also asked the same question through the questionnaire the mean score 2.4 confirmed that, this clearly showed that students were rarely engaging themselves to bring their background knowledge/experience when dealing with vocabulary learning. However, the observation uncovered that the teachers used this strategy in the classroom.

Item 9 in Table7 requested the respondents' that, if the teachers teach the new word to its synonyms or antonyms. Then, as the result of the respondents showed that, 16(16.7%), 12(12.5%) of the respondents answered respectively always and frequently the teachers teach the new word to its synonyms or antonyms. whereas, 46(47.9%) and 22(22.9%) answered

respectively sometimes and rarely as their teachers teach them new words using its synonyms or antonyms. That mean score 3.2 indicated that majority of the students replied sometimes as their teachers let them to practice using this strategy. In addition, the classroom observation and teachers` interview confirmed that, there were some activities used in the classroom as a strategy of enhancing students to learn new words. However, antonym as a technique of vocabulary learning, it is almost rare used compared to synonymy. But the researcher observed the use of antonym never practiced in the classroom at Nada secondary School, in all the sessions of observations.

Item 10 was intended to identify whether the teachers associate the new word with its collocation while teaching students using vocabulary learning strategies in English classroom. To this item, 12(12.5%) and 13(13.54%) of the respondents respectively said that their teachers` always and frequently teach the new words using this strategy, while, 32(33.3%), 23(23.9%) of the respondents respectively replied that sometimes, and rarely; on the other hand, 16(16.6%) of them argued that their teachers never do so. The mean value 2.7 of the respondents replied as their teachers practiced this strategy rarely. In in line with this question, the researcher`s observed while, a teacher used this strategy in the classroom during the observation session.

Table 8: Students` Response on Their English Teachers` Practice/Implementation Cognitive and Mete-Cognitive vocabulary learning strategies

No	Items	Always		Frequently		Some-Times		Rarely		Never		Total		Mean value
		F	%	F	%	F	%	F	%	F	%	F	%	
11	Our English teacher teaches /advises us how to keep a vocabulary notebook	26	27.1	22	22.9	36	37.5	12	12.5	-	-	96	100	3.6

12	Our English teacher uses flash cards to enhance our new words	2	2.08	6	6.25	18	18.75	46	47.9	24	25	96	100	2.1
Grand Mean														2.8
13	Our English teacher skips or passes new words that we don't understand	17	17.7	11	11.48	34	35.42	28	29.16	6	6.2	96	100	3.0
14	Our English teacher teaches us new words using English social media	8	8.33	10	10.41	12	12.5	43	44.8	23	23.9	96	100	2.3

Note that: 5. Always 4. Frequently 3. Sometimes 2. Rarely 1. Never

Item 11 was designed to find out if English teachers advise students to keep a vocabulary notebook. As it can be seen from the table 8, 26(27.1%), 22(22.9%), of the respondents replied consecutively, that their teachers' always and frequently advise them to keep a vocabulary notebook in vocabulary learning and also, 36(37.5%) and 12(12.5%) of the respondents responded respectively sometimes and rarely an English teacher advise them to keep a vocabulary notebook. Accordingly, the mean score 3.6, indicated that, the teachers were advised students to keep vocabulary notebook and practice the vocabulary learning. What the researcher observed from the actual classroom presentation is that, most of the teachers under observation taught new words in the reading passage and grammar focused. As a result, teachers take much time on discussing the meaning of words by translating to first language without telling the students to take note book and review them on their spare time to increase the power of their vocabulary. Therefore, based on the data obtained through students' questionnaire as well as the classroom observation, it is possible to generalize that the way teachers teach vocabulary is not appropriate.

As indicated in table 8 item 12, requested the respondents' that, if the teachers use flash cards to enhance students learning new words. As it can be seen in Table 8, 2(2.1%), 6(6.25%), of the respondents respectively said that their teachers used flash cards always and frequently to

enhance students learning new words; while, 18(18.75%), 46(48%) of respondents replied sometimes, rarely; in contrary, 24(25%) of the respondents replied never. Besides, the student's responses on teachers' practice this strategy in teaching new words. As the mean value 2.1 result showed that, majority of the respondents answered rarely. In addition, the teachers 'interview and classroom observation justified that the teachers were not attempting to use this technique in the classroom., Therefore, it was not successful and it needs improvement to help student's vocabulary learning.

The data above, item 13 intended to ask the respondents' if the teachers skip on or pass over on new words they do not understand while teaching vocabulary in the classroom, as the responses showed that, 17(17.7%) ,11(11.5%), of students reported respectively always and frequently their teachers skipped on the new words they do not understand while, 34(34.4%), 28(29.2%) of the respondents consecutively reported sometimes and rarely their teachers skipped on or passed on new words they do not understand while teaching vocabulary in the classroom. In contrast, 6(6.25%), of the respondents reported never their teachers skipped or passed over the new words. The mean value 3.0 indicated that, the teachers skipped on a new word that unfamiliar with the students. During the classroom observation, I did not observe while the teachers practiced this strategy when they teach their students vocabulary.

The next item 14 asked the respondents if the teachers teach using English multimedia (Newspaper, Magazines, Radio, Smart phones etc.). for teaching vocabulary. As it is indicated in the Table above, 8(8.3%), 10(10.4%) the respondents were responded respectively that, always and frequently their teachers were teaching them using social medias; whereas, 12(12.5%) and 43(44.8%) of the respondents respectively replied sometimes and rarely. In contrary, 23(23.9%) of the respondents were replied that never their teachers were using social medias. As can be seen from the table above, majority of teachers rarely use social media to enhance student's vocabulary learning. The mean value 2.3 indicated that as Nada secondary school English teachers were rarely using social media. The classroom observation results depicted that, they use social media rarely, but the teachers interview contradicting with idea they responded as they are using social media frequently in the classroom to empower students' strategy of vocabulary learning.

4.4. Challenges in vocabulary learning Strategies in EFL class

Challenge's learners faced in the vocabulary learning experience is the problem of getting the correct meaning of words for the first time. Having this discussion in your mind, the effective strategies participants used to learn and teach vocabulary, it would be interesting to find out problems students and teachers face in using vocabulary learning techniques respectively as well as the solutions to those problems.

Table 9, Students' responses on challenges they face when they learn vocabulary learning strategies in EFL class.

No	Items	SA		A		UD		DA		SDA		Total		Mean value
		F	%	F	%	F	%	F	%	F	%	F	%	
1	Class room condition like large class size, sitting arrangements etc. challenges us in vocabulary learning strategy.	41	42.7	39	40.6	4	4.2	12	12.5	-	-	96	100	4.13
2	Shortage of authentic materials affects our vocabulary learning strategies in EFL class	46	47.9	40	41.7	6	6.2	4	4.2	-	-	96	100	4.33
3	Shortage of time in vocabulary learning prevents us from property practicing vocabulary learning strategies in the classroom	38	39.6	40	41.7	6	6.2	12	12.5	-	-	96	100	4.08

Note that: 5. strongly agree 4. Agree 3. Undecided 2. Disagree 1. Strongly disagree

Key: SA= Strongly Agree, A= Agree, UD= Undecided, DA= Disagree SDA= strongly disagree

Three items Table 9 were designed to identify data from respondents on the challenges that they faced in classroom settings in implementing vocabulary learning strategy in the EFL class. Thus,

the responses that collected on the basis of this item indicted that, as can be seen in Table 9, item which referred to the way of classroom settings or class room conditions like large class size, sitting arrangements in making it to be more suitable for the students to learn vocabulary learning using different strategies, accordingly, (41)42.7%, (39)40.6% of respondents respectively stated their responses, strongly agree and agree as the classroom conditions were challenging their vocabulary learning using different strategies; while (4)4.2% learners indicated undecided; on the other hand, (12)12.5% students responded disagree with this statement. Similarly, the classroom observation showed that two students were sitting on one un movable desks, even during this pandemic disease (COVID-19) spreading urgently in the world. The mean value 4.13 of item 1 indicated that the classroom is not comfortable to do different activities in groups also, almost all the teachers from the sample school do not denied that, during the interview they never have special group arrangements, there were no sufficient areas to move around the desks while teaching vocabulary learning strategies to work together in groups the classroom. Also, item 2, asked the respondents if the shortage of authentic materials prevents their vocabulary learning strategies in EFL class. The response of the respondents (46)47.9%, (40)41.6% respectively indicted that, strongly agree and agree replied their responses shortage of authentic materials were affecting their vocabulary learning strategies in EFL class whereas, (6)6.2% and (4)4.2% of them responded undecided and dis agree respectively. Therefore, the mean value 4.33 indicated authentic materials were insufficient to enhance students' vocabulary learning. As interviewees explained, the school does not provide authentic materials to learners but require them to buy for themselves. Whatever the truth may be, the use of authentic materials is not only for vocabulary teaching but also, for other skills too are worthless when students had no material to read from.

Item 3, requested the respondents if the shortage of time in vocabulary learning strategies prevents them from property of practicing vocabulary learning strategies in the classroom. The result indicated that (38)39% and (40)41.7% of students replied strongly agree and agree consecutively as the shortage of time in vocabulary learning strategies prevents them from property of practicing vocabulary learning strategies and (6)6.2%, (12)12.5% of the respondents respectively indicated that undecided and disagree. Accordingly, the classroom observations, teachers interview and the mean value 4.08 confirmed the impact of time and lack of skill in

using authentic materials in vocabulary learning strategy was demanding in Nada secondary school in EFL classes.

Table 10: Students' difficulties in vocabulary learning strategies/techniques

No	Items	SA		A		UD		DA		SDA		Total		Mean value
		F	%	F	%	F	%	F	%	F	%	F	%	
1	Students' difficulty in spell or pronounce the new words	38	39.6	42	43.75	4	4.2	12	12.5	-	-	96	100	4.10
2	Students' poor lexical background experience	36	39.6	46	47.9	6	6.2	8	8.3	-	-	96	100	4.14
3	Students' poor habits of using dictionary	33	34.3	46	47.9	6	6.2	11	11.5	-	-	96	100	4.08
4	Students' lack of confidence to use new words in pairs or groups	24	25	36	37.5	14	14.6	22	22.9	-	-	100	100	4.05

Note that: 5. strongly agree 4. Agree 3. Undecided 2. Disagree 1. Strongly disagree

Key: SA= Strongly Agree, A= Agree, UD= Undecided, DA= Disagree SDA= strongly disagree

Similarly, four items Table 10, were designed to collect data from the respondents on the challenges that they faced in practicing vocabulary learning strategy in the EFL class. Thus, Item 1, was designed to investigate challenges that students face in spell or pronounce the new words when they are using vocabulary leaning strategies, in relation to this item 1 indicated that, 38(39.6%), and 42(43.75%), respondents replied respectively strongly agree, and agree students' inability to spell or pronounce the words correctly and 4(4.2%), replied undecided, whereas, 12(12.5%) of students responded dis agree and none of them replied strongly dis agree. Accordingly, most of the students 83.35%, replied, as they are complaining with word difficulties, comparing with the few of students can spelled words while, they are learning vocabulary. Thus, the mean value 4.10, the classroom observation and teachers' responses

revealed that, many students were complaining with words difficulties when they first encountered in spoken or written sentences.

In the same way, as indicated from the above table 10 item 2 asked the respondents to identify the lexical background of learners. Accordingly, the result showed 36(37.5%), 46(47.9%) of the respondents respectively replied that, strongly agree and agree as they have poor lexical background experience, while, 6(6.2%), indicated their responses undecided, and 8(8%) of the respondents said dis agree. Thus, the mean value 4.14 indicated that, as students have poor lexical background in vocabulary learning. Similarly, the actual classroom observation also pointed that, students face difficulties in spell or pronounce the new words the problems may arise from students' fear or lack of confidence in taking risks or making mistakes and, to some extent; they may result from students' poor habits of using dictionary or not bringing the dictionary to the classroom.

Likewise, item 3, asked the respondents to identify the habit of students using dictionary. The result of item depicted that, 33(33.3%), 46(47.9%) of the respondents responded respectively strongly agree and agree with the habits of using dictionary or not bringing the dictionary to the classroom. Whereas, the other, 6(6.3%) and 11(11.5%) students provided undecided and dis agree with the habits of using dictionary. Therefore, the mean 4.05 showed, the fact that students are shy or unwilling to participate in classroom activities in groups indicates students' poor habit of using dictionary. The problems might be students have (poor lexical background of new words) do not have the dictionary which empower their vocabulary learning strategies.

Likewise, to item 4, asked respondents' the problems they face to use new words in pairs or groups in the classroom. Accordingly, the respondent's response indicated in table 10 above 24(25%), 36(37.5%) of the students responded strongly agree, and agree consecutively as they have inability to use the words productively; 14(14.6%), 2(2.1%), undecided, and dis agree, none of them said strongly disagree, this revealed that most of them are afraid to use new words with their friends because s/he may make mistakes. Therefore, the mean value 3.65 indicated, students have difficulties or lack of confidence to practice vocabulary techniques in pairs/groups to learn new words and the inability to comprehend the exact meaning of a particular words, phrases or sentences. Besides of this, the table above, the classroom observation indicated that a teacher participant faced the problems of asking students to work in groups. They expressed their

concern that most of students did not want to work in pair or groups because they were too dependent on the teacher while others refused to work in peer with their classmates.

Table 11: Teachers’ difficulties in vocabulary teaching strategies/techniques

In addition to the problems that students had, the data indicated that teachers also faced several problems when they teach vocabulary learning strategies to their students. This is not amazing because, problems are not common in the process of learning and teaching vocabulary. However, most of the problems mentioned by the teachers were closely related to difficulties students are struggling.

No	Items	SA		A		UD		DA		SDA		Total		Mean value
		F	%	F	%	F	%	F	%	F	%	F	%	
1	Teachers’ negligence to teach vocabulary	33	33.3	38	39.6	7	7.3	18	18.75	-	-	96	100	3.89
2	Teachers’ and Students’ Lack of training in practicing vocabulary learning strategies in EFL class	42	43	52	54.1	2	2.08	-	-	-	-	96	100	4.42
3	Shortage of time in practicing vocabulary teaching strategy	35	36.45	42	43.75	12	12.5	7	7.3	-	-	96	100	4.09
Grand mean													4.13	

Note that: 5. strongly agree 4. Agree 3. Undecided 2. Disagree 1. Strongly disagree

Key: SA= Strongly Agree, A= Agree, UD= Undecided, DA= Disagree SDA= strongly disagree

As can be seen in Table 11, Item 1, asked the respondents to identify teachers’ negligence to teach vocabulary. The results of the responses shown that, 33(33.3%), 38(39.6%), of the respondents respectively depicted that strongly agree, and agree teachers have no enough attention to vocabulary teaching strategy in vocabulary learning; while (7)7.3%, (18)18.75%, of

the respondents' responses respectively showed that, undecided, and disagree. Thus, teachers did not give priority to the importance of vocabulary learning strategies in EFL classes. The mean value of this item was 3.89 therefore; it has consistency with the classroom observation. The class observation also informs that, majority of learners do not understand vocabularies of L1 speakers and they skipped on when they faced new words in spoken or written. This shows the negligence of strategies of vocabulary instructions in the subject schools.

Also, item 2 asked the respondents if teachers and students have lack of training in vocabulary learning. Accordingly, the result indicated 42(43.75%), and 52(54%) of the respondents respectively replied that, strongly agree and agree both teachers and students have lack of training in vocabulary learning strategies and 2.1% of the respondents replied undecided. The mean 4.42 indicated that both teachers and students did not get training of vocabulary learning strategy. Therefore, strategy training is needed especially on the uses/practices of vocabulary teaching in EFL classes in teaching and learning vocabulary. Similar realization was obtained during observation in that out of 16 consecutive lessons, the researcher had only 4 vocabulary instructions were observed when the rest of 12 lessons dealt with other aspects of language teaching. From this on can clearly understand as vocabulary is not taught effectively using different vocabulary learning strategies. An implied realization of the above result is that teachers and students are hardly satisfied by the efficiency of vocabulary instruction in their English class.

As it is indicated in the table above, item 3 intended to identify, the amount of time their teacher spent on explaining the meaning of new words to the students. In line to this item the respondents replied 35(36.5%), 42(43.75%) of the them respectively strongly agree and agree as they faced shortage of time in practicing vocabulary teaching strategy whereas, (12)12.5, and 7(7.3%) of the respondents responded respectively undecided, and disagree. (See Table 10 above) the mean value 4.13 revealed that, the problems were mainly related to the shortage of time spent on vocabulary teaching is limited. The difficulties in trying to remember the spelling and definition of new words, knowing how to pronounce the words and being able to use the words in speaking and writing may prevent students to learn vocabulary successfully.

To sum up, as it can be observed from Table 11 above, the grand mean value data collected from the respondents 4.08 indicated that the majority of the respondents strongly agree and agree that,

as they were challenging in using vocabulary learning strategies. However, vocabulary teaching strategies are crucial important so as to increase students' word power teachers should give primary consideration in teaching vocabulary learning strategies to improve learner's vocabulary learning.

4.5. Analysis of Data from Classroom Observation

Robson (2002, pp. 310-311) mentions that "a major advantage of observation as a technique is its directness" since a researcher does not ask language learners about their views, feelings or attitudes, but he or she can watch what they do and listen to what they say. This can help the researcher to get the facts during those situations. The researcher used a semi structured observation, which has lists of observation items. The observation was carried out during the second semester of the academic year 2013 E.C. at Nada secondary school. This observation involved four grade ten English language teachers for the period of three weeks at Nada secondary school. The observation of these teachers made by observing four times each at different sessions. Even though four of the teachers were observed and the teachers that were not involved in observation involved in the interview. Each teacher had been named anonymously as teacher (T1), teacher 2 (T2) teachers 3(T3) and Teacher 4(T4). The observation focused on checking whether the vocabulary teaching and learning strategies listed in each sub-section were practiced. The classroom observation checklist contains fifteen (15) statements divided purposely into four main sections. These were the classroom conditions (item 1&2), teachers' activities (items 3-10), learners' activities (items 11-13) and teaching materials (items 14&15). Therefore, the procedure of observation was held through note taking when EFL teachers and students practiced vocabulary teaching and learning strategies.

Regarding the classroom condition during vocabulary learning lesson, (see items 1&2 check list in Appendix B), the layout and sitting arrangement were not convenient to implement vocabulary learning strategies. The sitting arrangement in the classrooms seemed to be inappropriate for vocabulary learning techniques. That is to say, in all the observed classrooms the desks were arranged in fixed rows, there were no movable arm chairs or desks and enough space to move desks and there was no option for sitting arrangement.

Concerning teachers' activities during the vocabulary teaching sessions, (See items 3-10, check list in Appendix B), from all the observed classes, one of the teachers attempted to teach vocabulary using guessing the meaning of new words relating with its synonyms by listing on the chalk board for students and finally checked students' performance and gave constructive feedbacks in the observed periods while the other three teachers hardly ever practiced vocabulary learning strategies and gave feedbacks. The other teachers always and frequently used questioning and answering instructions in the classroom on the different topics. However, the others were not seen while they are using the following strategies; analyze the part of new words, using dictionaries, teaching spelling of new words, connecting the word to a personal experience, connecting the word to its synonym or antonyms, associate the new words, using flash cards to remember new words, pair or group works were not practiced in the classroom actively in the classroom; these techniques practiced rarely and never at all. For effective teaching/learning to take place in language classrooms, students need to be organized in different groups, in pairs, in small groups and in whole class (Atkins, Hailom and Nuru, 1996). As I have observed in most of the lessons the teachers did not effectively organize the students in different groups. However, a teacher encouraged students to do their best to express their ideas in their groups while teaching vocabulary learning and also tried to clarify the learning objectives during all the observation periods.

Concerning students' activities during the vocabulary learning sessions, (See items 11-13, all the teachers asked questions, explained the lesson and gave instructions but the students did not exercise the expected behavior for their own vocabulary learning. The main reason, for their poor lexical background and the teacher ignored to use vocabulary learning strategies such as analyzing parts of speech, using bilingual dictionary, discovering words in pairs, groups, connect the word to its synonyms and antonyms, associate words to its collocation, using flash cards, note taking and spellings etc., according to their importance. The class observation also informs that some of the strategies like study spelling of a word, using flash cards, seems to be totally a neglected technique of vocabulary instruction in the subject schools. The researcher also observed that students have got no confidence in English language speaking; they preferred to speak in their mother tongue. They may not have a good knowledge of vocabulary that could let them construct errors free sentences and express thoughts so easily.

Regarding item 14 and 15, using teaching materials, in the process of learning vocabulary, availability of instructional materials in classrooms plays a vital role. However, the classroom observation indicates that in all the observed classes there was no instructional and an authentic material which enhance student's vocabulary knowledge. The teacher did not use instructional and an authentic material other than the text book in all the observed classes. Even if the lessons need instructional or authentic materials for clarity, the teachers did not show any attempt to use the materials. This might be because of the absence of instructional or authentic material for teaching and learning vocabulary in the school. Thus, the classroom observation asserted that the teachers do not use different methods to implement vocabulary learning strategies. The classes were not equipped with the modern English learning materials.

4.6. Analysis of Data Obtained Through Interview

To assess further information about teachers' practice and challenges they face in implementing vocabulary learning strategies in teaching vocabulary in EFL classes, the researcher employed semi-structured interview which could support the responses gathered through questionnaire and observation. Accordingly, eight interview questions were administered for the total of six English teachers and each of them were interviewed separately. The interview was lasted around 20 minutes. Each of the teacher interviewee had been named anonymously as teacher (T1), teacher 2 (T2) teachers 3(T3), Teacher 4(T4) Teacher 4(T5) and Teacher 4(T6). The procedure of interviewing was held through note taking of the interviewees while explaining his/her ideas.

4.6.1. Analysis of Data Obtained from English Teachers' Implementation of Vocabulary Teaching Strategies in EFL Classes.

The results of the teachers' interview were discussed as follows: The interviewees were separately asked if they are using vocabulary learning strategies in teaching vocabulary to their students. Accordingly, the researcher asked the respondents which techniques/strategies of vocabulary learning they used to teach their students. Accordingly, in response to item 1, all of the interviewees replied that, as they were practicing varieties of strategies in vocabulary teaching. Those techniques are “using dictionaries, using Newspaper, Magazines, English social Medias like listening to radios or TV programs and smart phones, guessing the meaning from

context, keeping vocabulary note book and learning words from the experience, connecting words to its synonyms or antonyms, word collocation, translation and practicing words with someone else” were reported by different teachers. However, the researcher did not observe them while they were practiced different strategies effectively in their vocabulary teaching classes during classroom observation. They use lecture and question and answer methods frequently. The other remaining vocabulary teaching strategies were rarely practiced and some of them were rejected. Based on the questionnaires and observation made by the researcher, the teachers were rarely used different strategies to implement vocabulary learning. So that, one can understand that as they rarely teach vocabulary their students’ using different strategies explicitly. Regarding this item, Biancarosa and Snow (2006) stated that teachers should teach strategies explicitly by explaining to students how and when to use. Teachers should also explain why they are teaching particular strategies and have students employ them in multiple contexts. Block (1992, as cited in Gilani, Ismail and Gilatjani 2009) also argues that learners need to be explicitly taught how to properly use different strategies to monitor their vocabulary learning. Similarly, responses of the students “questionnaire related to teachers” use of vocabulary learning strategies validated the classroom observation.

The second question refers to teachers’ opinion about the importance of practicing different vocabulary teaching strategies which help students at levels to learn English vocabulary in EFL classroom. All the interviewees agreed on the importance of practicing different strategies in vocabulary teaching; they said that “it is very important.” Among the importance, some of the interviewees (T1, T2&T4) mentioned that “vocabulary learning techniques provide learners the chance to share experience with their friends and to take responsibility for their own learning.” The other respondents (T3, T5&T6) shared similar views as, “It helps to use language in a real communication in a meaningful way and effective way to develop higher critical thinking and problem-solving skills real life situation.” Even if they agreed on the importance of practicing different strategies in vocabulary teaching, the researcher did not observe them while they practiced different strategies effectively in their language classes during classroom observation. The absence of such common understandings about the importance and approach of vocabulary teaching between teachers and students could affect learners’ motivation and hinder the process of practicing vocabulary learning strategies effectively. Thus, the analysis of data gathered

through interview has not shown consistent results with findings of the questionnaire and classroom observation.

Regarding item 3, the way teachers help students to practice different techniques to teach new words. Using varieties of strategies are used to enhance students to memorize new words from their memories. It seems that teachers help students to remember the meaning of the words. All teachers replied as they used the strategy of “guessing new words from textual context and translating new words to L1 for their learners.” It seems that this strategy is preferable both by teachers and students. One other teacher suggests their students to use the strategy “memorizing the meaning of a word using different English social medias like radio news, songs, films and reading other materials.” Even if learners do not have enough knowledge of the language structures, an adequate knowledge of vocabulary helps learners to maintain a certain degree of communication (Wallace, 1982). Finally, other two teachers replied that they were using different strategies of vocabulary learning some of them are “using associations with its collocation and connect the word with its synonyms and antonyms”. In generally, the responses of the interviewees revealed that teachers are providing different strategies/techniques which give opportunities for students in order to practice the vocabulary learning. However, teaching a few strategies cannot enhance the students' vocabulary learning strategies that mean they were not properly teaching what and how to use vocabulary learning strategies. In addition to this, teachers were not providing adequate tasks in order to enable students exercise different vocabulary learning strategies. Therefore, teachers are expected to teach vocabulary learning strategies in explicit and integrative way by providing different strategies to their students to practice vocabulary learning.

In relation to items 4 and 5 were used to find out the respondents' practice of different strategies in the classroom and the way to develop varieties of techniques in vocabulary teaching. Most of them reported that, “using different strategies in teaching vocabulary in the EFL class room helps the learners attempt to connect ideas with their personal experience.” In addition, some of them replied that “when the teacher teaches vocabulary, he/she should establish a link between the word and the meaning using different strategies depending on the word to be taught.” Therefore, it is worth examining the effective way of teaching vocabulary and suggesting some strategies to improve learners' vocabulary acquisition. Siyanova and Schmitt (2008) stress that;

teachers should make fundamental changes in their vocabulary teaching strategies by focusing on different strategies.

4.6.2 Analysis of Data Obtained from English Teachers Challenges they faced in Implementing of Vocabulary Learning Strategies in EFL Classes.

Regarding question number six, the challenges teachers faced in the practice of vocabulary teaching strategies/techniques, all of the interviewees responded that “vocabulary teaching strategies have challenges during its implementation in the real classroom.” Three of the respondents (T1, T2&T4) listed some of the factors as: “shortage of time, large class size, lack of adequate authentic materials and domination of some students”. Similarly, (T3&T4) mentioned that “classroom condition, negative attitude of students and the imbalance of their level of proficiency students” prevents the implementation of vocabulary teaching method/techniques.

(T5&T6) explained as it has some influence in their teaching for instance, the way they have been taught was mainly focused on “grammar oriented,” so they were favored on teacher-centered approach. Generally, the teacher’s response show that, most of the time teachers couldn’t implement vocabulary learning strategies in the classroom that is why they want to finish the course with high speed. When we see the extent of applicability, it is not as such a satisfactory. Many teachers did not use different strategies still they teach vocabulary using only few techniques.

Regarding question number seven, asked the teachers as they trained their students in using strategies for learning vocabulary; Out of six teachers only one (16.7%) teacher reported that, “He rarely trained students in using different vocabulary learning strategies” and (83.3%) of the teachers were never included strategy training in their classes. From this, one could assume that the majority of the respondents may not properly practice the implementation of vocabulary teaching strategies in EFL classes. Further, not only students it appeared that these EFL teachers had not gained adequate training on vocabulary teaching strategies. When asked the reasons for not applying, they explained that “they did not have adequate materials like authentic materials, dictionary and training on vocabulary teaching strategies so as to practice these strategies in EFL classes and to equip their students with vocabulary knowledge.” This implies that these EFL

teachers and students should get training on the uses/practices of vocabulary teaching in EFL classes. Cohen (2002) suggest that strategy training should be integrated into the language curriculum under the guidance of the teacher and should be implemented into the vocabulary learning lessons in forms of various activities and tasks where a wide range of strategies are practiced. Similarly, Oxford (1999) mentioned, the opinion that strategy training should be integrated into regular L2 vocabulary learning activities rather than taught as a separate. Based on the data results, strategy training is needed and all teachers should plan the training program based on their students' needs and interests.

The following are some of the suggestions were drawn from the teachers on question number eight, which reflect teachers' advice to their learners. Accordingly, "students should be supported and encouraged to produce the language both in explicit and implicit forms of vocabulary learning strategies as much as possible." Some of teachers explained that, "students should also be trained to use the vocabulary learning strategies" which may contribute to their language learning, particularly vocabulary learning. In addition, "in order to improve their vocabulary, they have to read a lot. Because when they read a lot, they meet a lot of words." Similarly, other teachers reported that, "students should try to remember the spelling of the words and also the meaning of the words because if they don't remember the meaning of the words, they cannot use it properly."

In addition to the above, there are a number of other strategies the participants perceived to be effective for learning vocabulary such as note taking, dictionary use, making their own dictionary (all participants seem to share similar opinion regarding the importance of the dictionary in helping them to know new words) spellings, definitions and review other grammatical features. All teachers reported that, "as they use translations in their classes when the other strategies do not work properly." It is my belief that teachers should explain words in their native languages especially with medium and low levels of students. Learning target words through native language has advantages to learn vocabulary.

4.7. Results and Discussions

In this research, the findings of the study were discussed in the light of the previous findings. Even though the actual classroom observation was not proved to be right, the subject teachers and learners reported that vocabulary learning should not focus on meaning only but also pronunciation, spelling, parts of speech, collocation, usage and other aspects of word vocabulary knowledge. In determination vocabulary learning strategies analyzing parts of speech, guessing from textual context and using bilingual dictionary seem to be practiced strategies; as the mean scores lied below 2.5 (see, students questionnaire table 2), determination strategy of vocabulary learning was not used very frequently.

On the other hand, social strategies were claimed to be used rarely, this indicated that students were poor at utilizing social strategies to discover and to consolidate new words. This strategy includes such as: study new words in groups, cooperating and interacting with peers and asking teacher for translation to L1, for example, asking teacher for translation received a mean value of 3.96, which placed this strategy at the top of the list from social strategy while the others got a mean value of 2.3. The results also showed that the students preferred to ask their teacher for L1 translation when they learn vocabulary. In contrast, students did not actively employ other strategies of vocabulary learning. This is due to the observable fact that students at Nada secondary school classes did not give attention to foreign language learning. Similarly, the results were found by Schmitt (1997) and Kudo (2001) who reported that social strategies ranked the lowest strategies and suggesting that the students were not particularly eager to collaborate with anybody when learning vocabulary

The Metacognitive strategies did not emerge in the frequent used strategy. Accordingly, the respondents reported that, students skip on /ignore new words which they did not understand in vocabulary learning lesson. The mean value 3.6 indicated that the target population seemed not always to examine their learning strategies by preparing, monitoring and evaluating the vocabulary learning activities. Moreover, the mean value 2.4 using multimedia such as radio newspaper, magazine, TV, etc., were not widely recognized as useful strategies to learn English vocabulary. Similarly, the same conclusions were drawn on the implementation of cognitive and metacognitive strategies in that the data obtained from questionnaire, the mean scores lied between 2.5 and the classroom observation indicated that learners did not appear to be using these strategies successfully, and in most instances,

learners were found to be unstructured in them to use vocabulary learning strategy. Memory strategies (connecting words to personal experience, associating words to with its collocation and synonymy, antonym) were employed rarely by the sample teachers and students (see students' questionnaire, the mean scores lied below 2.4 table 3). Despite the fact that teachers and students claim that lack of vocabulary is one of the most severe problems preventing communication; they do not believe that vocabulary learning is one of the challenge aspects in English language teaching and learning. Although teachers interviewee seem to claim that a wide range of strategies of vocabulary teaching were implemented a retrospective investigation of a range of strategies of vocabulary instruction that were reported to be used regularly reveals that, teaching vocabulary through textual context (guessing), synonymy, analyzing parts of speech, word association/collocation, were used rarely and translation of vocabulary learning strategy was identified as being used frequently in the sample school. The findings support the claim made by Sapargul and Sartor (2010) who stated that a teacher-centered method that includes the intensive study and memorization of grammar rules and vocabulary is still used in many EFL settings.

The finding also identified that, in cognitive vocabulary learning strategies taking vocabulary notebook in class had a relatively mean score 2.8 held second position and in determination strategies, using guessing new words from textual context and bilingual dictionary with mean value 2.7 stood third. In the same way, in memory strategies connecting a word to its synonym and antonyms with mean value 2.6 took the fourth position respectively. On the other hand, the useful strategies of vocabulary learning such as: connecting the word to a personal experience, dictionary use, group/pair work to learn new word, using target language multimedia and skip/ignore new words, study the spelling of new words, antonym and using flash cards were found to be utilized either the least or none applicable strategies at all. (See table 3 and 4). Therefore, it can be said strategies of vocabulary teaching and learning were hardly varied and efficient in the subject schools. However, both teachers and learners were used only rarely effective strategy in their vocabulary teaching and learning. The deficient of vocabulary learning was believed to result from the fact that teachers and learners were not effectively using most of the strategies of vocabulary learning. This result was consistent with Schmitt's (1997) study. According to Schmitt, these strategies involve deeper cognitive processing and thus may be too difficult for most senior high school students to employ. He also argues that these strategies require a greater cognitive effort, but more mature learner seems realize their value.

Teachers should create a suitable vocabulary learning conditions and opportunities for using authentic and instructional materials for vocabulary learning and enhancing student's vocabulary knowledge by using different strategies. Another suggestion the result indicated that teachers should worth taking into account to minimize challenges they face in implementing vocabulary learning strategies were the fact that teachers could not know their students' ability clearly because, it is one of the most important factors which contribute to the success of effective vocabulary teaching and learning process. Richards & Rodgers (2001) suggest that 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. Obviously, knowing students' weaknesses and strengths is vitally important because teachers can tailor their lesson to meet each student's needs.

Based on the above results the researcher, suggest that students should be hard working and independent, that is, they have to undertake maximum amount of self-study at home. In addition, the students who want to improve their vocabulary effectively have to figure out the techniques or learning strategies which are workable for them. As for the suggestions on how to teach English vocabulary effectively, the findings of this study provide several possible remedies. First, both teachers and students believe in the importance of vocabulary learning strategies and a good teacher should provide his or her students with support and encouragement. Teachers believed in the importance of vocabulary learning strategies, but as the results showed, teachers seem to be less concerned with the importance of vocabulary in the process of using strategies of vocabulary learning and appeared to have a tendency that vocabulary is not such a prominent component of language learning to be given special consideration compared to other skills. Therefore, Teachers should motivate their students to study hard and have a habit of noticing and learning new words using different vocabulary learning strategies they meet in their everyday life. Next, Teachers need to give different vocabulary teaching techniques in pair work and group work as well because it promotes students' interaction.

According to Savignon (cited in Murcia, 2001), the learner is the central focus of attention in vocabulary teaching classes. Therefore, teachers should take into consideration the development of learner's ability to actually use of vocabulary learning for communication. Accordingly, teachers should design vocabulary tasks which offer learners an opportunity to interact with one

another using the words they have just learned. Yet, the regular employment of pair and group work is highly recommended in order to ensure that students have chances to learn new words from and interact with one another among the group. Thirdly, as I have been mentioned throughout this study, the result showed that teachers should allow students to practice using different vocabulary learning strategies to empower their vocabulary skills as much as possible. Similarly, Rubin et al. (2007), have conducted a study on language learning methods and teaching students learning strategies. The study indicates that, if effectively done, language learning strategies increase not only students' knowledge of strategies but also motivation and performance.

The last result implied that, in order to overcome challenges, they face, EFL teachers and students should get training on the uses /practices of vocabulary teaching and learning in EFL classes. Cohen (2002) suggest that strategy training should be integrated into the vocabulary learning under the guidance of the teacher and should be implemented into the vocabulary learning lessons in forms of various activities and tasks where a wide range of strategies are practiced. Similarly, Oxford (1999) mentioned, the opinion that strategy training should be integrated into regular L2 vocabulary learning activities rather than taught as a separate. Based on the data results, strategy training is needed and all teachers should plan the training program based on their students' needs and interests.

In general, the results revealed that lack of self-confidence, shyness, anxiety, afraid of making mistake, self-esteem, classroom arrangements, students' and teachers' lack of authentic materials and preparations were found to be the main factors affecting vocabulary learning strategies among EFL teachers and students.

CHAPTER FIVE: SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The main objective of this study was to investigate EFL teachers' and students' practice and challenges they face in implementing vocabulary learning strategies in grade ten at Nada secondary school. Specifically, the study tried to address the specific research questions and corresponding specific objectives regarding EFL teachers' and students' practice and challenges in implementing vocabulary learning strategies. The review related literature was written in chapter two and provided detail information about definition and concepts of vocabulary learning, historical background of vocabulary learning, importance of vocabulary learning, vocabulary learning strategies, practice of vocabulary learning strategies, challenges of vocabulary learning strategies, classification of vocabulary learning strategies, theories of language learning were discussed in different sections.

Chapter three was discussed the research methodology that is used in the study. Thus, descriptive survey research design was employed as a research design to study the practice and challenges EFL teachers and students faced in vocabulary learning strategies at Nada secondary school. In order to collect data, students' questionnaire, teachers' interview and classrooms observation were used to collect the necessary data for the study. Both quantitative and qualitative methods of data analysis were used in to analysis data. The data obtained through questionnaires were analyzed quantitatively using frequencies, percentages and mean and for analysis simple narrative descriptive was used whereas, and data gathered through teachers' interview and classroom observation, were analyzed qualitatively.

The findings of the study indicated that, both teachers and students did not practice different vocabulary learning strategies properly in vocabulary learning. Therefore, the findings of the study showed that, teachers and students were faced challenges in implementing vocabulary learning strategies practice. In addition, the result showed that there were few vocabulary learning strategies favored by teachers and students in EFL classes. Finally, conclusions and recommendations were given to concerned bodies.

5.2. Conclusions

- Teachers do not use all the possible vocabulary learning strategies which would interest students and help them understand meanings of words. Students need frequent changes of activity (Harmer, 1991: 7), but teachers mostly did not practice different vocabulary learning strategies as it is needed. This might be that most of the teachers were not give attention to strategies of vocabulary teaching.

- Concerning the classroom practice of vocabulary learning strategies, most of teachers used lecture and question and answer techniques in their EFL classrooms frequently. The other vocabulary learning strategies were rarely practiced in EFL classroom. This is to mean that they could not sufficiently employ vocabulary learning strategies such as discovering meanings of words for the first time (analyzing parts of speech, guessing and learning from dictionary, discovering through group or peer work activities) and consolidating them into long term memory by classifying and studying words in terms of their sense relationships (study the spelling of new words, connect words to its synonymy and antonyms, keeping note book, using flash cards, skip over new words, using social medias, practicing in pairs and groups etc.) teaching vocabulary learning strategies, as the analysis shows both teachers and students do not have positive attitude towards to learning new words; this implies that they do not have love of to use English language in instructional, except their use of translating new words L1 strategies and they failed to teach vocabulary learning strategies. Thus, one can conclude that the other vocabulary learning strategies were rarely practiced in EFL classroom.

- Teaching vocabulary learning strategies was found to be ineffective in the school because, varieties of vocabulary learning techniques of instructions such us studying the spelling of new word, using flash cards, paraphrasing the word's meaning, passing over new words, keeping note book, and etc., were not practiced and some of them were rarely practiced in the classrooms. As a result, students could not remember and make use of the previously learned vocabulary items in their effort of using the language for actual communication. Similarly, because vocabulary learning strategies is mostly a function

teaching of vocabulary learning strategies, students could not generally be able to use vocabulary learning strategies effectively.

- Moreover, vocabulary learning strategies can develop students' trust and improve teacher-student relationship, which makes students feel safe and comfortable in the classroom. Harmer (2005), for instance, pointed out that teachers should recognize students' individual differences as well as their learning styles. They should take into account the different levels of students' motivation, educational backgrounds, and linguistic abilities. In a similar vein, Williams and Burden (1997) suggested that learners' individual views of themselves and their self-concept should be taken into consideration in order to provide them with support and encouragement they may need.

- The last research question was to identify the challenges of EFL teachers they faced in implementing vocabulary learning strategies in EFL classrooms. Significant numbers of responses indicated that teachers' feelings of implementing vocabulary learning strategies were challenging in that the attitude of teachers towards implementing vocabulary learning strategies were not as such encouraged.

5.3. Recommendations

On the bases of the results of the study, the following recommendations were forwarded:

- English language teachers almost did not practice and give priority to improve students' vocabulary learning strategies in the process of vocabulary teaching and learning.
Therefore, in order to implement vocabulary learning strategies effectively, teachers should get training in the methodologies of English language teaching because, it is the responsibilities of teachers to show students how to use strategies in vocabulary learning.
- Teaching vocabulary should reflect both implicit and explicit pedagogical approaches and techniques of instructions for the most effective vocabulary learning strategies in EFL contexts. Vocabulary knowledge is not solely the knowledge of meaning; it is also the way to inquire effective pronunciation, spelling, parts of speech (word grammar) and other essential aspects of word knowledge.
- Students, on the other hand, should promote the sense of autonomous vocabulary learning by practicing vocabulary learning strategies such as intelligent guessing from context, analyzing parts of speech and using dictionary (determination strategies). They should also regularly practice social strategies (asking teachers, working in pairs or groups) to enhance the pace of vocabulary learning. Learners must be trained on how to use memory, cognitive, and metacognitive strategies of vocabulary learning without which effective vocabulary learning is hardly possible.
- Teachers should give adequate support to their students to use varieties of vocabulary learning strategies in order to develop their vocabulary and their English language knowledge.
- All the concerned bodies, School directors and teachers should create nurturing learning environment/suitable classroom condition for students' opportunities to use authentic materials for vocabulary learning and enhancing their vocabulary knowledge by using different strategies.
- Finally, further study should be carried out to study on practice and investigate the reasons why teachers and students failed to improve vocabulary learning strategy instruction in high school of current study area.

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APPENDICES
JIMMA UNIVERSITY
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
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Appendix A: Students' Questionnaires

Dear Students: I am conducting a study on, "practice and challenges in implementing vocabulary learning strategies" used by grade ten EFL, teachers and students at Nada secondary School in focus. Therefore, you are kindly asked to fill in the questionnaire, honestly, genuinely and carefully. The questionnaire has 38 items about vocabulary learning strategies textbook you are learning now.

Your answer to the questions should be based on what you actually do in learning vocabulary and what your teachers do in teaching vocabulary learning strategy. Remember that your answers are based on what you (not your colleges) really do and not based on what you wish you should have done or it should have been.

I like to stress that the information you provide is completely confidential used by the researcher only. For that matter, you don't have to write you name.

Thank you in advance for your cooperation!

Part I: Background information

Instruction: Please indicate your answer by making a tick (√) in the appropriate space or write circle where it is necessary in the choice provided.

1. Sex: M___ F___
2. Age: A. 12-15 B. 16-20 C. 21-25 D. 25-and above
3. Grade A. 10

II. Students' Practice of Vocabulary Learning Strategies

Before, you answer the question, please read each the question and make sure that you have exactly understood what the question means and then give your answer with respect to the instruction.

1.The following questions are about how often you (do) use the given vocabulary learning techniques/strategies in your English class.

I would like you to indicate how often you have used a certain strategy. Each statement has five options to choose from. Read each question carefully and put a tick (√) under each number in the table below.

Note that: 5. Always 4. Usually, 3. Sometimes 2. Rarely 1. Never

1.	Strategies for the discovery of a new word's meaning	Frequencies				
No	Strategy Group	5	4	3	2	1
1,	I analyze the part of new words for example, noun, verb, pronoun, adjectives					
2.	I guess the meaning of new words from the context.					
3	I use a bilingual dictionary (Example, English-Afan Oromo, L2-L1)					
4.	I discover the meaning through group work activity					
5.	I ask my classmates for the meaning of new words					
6.	I ask English teacher for Afan Oromo translation of new words					
2.	Strategies for consolidating new word's meaning					
7.	I study the spelling of new words (form, pronunciation and meaning)					
8.	I connect the word to my personal experience					
9.	I connect the word to its synonyms and antonyms					
10.	I associate the new word with its collocation					
11.	I keep a vocabulary notebook					
12.	I use flash cards to remember words					
13.	I skip or pass new words I don't understand					
14.	I use English social media (song, films, news and casts etc.) for learning vocabulary					

Adapted from Schmitt (1997:207-208)

2. Teachers' implementation of Vocabulary Learning Strategies

The following questions are about how often your TEACHER (does) use the given vocabulary learning techniques/strategies in your English class. I would like you to indicate how often your teacher has used a certain strategy. Each statement has five options to choose from. Read each question carefully and put a tick (√) under each number in the table below.

Note that: 5. Always 4. Usually, 3. Sometimes 2. Rarely 1. Never

1. No	Strategies for the discovery of a new word's meaning Strategy Group	Frequencies				
		5	4	3	2	1
1.	Our English teacher provides parts of speech analyzing activities, for example, noun, verb, pronoun, adjectives					
2.	Our English teacher gives guessing activities of new words through textual context					
3	Our English teacher encourages us to use a bilingual dictionary (Example, L2-L1, Afan Oromo- English)					
4.	Our English teacher helps us when you discover the meaning new word through group work activities					
5.	Our English teacher encourages us to cooperate each other for the meaning of new words					
6.	Our English translates new words to Afan Oromo (L2-L1)					
2	Strategies for consolidating a new word's meaning					
7.	Our English teacher teaches us the spelling of new words (form, pronunciation and meaning)					
8.	Our English teacher teaches us words connected with your personal experience					
9.	Our English teacher teach us the new words to its synonyms and antonyms					
10.	Our English teacher associate the new word with its collocation while vocabulary teaching					
11.	Our English teacher advises us to keep a vocabulary notebook					
12.	Our English teacher uses flash cards to enhance our new words					
13.	Our English teacher skips on new words you don't understand					
14.	Our English teacher teaches us English social media (Magazines, Newspapers, song, films, news and casts etc.) for teaching vocabulary					

Adapted from Schmitt (1997:207-208)

3. Challenges in vocabulary learning strategies in EFL class

Read each question carefully and put a tick (√) under each number in the table below.

Note that: 5. Strongly agree 4. Agree 3. Undecided 2. Disagree 1. Strongly disagree

Key: SA= Strongly Agree, A= Agree, UD= Undecided, DA= Disagree SDA= strongly disagree

No	Items	Frequencies				
		SA	A	UD	DA	SDA
1.	Classroom condition factors					
1.	Class room condition like large class size, sitting arrangements etc. challenges in using vocabulary learning strategies					
2.	Shortage of authentic materials affects vocabulary learning strategies in EFL class					
3.	Shortage of time in vocabulary learning strategies					
2.	Student's difficulties in vocabulary learning strategies/techniques					
4.	Students' difficulty in spelling new words					
5.	Students' poor background lexical experience					
6.	Students' poor habits of using dictionary					
7.	Students' lack of confidence to use new words in pairs or groups					
2.	Teacher's difficulties in vocabulary teaching strategies/techniques					
8.	Teachers' negligence to teach vocabulary					
9.	Teachers'/Students' Lack of training in using vocabulary learning strategies in EFL class					
10.	Teachers' mispronunciation of new words					

APPENDIX B
JIMMA UNIVERSITY
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Appendix B: Classroom observation checklist

This observation checklist is designed to evaluate teachers' and students' practice and challenges they face in implementing vocabulary learning strategies in vocabulary lesson in EFL class.

Name of the School: _____ section: _____

Lesson being observed: _____ Teacher code: _____

No	Lists of observation
1	Classroom conditions
1	The sitting spaces and desks are enough for all students
2	The classroom layout arranges to facilitate vocabulary learning strategies
2	Teacher's activities
3	The teacher introduces the objectives of the lesson so that the students direct their attention to vocabulary instructions
4.	Teacher invites students' using vocabulary learning strategies/ techniques
5.	The teacher assigns his students to practice in vocabulary activities
6	Teacher helps students to relate ideas in the lesson to their prior knowledge
7.	Teacher encourages students to keep vocabulary notebook
8	Teacher presents the words through context
9	Teacher teaches vocabulary through collocation
10	The teacher gives home take assignment that invite students to practice vocabulary learning strategy.
3	Student's Activities
11	Students feel that they are good at using vocabulary learning strategies
12	Students using the new words to its synonyms or antonyms
13	Students practicing vocabulary in classroom activities in pairs/ groups
4	Teaching Materials
14	Using additional/ authentic materials for vocabulary lessons
15	Using instructional vocabulary materials

Appendix C: Check list guide lines of teachers' observation days

No	Lists of Items	Days of Observe.	Teacher 1	Teacher 2	Teacher 3	Teacher 4
1	The sitting spaces and desks are enough for all the students	1				
		2				
		3				
		4				
2	The classroom layout arranged to facilitate vocabulary learning strategies	1				
		2				
		3				
		4				
3	The teacher introduces the objectives of the lesson so that the students direct their attention to vocabulary instruction	1				
		2				
		3				
		4				
4	Teacher invites students to use vocabulary learning strategies/ techniques	1				
		2				
		3				
		4				
5	The teacher Assign his students to practice in vocabulary learning activities	1				
		2				
		3				
		4				
6	Teacher help students to relate new words in the lesson to their prior knowledge	1				
		2				
		3				
		4				
7	Teacher encourages students to keep vocabulary notebook	1				
		2				
		3				
		4				
8	The teacher Present the words through context	1				
		2				
		3				
		4				
9	Teacher teaches vocabulary through collocation/word association	1				
		2				
		3				
		4				
10	The teacher gives home take assignment that invites students	1				
		2				

	to practice vocabulary learning	3				
		4				
11	Students feel that they are good at using vocabulary learning strategies	1				
		2				
		3				
		4				
12	Students Using the new words to its synonyms or antonyms	1				
		2				
		3				
		4				
13	Students to practice vocabulary in classroom activities in pairs/ groups	1				
		2				
		3				
		4				
14	Using additional authentic materials for vocabulary lessons	1				
		2				
		3				
		4				
15	Using instructional materials for vocabulary learning	1				
		2				
		3				
		4				

APPENDIX D
JIMMA UNIVERSITY
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
(GRADUATE PROGRAM, MA IN TEFL)

Appendix D: Interview for Teachers

Dear Teachers: I am conducting a study on ‘‘EFL teachers’ and students’ practice and challenges they face in implementing vocabulary learning strategies’’ at Nada secondary School respectively. Therefore, you are kindly asked to give your response, honestly, genuinely and carefully. The interview items about vocabulary learning strategies textbook you are teaching now.

Your answer to the interviews should be based on what you actually do in teaching vocabulary and what your students do in learning vocabulary. Remember that your answers are based on what you (not your colleges) really do and not based on what you wish you should have done or it should have been. The worth of the study completely depends on how TRUE and FACTUAL answers you provide in terms of what you practice with regard to vocabulary teaching and learning strategies.

I like to stress that the information you provide is completely confidential used by the researcher only.

Thank you in advance for your cooperation!

Interview for Teachers

Personal information

Name of the School: _____

1. Sex: M____ F____ 2. Age: A. 20-25 B. 26-30 C. 31-35 D. 36-and above
2. Qualification A. College diploma B. Degree (BA/ BED) C. Masters (MA) D. Others
3. Subject you teach: A. English B. Afan Oromo C. Amharic D. Other
4. Total year of service as a teacher: A. 1-10 years B. 11-20 years C. 21 and above years

I. Questions concerning Teachers' practices of vocabulary learning strategies in vocabulary teaching.

1. What are the techniques/ strategies that you use to teach your students?
2. Do you think that vocabulary teaching strategies are important to help your students at levels to learn English vocabulary? Why do you think so?
3. To what extent you give chances to students so that they take responsibilities for their own to use strategies and practice them at different time?
4. How do you think vocabulary teaching should be practiced in the classroom?
5. How do you develop varieties of techniques/strategies in the practice of your vocabulary teaching?

II. Questions concerning Teachers' challenges in implementing vocabulary learning strategies in vocabulary teaching.

6. What are the challenges you faced when you teach new words to your students, using vocabulary learning strategies?
7. Do you give students training in using strategies for learning vocabulary?
8. What are your suggestions or advice for students who want to improve their vocabulary learning?

DUUBEE E
YUUNIVERSIITHI JIMMAA
KOLLEEJJII SAAAYINSII HAWAASAA FI NAMUMMAA
DAMEE BARNOOTA AFAAN INGILIZII FI OG-BARRU

Appendix E: Students' questionnaire Afan Oromo Version

Maqaa Mana Barumsaa: _____

Jaallatamoo barattootaa:

Hunda dura yeroo keessan sagantaa kanaaf oolchuuuf heyyamamoo ta'uu keessaniif guddaan isin galateeffadha.

Waraqaan gaafannoo kun kan qophaa'e odeeffannoo qorannoo fi qu'annoo mata duree shaakala tooftaalee jechoota afaan Ingilizii ittiin baratamu fi danqaalee barsiisotaa fi barattoota muudatan irratti madaallii gaggeeffamu (EFL teachers' and students' practice and challenges' in implementing vocabulary learning strategies in EFL classes) jedhu irratti ragaa fi odeeffannoo walitti qabachuun fala barbaachisu tokko kennuudhaaf kan yaadamedha. Deebiin keessan icciitiidhaan qabamee hojii qo'annoo qofaaf Kan oolu malee barsiisaa keessan isin madaaluuf waan hin taaneef sodaa fi shakkii tokko malee yaada keessan akka gumaachitanan isin gaafadha.

Gumaacha keessaniif galatoomaa!

I. Odeeffannoo armaan gadii mallattoo tick (✓) gargaaramuun guuti.

1. Saala: M _____ F _____

2. Umurii: A) 12-15 B) 16-20 C) 21-25 D) 25 fi isaa ol

3. Kutaa: 10

II. Gaaffiiwwan armaaan gadii shaakala tooftalee jechoota barachuuf daree barnoota Afaan Ingilizii keessatti ati itti gargaaramtu irratti kan hundaa'edha.

Qajeelfama1: himootni armaan gadii shaakala tooftalee ati jechoota barachuuf gootu irratti hundaa'un waan ta'eef, hangam akka itti fayyadamtu walii galtee kee mallattoo tick (√) gochuun kana lakkoofsa himoota jala kaa'ii agarsiisi.

Agarsiiftuu: 5. Yeroo hunda 4. Yeroo baay'ee 3. Yeroo tokko tokko 2. Darbee darbee 1. Gonkuma/ Tasma

T/L	Gosoota shaakala tooftalee jechoota Afaan Ingilizii ittiin baratamu	sa	fa	rt	uu	
	Adeemsa hiika jechoota afaan Ingliffaa barachuukee keessatti tooftalee kana hangam fayyadamta	5	4	3	2	1
1	Kutaalee jechootaa qacceessuunan baradha fkn,maqaa, xumurtuu, ibsa maqaa,					
2	Haala galumsa isaatti fayyadamuun jechoota haaraa nan baradha					
3	Kuusaa jechootaa /dictionary Afaan Ingliffaa- Afaan Oromootti hiikuu fayyadamuunan baradha(L2-L1)					
4	Hiikaa jechoota haaraa hojii gareen kennamee hojjetamu fayyadamuun nan baradha					
5	Jechoota haaraa natti ta'an hiriyyaa dareekoo nan gaafadha					
6	Jechoota haaraa barsiisaan koo afaan dhalootatti akka naaf hiikan nan gaafadha(L2-L1)					
7	Qubee jechoota haaraa qayyabachuunan baradha					
8	Jechoota haaraa muuxxannoo jireenyakoon wal- simsiisuunan baradha					
9.	Jechoota wa-fakkaatan (synonyms) / faallaa (antonyms) ta'an wal-qabsiisuunan baradha					
10	Hiikaa jechoota waliin deeman (collocation) walitti firoomsuunan jechoota haaraa baradha					
11	Jechoota haaraa yaaddannoo kotti barreeffachuunan baradha					
12	Flash card fayyadamuunan jechoota haaraa natti ta'an baradha					
13	Jechoota haaraa ta'an kan naaf hin gallerran darba /ce'a					
14	Miidiyaa hawaasummaa Afaan Ingliffaa / weedduu, fiilmii, oduu, tamsaasa, Gaazexaa, fi k.k.f gargaaramuun jechoota haaraa baradha					

2. Gaaffiwwan armaaan gadii shaakala tooftalee jechoota barsiisuuf barsiisankee daree barnoota Afaan Ingilizii keessatti itti gargaaramu irratti kan hundaa'edha.

Qajeelfama1: himootni armaan gadii shaakala tooftalee barsiisankee jechoota barsiisuuf itti gargaaraman irratti kan hundaa'e waan ta'eef, hangam akka itti fayyadamu waliigaltekee mallattoo tick (✓) gochuun kana lakkoofsa himoota jala kaa'ii agarsiisi.

Agarsiiftuu: 5. Yeroo hunda 4. Yeroo baay'ee 3. Yeroo tokko tokko 2. Darbee darbee 1. Gonkuma/ Tasuma

T/ L	Gosoota shaakala tooftalee jechoota afaan Ingilizii ittin barsiifamu	Safartuuu				
		5	4	3	2	1
	Adeemsa hiika jechoota Afaan Ingliffaa barsiisaankee barsiisu keessatti tooftalee kana hangam itti fayyadamu/ gargaaramu					
1	Barsiisaankee kutaalee jechootaa qacceessuun si barsiisaa fknf, maqaa, xumurtuu, ibsa maqaa,					
2	Barsiisaankee akkaataa galumsa jechootaatti fayyadamuun jechoota haaraa ni barsiisuu (contextual meaning)					
3	Barsiisaankee Kuusaa jechootaa /dictionary Afaan Ingliffaa-Afaan Oromootti hiikuu fayyadamuun ni barsiisuu (L2-L1)					
4	Barsiisaankee hiikaa jechoota haaraa hojii gareen kennuun akka waliin hojjettanni jajjabeessuu					
5	Jechoota haaraa ta'an hiriyyaa dareekee waliin akka hojjettani ni jajjabeessuu					
6	Barsiisaankee Jechoota haaraa afaan dhalootatti hiikuun si barsiisuu / L2-L1/					
7	Qubee jechoota haaraa akka ati hubachuu dandeessutti ni barsiisuu					
8	Barsiisaankee jechoota haaraa muuxxannoo jireenya keen wal-qabsiisuun ni barsiisuu					
9	Jechoota wa-fakkaatan (synonyms) faalla (antonyms) ta'an wal-qabsiisuun ni barsiisuu					
10	Hiikaa jechoota waliin deeman (collocation) walitti firoomsuun jechoota haaraa ni barsiisuu					
11	Jechoota haaraa yaaddannookeetti akka qabattu si jajjabeessuu					
12	Flash card fayyadamuun jechoota haaraa sitti ta'an ni barsiisuu					
13	Jechoota haaraa ta'an kan siif hin galle irra ni darbuu /ce'uu					
14	Miidiyaa hawaasummaa Afaan Ingliffaa / weedduu, fiilmii, oduu, Gaazeexaa fi k.k.f gargaaramuun jechoota haaraa ni barsiisuu					

3. Himootni armaan gadii tooftaalee shaakala jechoota haaraa daree barnootaa keessatti barachuuf haalota danqaa (gufuu) ta'an.

Agarsiiftuu: 5. Ciminaan itti walii gala 4. Waliin gala 3. Murteessuun na dhiba 2. Walii hin galu 1. Ciminaan itti walii hin galu

T/L	Gochaawwan	Safartuu				
1	Daree barnootaa keessatti jechoota haaraa barachuuf haalota danqaa (gufuu) ta'an	5	4	3	2	1
1	Haalli teessuma barataa, bayinni barataa daree tokko keessatti argamu jechoota haaraa barachuuf gufuu ta'aa					
2	Hanqinni meeshaalee barnootaa tooftaa jechoota haaraa Afaan Inglizii barachuu irratti dhiibbaa ni qabaa					
3	Hiikaa jechoota haaraa barachuuf yeroon kenname xiqqaachuu yookiin muraasa ta'uun dhiibbaa qabaa					
2	Dalagaalee barsiisaan yeroo barsiisu danqaa (gufuu) ta'an					
4	Barsiisaan hiika jechoota haaraa barsiisuu irraa of ittisuun ser-luga irratti xiyyeeffachuun jechoota haaraa barachuu irratti dhiibbaa ni qabaa					
5	Barsiisaan jechoota haaraa yoo dubbatu /sagaleessu ifa ta'uu dhiisuu (mi-pronunciation) dhabuu					
3	Dalagaalee barattootatti danqaa (gufuu) ta'an					
6	Barattootni daree barnootaa keessatti tooftaalee hiika jechoota haaraatti fayyadamuuf leenjii argachuu dhabuu					
7	Barattootni jechoota haaraa qubeessuun rakkisuu/ itti ulfaachuu					
8	Barattootni jechoota Afaanii barachuuf muuxxannoon qaban gad-aanaa ta'uu					
9	Barattootni kuusaa jechootaatti (dictionary) tti fayyadamuun barsiifatni qaban gad-aanaa ta'uu					
10	Barattootni nama lamaan/ gareen jechoota haaraatti yeroo gargaaraman ofitti amantaa dhabuu					