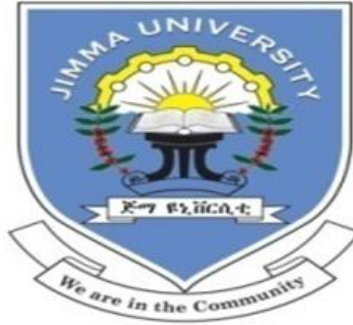


JIMMA UNIVERSITY
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
MA IN TEFL PROGRAM



A STUDY OF ENGLISH LANGUAGE TEACHERS' AWARENESS, PRACTICE AND CHALLENGES PERTAINING TO THE USE OF VOCABULARY TEACHING STRATEGIES: SECONDARY SCHOOL ENGLISH TEACHERS IN JIMMA TOWN IN FOCUS.

BY: MUSTAFA YUSUF (MA STUDENT IN TEFL)

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

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OCTOBER, 2022
JIMMA UNIVERSITY, ETHIOPIA

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Declaration

Research Title: A Study of English Language Teachers’ Awareness, Practice and Challenges Pertaining to the Use of Vocabulary Teaching Strategies: Secondary School English Teachers in Jimma Town in Focus.

I, the undersigned, declare that this research thesis is my original work, not presented for any degree in any universities, conducted under the guidance of my advisors, Tekle Ferede Metaferia (PhD, Associate Professor in TEFL) and my co-advisor Bikila Ashenafi (PhD), and that all the sources used for it are duly acknowledged.

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Confirmation and Approval

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

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Moderator

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Date

Dedication

This study is dedicated to my beloved mother who opened my eyes and let me to see today, also loved me from the bottom of her heart considering me as if I were still child for her W/ro Beshaddu Nuru. Additionally, it is dedicated to my father Ato Yusuf Aba Hussein but, passed away on July, 13, 2007.

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Abstract

The main purpose of this study was to investigate English teachers' awareness, practice and challenges pertaining to the Use of vocabulary teaching strategies; English teachers in Jimma Town Secondary Schools in Focus. To achieve the intended objectives of this study, descriptive survey research design was used with both qualitative and quantitative approaches. The study was conducted in Oromia regional state in Jimma zone, Jimma town high school in 2014 E.C. accordingly, the participants of the study were 40 English language teachers' of the selected high schools. Thus, the researcher employed convenience sampling technique to select Jimma Town secondary schools and sample of the teachers were selected through comprehensive sampling technique. Data for the present study was collected through questionnaire, semi-structured interview, and classroom observation. Then, the collected data were analyzed using both quantitative and qualitative methods. The findings of the study showed that teachers awareness to teach vocabulary through VTS was high extent (high awareness), on the other hand, their practice became below an average or practiced rarely. Furthermore, the study revealed that EFL teachers taught vocabular in classes but, they did not employ different vocabulary teaching strategies. The findings also indicated that EFL teachers mainly gave emphasis on definition, synonym, antonyms, context clue, collocation, communicative vocabulary teaching strategies and collaborative learning teaching strategy than other kinds of strategies in their vocabulary teaching while observed in classroom observation. It was found that the teachers lacked practical skills on the implementation of different types of vocabulary teaching strategies in EFL classes. That's why they faced high extent challenges. As a result, the practices of vocabulary teaching strategies were not given sufficient attention at Jimma Town Secondary School. Finally, recommendations were given based on the above findings. These recommendations were: the EFL researchers were recommended that creating meaningful vocabulary teaching strategies should be practiced widely in Jimma Town secondary schools.

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CHAPTER ONE: INTRODUCTION

1.0 Introduction

The purpose of this chapter was to review some relevant topic on the EFL teachers' awareness, practice and challenges pertaining to the use of vocabulary teaching strategies: secondary school English teachers in Jimma Town in Focus. Therefore, this chapter dealt with Background of the Study, Statement of the problem, Research questions, objectives of the study, Significance of the Study, Delimitation of the study, and Limitations of the study and definition of key terms. That was being stated here under.

1.1 Background of the Study

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, as cited in Minwuyelet AndualemD,2019). And according to Nation (2001), the awareness of teachers on vocabulary teaching strategies directly affects EFL teachers practice in teaching vocabulary. without having sufficient awareness on the principles and purposes of teaching strategies, it is difficult to effectively practice it in the classrooms. Thus, effective teaching occurs when correspondence exists between awareness and practices to apply strategies in the EFL class rooms (NIED, 1990).

English language is the international languages which help us in achieving our educational goal. When it comes to examining language, words are crucial factors and we begin our study of language structure by looking at words from four of the following perspectives: their parts that are meaningful, the syllables that make them up, the principles that organize them into phrases and sentences and the semantic relationships that link them in sets. It is only through language that a person expresses his/her thoughts, feelings, moods and aspirations (Nelson and Stage, 2007, as cited in Tamiru, 2017).

Vocabulary is one component of language in general and the English language in particular, is the knowledge of words and word meanings. As Steven (2005,p.95) puts it, "Vocabulary knowledge is the knowledge of a word which not only implies a definition, but also implies how that word fits into the world." Accordingly, Vocabulary knowledge is not something that can ever be fully mastered it is something that expands and deepens over the course of a lifetime.

Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary can also be acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-teaching strategies.

Therefore, having good knowledge of vocabulary is mandatory in order to understand or convey message in communication and to pursue and succeed in one's learning. According to Harmer (1991), the students' vocabulary knowledge is strongly linked to their academic success because students who have sufficient knowledge of vocabulary can understand new ideas and concepts more quickly than students with limited knowledge of vocabulary. ‘

Vocabulary teaching strategies (VTSs) emphasize the ways the teachers deliver the lesson to the students. This view emanates from the notion that teaching strategies are the ways and means adopted by teachers to direct the students' activities to achieve the objective. This implies that VTSs are the tool of the teacher(Gerlach,2006).On the contrary, vocabulary was given secondary position and was introduced to support functional use of language (Schmitt, 2000). Several years ago, accordingly, vocabulary learning and teaching were given little or no attention in the past. Until the mid-1980s, vocabulary was a “neglected aspect”in EFL teaching” (Maiguashca, 1993; Meara, 1981).Vocabulary was neglected in language teaching programs and curriculums for the sake of grammar and other parts of language. Nowadays, however, researchers have realized that vocabulary is an important part of language learning and teaching and worthy of attention in teaching and research Jose Maria (2006). A proliferation of studies done on vocabulary can be taken as a proof to it.

The purpose of vocabulary teaching strategy is to develop the teaching of EFL teachers in a classroom teaching and involve the students into the learning (Nur, 2014). Indeed, vocabulary continues to be learned throughout one's lifetime. This is because the grammar of a language is made up of a limited set of rules, but a person is unlikely to ever run out of words to learn. Vocabulary acquisition must thus be incremental, as it is clearly impossible to gain immediate mastery of all the word knowledge at once. Thus, at any point in time, unless the word is completely known or fully acquired, the limitation of different word knowledge will exist at various degrees of mastery.

Vocabulary supports the four macro language skills. It is thus suggested that more attention should be paid to vocabulary, and effective vocabulary teaching strategies deserve research so as to best help learners to acquire, store and retrieve words in the target language. According to Xiaomei Yu¹ (2020), in the absence of vocabulary, communication will not occur. Besides, neither literature nor language exists without vocabulary (Harmer, 1991).

Moreover, vocabulary teaching should be carried out using appropriate strategies. One of the best ways of increasing students' confidence to communicate in a new language is to increase their vocabulary, which requires teachers to employ a variety of strategies in their vocabulary instruction.

Therefore, teachers have to consider the way in teaching Vocabulary strategies in teaching English vocabulary for learners, there were many strategies thus are;. Through context, Vocabulary Self collection strategy teachers' use, Definitional context clue, Definition, Building sentences, Keyword strategy, Semantic maps, Vocabulary network/Word map Discovery strategy, Communicative vocabulary teaching strategy etc... ((Snow, Griffin, & Burns, 2005 p.185-196).

As highlighted above, English language teachers should use a variety of appropriate strategies in vocabulary instruction. Research based evidence was thus; required to enable EFL teachers to become effective, strategic vocabulary instruction implementers.

This study therefore, was intended to investigate English language teachers' awareness, practice and challenges as regards the use of vocabulary teaching strategies focusing on secondary school English teachers in Jimma Town in Focus.

1.2. Statement of the problem

As Carter and McCarthy (1988) indicated vocabulary was the victim of discrimination by researchers who claimed syntax to be a more significant issue in the language development process. As a result, vocabulary teaching and learning has not received enough attention in English language teaching contexts. Because of the effect of structuralism and the Chomsky's School of linguistics, which did not regard vocabulary as an area to focus on, the issue of vocabulary remained ignored today; the significance of vocabulary for language teaching is admitted by all second language theorists and practitioners. Although it was believed that vocabulary could be taught only in isolated word lists for a long time.

Though, after many decades of being neglect, methodologists and linguists have increasingly been turning their attention to vocabulary and stressing on its importance in language teaching and reassessing some of the ways/ strategies in which it is taught (Read,2000; Decaricco, 2001 Barcroft, 2004). Furthermore, Vocabulary teaching has been paid less attention than it should have been, as compared to other language skills. This could hinder to these schools students' vocabulary deficiency. Hence, the researcher understood that the practices of vocabulary teaching through different strategies are one of the most important components of any language classes. It is thus crucial to investigate the teachers' awareness, practices and challenges pertaining to the use of vocabulary teaching strategies; In Jimma Town secondary schools EFL classes in Focus.

Vocabulary is difficult to teach because of the complexity of its linguistic, semantic and psychocognitive aspects. Therefore, teachers should keep looking for different ways to substitute rote repetition with more effective strategies. According to Wallace (2007), Wallace (2007), the teaching of vocabulary is problematic. For this reason, before teaching any new words, a teacher should make sure what the purpose of the lesson is, whether it fits to students' needs and accomplishes the goal of comprehension and communication. Accordingly, secondary school English teachers in Jimma Town also seem to be ineffective in their vocabulary instruction. This assertion was based on evidence from the researcher's experience as well as witnesses from other teachers and EFL teachers around Jimma Town which can be the result of their low awareness and inappropriate implementation and the challenges they face as regards using VTSSs. This was the reason also that initiated this study.

Different local researchers' conducted a research on investigating English language teachers' awareness, practice and challenges pertaining to the use of vocabulary teaching strategies in Ethiopia context at different academic level. Among local researchers, Wassihune (2016) carried out research on assessing the practice of vocabulary teaching strategies in EFL classes in three primary schools in Addis Ababa. It was found out that the only strategy frequently used was contextual clue strategies and moreover the teachers were not aware of the theoretical knowledge of other vocabulary teaching strategies in EFL classes.

Melaku (2019) conducted a research on investigating practice and challenges of vocabulary teaching strategies in a secondary school in Addis Ababa. The findings reported that English language teachers did not use various vocabulary teaching strategies in their classes. Besides, some related studies have been done in the practice of vocabulary teaching in the Ethiopian and international level.

For example, Getachew (2014) conducted a study on vocabulary learning strategies used by EFL students: the Case of grade eleven high and low achievers at Jorgo Nole Preparatory School. The result indicated that there was a significant difference between the high and the low achievers regarding vocabulary learning strategies. Still other study was done by Minda (2003) the effectiveness of current vocabulary teaching strategies in facilitating production in junior secondary schools in Addis Ababa: grade seven in focus. The finding showed that the training has brought significant difference in the performance of students where the experimental groups have benefited in international level.

The previous studies were conducted on the role of vocabulary teaching strategies for students and its relation to their academic achievement in the English language classrooms using different data collection tools ,different design ,and approaches. However, the present study was conducted on investigate English language teachers' awareness, practice and challenges pertaining to the use of vocabulary teaching strategies focusing on secondary school English teachers in Jimma Town. So far, as of the knowledge of the researcher, studies have not yet been conducted on the English language teachers' awareness ,practice ,and challenges pertaining to the use of vocabulary teaching strategies in the selected high school. These reasons were motivated the researcher to conduct study on the selected title. Therefore, the main objective of this study was investigate English language teachers' awareness, practice and challenges

pertaining to the use of vocabulary teaching strategies focusing on secondary school English teachers in Jimma Town.

1.3. Research questions

The study was intended to answer the following research questions

- ✓ To what extent are secondary school English language teachers in Jimma Town aware of vocabulary teaching strategies?
- ✓ What are the strategies these teachers use in their vocabulary instruction?
- ✓ What are the challenges these teachers encounter in implementing vocabulary teaching strategies in their vocabulary instruction?

1.4. Objectives of the study

1.4.1. General objective

The main objective of this study was to investigate English language teachers' awareness, practice and challenges pertaining to the use of vocabulary teaching strategies on Secondary Schools English teachers in Jimma Town.

1.4.2. Specific objectives

The study specifically intended to:

- ▶ Examine EFL teachers' awareness about vocabulary teaching strategies;
- ▶ Describe EFL teachers' practice of using vocabulary teaching strategies in their instruction;
- ▶ Identify the challenges' the teachers in focus encounter in using vocabulary teaching strategies.

1.5 Significance of the Study

The result of the present study is important for the English teachers, module writers, and other researchers on investigate English language teachers' awareness, practice and challenges pertaining to the use of vocabulary teaching strategies focusing on Secondary School English teachers.

The study was intended to improve the teaching of vocabulary teaching strategies. The findings of the present study will contribute for the following stakeholders.

- It will be important for EFL teachers since its result provides valuable information on the EFL teachers' awareness, practice and challenges pertaining to the use of VTSs study on the effect of vocabulary teaching strategies.
- In addition, it helps material designers so as to develop helpful in preparing different modules that can facilitate vocabulary teaching–learning techniques. More importantly, the findings of this study may serve as an input for other researchers interested to explore the vocabulary teaching strategies employed by EFL teachers in a more detailed manner under different contexts.
- Finally, the findings of the present study will contribute for other researchers that conduct the study on similar issues and the result of this study will be useful as an inspiration to the potential researchers who are interested in researching topic of similar kind. OR It would be used as a base for further study of the problem.

1.6 Delimitation of the study

The study was delimited to Jimma Town secondary schools which were located in Oromia regional state, Jima zone, Jimma Town. The subjects of the study were only English teachers of Jimma Town secondary schools. The study was involved 40 teachers as a representative and it covered twelve months from May2013 to May 2014. The research mainly was focused on a study of English language teachers' awareness, practice and challenges pertaining to the Use of vocabulary teaching strategies: secondary school English teachers In Jimma Town in Focus.

1.7 Limitations of the study

This study was some limitations: Primarily, it was worthy keeping in mind that the sample size of the study was limited to only 41 teachers taken from six secondary schools. For this reason, it was possible to say that the study was limited to a small group of high school English teachers, which made it difficult to generalize the results to all EFL teachers of Jimma Town including the primary schools EFL teachers.

In addition, EFL teachers of Jimma Town including the primary school EFL teachers. The researcher also felt that demonstrating all aspects of the VTT could not be carried out within a short period of time, and it required an intensive study which reflects all aspects of VTT. Therefore, data gathering instruments are limited to raise only some features of the VTT (VTS) that are an emphasis on teaching through interaction in the target language also, there were factors that may affect teachers' autonomy which were not considered in this study: culture, politics and self-access materials. These limitations were time, money and other resources of constraints.

1.8 Definitions of key terms

Vocabulary: Graves (as cited in Taylor, 1990) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. In relation to this, Krashen (as cited in Herrel, 2004) extends Graves' definition further by stating that lexicon organizes the mental vocabulary in a speaker's mind.

Teaching Strategies: refer to techniques that are used by the teacher to ensure that the course has been well understood (Strasser, 1964). teaching strategies (VTSs) emphasize the ways the teachers deliver the lesson to the students. This view emanates from the notion that teaching strategies are the ways and means adopted by teachers to direct the students' activities to achieve the objective. This implies that VTSs are the tool of the teacher (Gerlach, 2006).

Vocabulary teaching strategies: are actions taken by the teacher to teach or practice target vocabulary. So teaching words well means giving students multiple opportunities to learn how words are conceptually related to one another in the texts they are studying (Ibid).

Awareness of VTS: EFL teachers' knowledge of vocabulary teaching strategies.

Practice of VTT: The practice of EFL teachers to teach vocabulary beside, their teaching learning process.

Challenges of VTT: Factors hinder teachers not to operate vocabulary teaching appropriately. Webster.dictionery,(2000)

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

The purpose of this chapter was to review some relevant literature on the EFL teachers' awareness, practice and challenges pertaining to the use of vocabulary teaching strategies: secondary school English teachers in Jimma Town in Focus. Vocabulary teaching through various strategies use. it consists of, definition of vocabulary, the purposes of vocabulary teaching strategies, the importance of vocabulary teaching strategies, concept of vocabulary, teaching strategies, English teachers' role in implementing vocabulary teaching strategies, English teachers challenges of teaching vocabulary strategies. That was being stated here under.

2.1 Definition of Vocabulary

Vocabulary is defined as the entire stock of words belonging to a branch of knowledge or known by an individual. It is the lexicon of a language is its vocabulary, which includes words and expressions (Graves (as cited in Taylor, 1990). Krashen (as cited in Herrel, 2004) extends Graves 'definition further by stating that lexicon organizes the mental vocabulary in the speaker's mind. In relation to this, Vocabulary is the glue that holds stories, ideas and content together... making comprehension accessible for students (Logan & Nichols, 1998/99).

Therefore, vocabulary is central to language and of critical importance to the typical language learner. Norbert Schmitt (2000, p,6) In actual fact, without grammar very little can be conveyed; without vocabulary nothing can be conveyed (McCarty, 2007: p20). Words are the building blocks in a language. According to Graves (1990), defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. Similarly, Herrel,(2004),Rupley, Logan and Nichols, 1998/99).

In other words, vocabulary is the words we must know to communicate effectively both productive and receptive vocabulary. It plays an essential role in expressing ideas and thoughts. McCarthy (1990) states: "The single biggest component of any language course is vocabulary. 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 meanings, Communication in L2 cannot happen in any meaningful way." 'From this point we can understand that studying vocabulary is

mandatory for students to improve their communicative competence. Citing Datzman (2011), Pamintuan, et.al. (2018) reported that acquiring vocabulary is a difficult task for both students and teachers in a language learning class. Thus, it needs a serious attention in planning and executing accordingly. Actual classroom practices As Cited in (via journal of literature, 2020)

In EFL teaching classroom, the vocabulary instruction plays an important role to comprehend a text. It is a fact that vocabulary instruction has a paramount importance in English as a foreign language teaching context where students have limited access to learn the language. This is because vocabulary instruction can enhance students not only language proficiency but also other content related learning, and it helps to gain an understanding of the world, enabling them to think about and react to what they read, speak, write and listen (Nemati, 2009; & Siriwan, 2007).

The current education policy of Ethiopia concerns teaching English language as a subject and a medium of instruction in Secondary and higher education level as well (MOE, 2005). The education policy also needs teachers' help in vocabulary instruction to teach students' by creating greater opportunities that they critically comprehend a text. This indicates that vocabulary teaching practice is crucial for EFL teachers who are teaching English language so as to pay attention to students and the teaching methods.

When EFL teachers are going to teach vocabulary lesson, they have to know about individuals' expectation, cultural background of learners and their prior knowledge of vocabulary (Hammerberg, 2004; and Piece and Fontaine, 2009). Thus, English language teachers should expect to identify the students' need in order to implement various activities through vocabulary lesson. The practice that teachers implement various vocabulary activities 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 (McCarten, 2007).As to the concern of the researcher of this study the concept mentioned above realized that the importance of vocabulary storage is needed to communicate in English language and also EFL teachers should implement various VTSs for the effectiveness of vocabulary teaching.

Presently, the vocabulary teaching practices seem to have received attention in Ethiopian in EFL classroom context. This is obviously exposed in generally in primary and secondary school

levels. The practices of vocabulary teaching instructions are considered different teaching ways that teachers help students to get opportunities to practice new words implicitly as well as explicitly (MOE, 2005). Regarding this, teachers' discover a good access to teach students' vocabulary implicitly or explicitly via language skills. The teachers' focus should equip students' with various practice of vocabulary teaching, and give them many chance to practice new words to enhance their vocabulary knowledge (Stahl & Kapinus, 2001).

Even though, The present trends of vocabulary teaching practices seem to have received attention in Ethiopian in EFL classroom context in primary and secondary school levels It needs EFL teachers 'additional help to maximize students' ability in word power through the implementation of various vocabulary activities. Because of the mismatch competence of students from place to place is vary. Thus, the ability to implement vocabulary instruction in English classroom is not simply undertaken in the traditional principles of language teaching. It needs English language teachers' use of different Vocabulary teaching strategies.

English language teachers used various vocabulary teaching strategies to implement the vocabulary activities in English classroom to improve their students' capacity via vocabulary instruction, but students are unable to manipulate different vocabulary tasks in a purposeful communication. In addition to this, a research of this kind has not been carried out so far in that particular school. Unless this issue is investigated through research, it may be difficult to talk about the implementation of teaching vocabulary lessons in English classroom. Due to all of these reasons, the researcher decided to conduct a systematic study on the practice of vocabulary teaching in EFL classroom. Regarding this, some related studies have been done in the practice of vocabulary teaching in the Ethiopian and international level.

In Ethiopian level, Getachew (2014) conducted on vocabulary learning strategies used by EFL students: the Case of grade eleven high and low achievers at JorgoNole Preparatory School. The result indicated that there was a significant difference between the high and the low achievers regarding vocabulary learning strategies. Additionally, Minda (2003) the effectiveness of current vocabulary teaching vocabularies in facilitating production in junior secondary schools in Addis Ababa: grade seven in Focus. The finding showed that the training has brought significant difference in the performance of students where the experimental groups have benefited. As far as the researcher's knowledge is concerned; the above studies were conducted in the area of the

vocabulary teaching and learning strategies. In overall, the former studies were associated with the current study in that they were based on the issues of vocabulary teaching & learning strategies.

However, their main purposes were not directly related with the aim of the present study. Thus, the present Study focused on an investigation of English language teachers' awareness, practice and challenges pertaining to the use of vocabulary teaching strategies: secondary school English teachers in Jimma Town in Focus.

2.2.The Purposes of Vocabulary Teaching Strategies

Vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically; and, therefore, something to be taken into consideration both in Second and Foreign Language Teaching. ((McCarthy, 1990).

“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.” Teaching vocabulary is a significant factor in language teaching, since words play an important role in expressing our feelings, emotions, and ideas to others during the act of communication (Strasser, 1964). According to him, teaching strategy is a generalized plan for a lesson which includes structure, desired learner behavior, in terms of the goals of the instruction and an outline of tactics necessary to implement the strategy. In other words, teaching strategy refers to a technique that is used by the teacher or instructor to ensure that the course has been well understood or it refers to a plan or a program that is extensively used to make sure that a certain message or lesson is passed from the teacher to the student.

In brief, vocabulary teaching strategies are actions taken by the teacher to teach or practice target vocabulary. So, teaching words well means giving students multiple opportunities to learn how words are conceptually related to one another in the texts they are studying (Ibid).According to Seal (1991), vocabulary teaching strategies classified as planned and unplanned activities in class room. As the term show, the unplanned strategies refers to occasions when words may be learned incidentally and accidentally in class when students request particular meaning of words, or

when the teacher becomes aware of any relevant words to which attention needs to be drawn unplanned teaching strategies may differ from teacher to teachers, from lesson to lessons.

Table 2.1 Vocabulary teaching strategies

Through Context	Cooperative vocabulary teaching learning strategy	Use synonyms
Vocabulary Self Selection	Word Formation	Practice word group
Definitional Context Clue	Selective Highlighting	By adding instruction ,define and explanation
Definition	Show word clearly using example sentence	Teaching vocabulary through word part
Building Sentence	Prepare supplementary teaching materials about VTS	Pre- teaching vocabulary during reading lessons
Key Word Strategy	Request students to make sentence with the new word	Grouping
Semantic Maps	Explain the meaning of the new word	Flash Cards
Vocabulary Net Work	Present derivatives of the new word	Through realia
Discovery Strategy	Lead students to read new word one-by one	Use antonyms
Communicative Teaching Strategy	Guide students to pay attention to the collocation of the new words in the sentence	Possible sentence

Never the less, no matter how much time may be spent in teaching words incidentally, it is likely that unplanned vocabulary activities occupy less time than planned vocabulary teaching strategies. On the other hand, planned vocabulary teaching strategies refers to prepared and informed activities. Therefore, strategies of teaching vocabulary are all needed to help learners to learn words.

To sum up, implementing different strategies in teaching vocabulary in the English classroom helps the learners attempt to connect ideas and make associations. Thus, so as to realize this notion, the teacher needs to implement different and interesting strategies, which make English lessons more exciting and create awareness for learners also EFL teachers would have awareness for the success of vocabulary teaching strategies & vocabulary development of students would

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

- (1) *The students he is teaching*
- (2) The nature of the words they decide to teach,
- (3) Their instructional purposes in teaching each of those words, and
- (4) The strategies they employ to teach the words (Flanigan& Greenwood, 2007)

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

- (1) Provide students with information that contains the context as well as the meaning of the word.
- (2) Design instruction that engages students and allows sufficient time for word learning.
- (3) Make sure students have multiple exposures to the words with review and practice, and
- (4) Create a dialogue around the words

Thus, in teaching vocabulary, teachers of English mainly focus on explaining the meaning, presenting the form as well as the use of a new word. Nation, Paul (2005) suggested different strategies that teachers of English could implement in their teaching vocabulary among them, some of them listed in the above table thus, were which the researcher planned and applied while the normal research had been carried after the approval of previous research proposal. Accordingly, The other things the researcher had been taken in to account seriously was the challenges that EFL teachers faced in the process of vocabulary teaching strategies was being investigated in this study.

2.3. Vocabulary teaching strategies

- ✓ Through context strategy,
- ✓ Vocabulary self-selection strategy,
- ✓ Definitional context clue,
- ✓ Definition of VTSs,

- ✓ Building sentence,
- ✓ Key word strategy,
- ✓ Semantic maps,
- ✓ Vocabulary network (word map)
- ✓ Discovery strategy,
- ✓ Communicative vocabulary teaching strategy
- ✓ Collocation strategy.
- ✓ *Cooperative vocabulary learning-teaching strategy,*
- ✓ *Word formation,*
- ✓ Selective highlighting,
- ✓ Show word clearly using example sentence contextually,
- ✓ Prepare supplementary teaching material about VTS,
- ✓ Request students to make sentence with the new word,
- ✓ . Explain the meaning of new word, etc.
- ✓ Present derivatives of the new word not offered in the word list
- ✓ Lead students to read new word one-by-one
- ✓ Guide students to pay attention to the collocation of the new word in sentence
- ✓ By Adding visual for understanding
- ✓ Use synonyms
- ✓ Practice group work activity
- ✓ By Adding Instruction in to definition and explanation practice to words and tables
- ✓ Teaching-Vocabulary through Word part
- ✓ Pre-teaching vocabulary during reading lessons to solve higher thinking problems
- ✓ Grouping
- ✓ Flashcards
- ✓ Through realia
- ✓ Use antonyms
- ✓ Possible Sentences (**Adapted from Stahl, 1999, p. 49.Goals for Teaching Vocabulary**)

2.4 The Importance of vocabulary Strategies

Vocabulary teaching strategies appeared in the 1960s when language studies and foreign language teaching ideas made big changes in America, Britain and Europe. Before that, Situational Language Teaching (SLT) had dominated foreign language teaching in Britain for many years as a conventional language teaching approach. To compensate for the limitations of the traditional language teaching methods, teachers of English as a Foreign Language (EFL) have been encouraged to implement vocabulary teaching strategies which help both teachers and students to develop their vocabulary knowledge through VTS and VLS. As in previous approaches, it was generally assumed that vocabulary is less important. Therefore, it is assumed that there is no real need for direct vocabulary instruction (Saied, 2011).

Allen (1983: 5) also emphasized that "lexical problems frequently interfere with communication; communication breaks down when people do not use the right words". This underlines the importance of vocabulary in classroom teaching, as without vocabulary, it is difficult to communicate. Nevertheless, at that time priority to teaching was given to the notional and functional aspects of language, which were believed to help learners achieve communicative competence directly, so the teaching of vocabulary was much less directly emphasized in many ELT classrooms. But certain attention was given to the importance of integrating it in a general framework of foreign language teaching (Ostyn & Godin 1985).

There were at that time only a handful of well-known teaching handbooks devoted to vocabulary teaching in language classrooms, like Wallace (1982) and Allen (1983). However, few of their teaching recommendations were based on theories or research findings. As Carter (1998) argued: books devoted to practical approaches to vocabulary teaching proceed without due recognition of issues in vocabulary learning: for example, Wallace (1982) contains little about issues in learning with the result that teaching strategies are proposed from a basis of, at best, untested assumptions (p. 198).

From the late 1980s, vocabulary was an area that had drawn researchers' interest within the mainstream of L2 acquisition (Nation 1997). Researchers realized that many of learners' difficulties, both receptively and productively, result from an inadequate vocabulary, and even when they are at higher levels of language competence and performance, they still feel in need of learning vocabulary (Laufer 1986; Nation 1990).

When vocabularies are being taught to students, teachers need to consider how to teach them. There are a variety of teaching strategies that teachers can use to improve student vocabulary learning. Actually, there is no best strategy as students may have preference to one over another. The teachers' task is to provide students with varieties of strategies and let the students choose on their own. Some strategies may be good for some students at certain level. The same strategy which works well to some students may not be enjoyed by others. However, students should be taught to be an independent learner because they will not be in school forever. It is important to recognize that students at all levels do not simply see or hear a new word, look it up in the dictionary and then know it. For this reason, much has been written about the strategies teachers can use to help learners develop their knowledge of vocabulary and guide them how the words work together with other words to perform meaningful communication (Gams and Redman, 1986; Schmitt & McCarthy, 1997).

A good knowledge of vocabulary is indispensable for an effective communication in the foreign language. Thus, knowing words of that language should be the first concern in order to communicate in that foreign language. Therefore, vocabulary seems to be the key access to language learning. According to (McCarthy 1990), Vocabulary is very important element within a language as the vast majority of meaning is carried lexically; and, thus, something to be taken into consideration both in Second and Foreign Language Teaching.

Vocabulary teaching is one of the most important components of any language class. The main reason is the fact that it is a medium, which carries meaning; learning to understand and express the meaning is what counts in learning languages. As stated by Harmer(1991,p.14), "Words are the back bone 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. Besides, (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.” Similarly, Taylor (1990) says that ranging from words to sentence level; we find different vocabulary, which plays an indispensable role for making language meaningful. Vocabulary is thus, useful to create a communicative environment. Concerning this Wallace (1982, p .9) adds that: It has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary, because there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language.

2.5. Teachers Role in Implementing Vocabulary Teaching Strategies

There are two types of vocabulary teaching strategies such as contextual and consolidating teaching strategies. Consolidating ones are implemented to restore words. On the other hand, contextual strategies are implemented both for lexical input and output. One of the important roles of the language teacher is to help their learners find the easiest way of conveying new information into the already existing system of the mental lexicon. (Thornbury, 2004) Besides, students need to acquire the ability to store the information for as long as possible. Another helpful element is awareness, which is closely linked with attention. “A very high degree of attention (called arousal) seems to correlate with improved recall” (Thornbury, 2004, p. 25). Connected to this, emotional value of words should be considered as well.

To develop content-specific vocabulary, teachers need to provide lots of opportunities for students to talk about the words. This also means explicit instruction is necessary through providing the appropriate materials that should help the learners become better learners of vocabulary by using different strategies and they can use to continue learning outside the classroom. In line with this, the teacher may draw students' attention on a particular word by writing the new words on the blackboard; the learner may focus on the meaning of a word by providing a definition, a synonym or L1 equivalent (Nation, 2001).

As of the researcher's understanding the above teachers are in charge of devising a systematic way of teaching, instead of resorting to concrete strategies. Similarly, language teachers need to

develop learners an awareness of alternative vocabulary strategies that involve active processing of the target vocabulary and need to make learners conscious of the need to develop an independent and structured approach to language learning, which has been shown to be most associated with vocabulary learning success. Generally, Vocabulary knowledge plays a crucial role in closing English language learners literacy achievement. Thus, teachers need to develop vocabulary growth by implementing different vocabulary teaching strategies.

2.6 The Implication of Vocabulary teaching strategies

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

- a. Learners need tasks and strategies to help them organize their mental lexicon by building networks of associations.
- b. Teachers need to wean themselves off reliance on direct translation from their mother tongue.
- c. Words need to be presented their typical contexts, so that learners get a feel for their meaning, their register, their collocation, and their syntactic environments.
- d. Teacher should direct attention to the sound of new words, particularly the way they are stressed.
- e. Learner should aim to build a threshold vocabulary as quickly as possible.
- f. Learners need to be involved in the learning of words.
- g. Learners need multiple exposures to words and they need to retrieve words from memory repeatedly.
- h. Memory of new words can be reinforced if they are used to express personally relevant meaning.
- i. Not all the vocabulary that the learners need can be taught: learners will need plentiful exposure to talk and text as well as training for self-directed learning.

2.6.1. Implementing Vocabulary Teaching Strategies

Deliberately teaching vocabulary is one of the least efficient ways of developing learner's vocabulary knowledge but nonetheless it is an important part of a well-balanced vocabulary programmed. The main problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time. Teaching vocabulary

can effectively deal with only a small amount of information about a word at a time when EFL teachers are practicing in classroom. The more complex the information is, the more likely the learners are to misinterpret it. So, for the betterment of vocabulary teaching using various vocabulary strategies are important. Teaching vocabulary is critical for the comprehension of texts. Building word awareness and vocabulary knowledge requires the students to make a personal construction of meaning.

The process to teach the vocabulary may have variations from one teacher to another, but following principles are best;

- Keep the teaching simple and clear. Don't give complicated explanations.
 - Relate the present teaching to past knowledge by showing a pattern or analogies.
 - Use both oral and written presentation - write it on the blackboard as well as explaining.
 - Give most attention to words that are already partly known.
 - Tell the learners if it is a high frequency word that is worth noting for future attention.
 - Don't bring in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set. High frequency vocabulary needs to be met across all four strands of a course;
- ✓ meaning-focused input,
 - ✓ meaning-focused output,
 - ✓ language-focused learning, and
 - ✓ Fluency development.

Some low frequency vocabulary may not need to become part of the learner's;

- Output and so it is not important for it to be part of the meaning. Focused output strand. It is better using various ways of getting learners to meet the same vocabulary again and again.

The direct teaching approach suggested in this article is based on the following guidelines.

- ❖ If the word is a high frequency word or one that will be of continuing importance for the learners,
 - ✓ Give it attention, preferably focusing on its learning burden,
 - ✓ Make sure the learners will come back to it again. If the word is a low frequency word, pass over it without comment or give some brief attention to it focusing on what is needed in that instance.

- ❖ Direct teaching should be clear and simple.
 - Rely on repeated meetings to develop an understanding of the complexities of a word.
 - Don't try to deal with the complexities by intensive teaching.

The following strategies will build mnemonics and visual images to define new words:

2.6.2. Contextual Clues Vocabulary Strategies

Utilizing suitable contextual clues strategies is seen as vital in enabling and equipping language learners with the skill to guess word meaning accurately, moving away from dependency on a dictionary to improve their academic reading experience. Mart (2012) illustrates vocabulary as “indispensable part of language” and stresses learning through context as meaningful for vocabulary learning. He also describes vocabulary as “the vital organs and the flesh” of language. Nagy (1995) emphasizes how a dictionary can be limited and how words have the habit of changing its meaning based on context. She strengthens the need to learn word meaning more effectively and independently through context and to master the necessary knowledge.

According to Ahmed (2013), Contextual meaning also unearths what wants to be communicated, and finally shows how the words are utilized. Contextual skills enable students to see how the learnt word functions grammatically and better remembered. Meanwhile, Thornbury (2002:53) feels words learnt in context make students appreciate the word's collocations and grammatical structures. Furthermore, Joan Gipe (1980) created a strategy called context strategy, where students use context clues in applying word meaning to unknown words. Context strategy encourages students to integrate information across sentences and at the same time incorporates the definition of the target word.

This strategy requires that the teacher chooses target words from a selected passage and generate four sentences ranging from the more obscure usage to the most precise. Gipe (1980, p. 118) suggests that “initially teachers use a sentence from the passage so that concepts can be used to further link vocabulary learning to text comprehension.” Teachers ask students to predict the definition of the words after they have reviewed the four sentences.

This strategy is time consuming because a lot of time is spent on each word; however, the multiple exposures, student involvement and the words taken from the text are very important for vocabulary development and retention. So the emphasis of most teachers' vocabulary instruction entails one main tactic is encouraging students to glean meaning from context.

Presenting vocabulary in context enables students to improve their vocabulary. Memorizing maybe good and useful as a temporary technique for tests, but not for teach a foreign language because students who simply memorize word meanings frequently have trouble applying the information in definitions and often make mistakes about the meanings (Texas Reading Initiative, 2000).

If we really wish to teach students meanings of the words and how they are used it is useful to present them in context and students are more likely to deduce meaning from a context. Edwards states that (2009) students will see how the new item (a new word) works grammatically and the context will help make the item more memorable and aid retention. Words in context increase the chances of learners appreciating not only their meaning but their typical environments, such as their associated collocations or grammatical structures (Thornbury, 2002). Most of the words acquired through incidental reading are learned through context. Students learn from context by making connections between the new word and the text in which it appears.

They also learn new words through repeated exposures, gaining more comprehension of a word's meanings and functions by seeing it several times in different. To develop reading efficiency guessing from context is useful. Therefore, the ability to guess the meaning of a word without referring to a dictionary saves time and allows the reader to continue reading without interruption.

Research indicates that contextual word teaching is more effective than non-contextual word teaching (Biemiller&Boote, 2006).

Therefore, in teaching vocabulary, it is important to provide meaningful learning experiences for students. One way of nurturing vocabulary development and retention is to teach words in context. Divorcing words from their surroundings decreases the likelihood of comprehension and retention and it was emphasized that new vocabulary should only be met in sentences and meaningful contexts (Richards and Rodgers 2001).

Therefore, setting a good context which is an essential prerequisite for vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary.

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

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

2.6.3.Types of Contextual Strategy

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

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

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

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

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

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

6. Antonyms. Words with opposite meanings may be found in the same context .In general, following the types of context clues will enhance the effectiveness of teaching the use of context

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

Teaching vocabulary using Antonyms, One of the main provokes that foreign or second language learners continuously encounter is how to become proficient of the large pile of vocabulary items in a language to communicate successfully. In the same vein, it is stated that giving a list of antonymous words would be one of the most effective strategies to learn new words, since it accelerates the process of lexical learning and makes the retention of words better and easier (Schmidt, 2008).

Accordingly, practitioners in the field of language teaching can group and teach the words with the similar meaning for a better understanding and fast learning. Such as being the case, if the center of attention is shifted towards the semantic learning phase, synonym pairs would be more successful. As mentioned before, Powell (1986) noticed that semanticists consider three types for antonyms including **contradictories** (complementary), **contraries**, and **reciprocals** (converse). Single/married and part/whole are examples for contradictories which are limited. Vocabulary focused on contraries which allow for gradations (e.g., giant/miniature; transparent/opaque). In reciprocals, one word opposites or unwraps the other's meaning (e.g., buy/sell; gather/disperse).

2.6.4. Collocation Strategy

Teaching vocabulary is more than presenting new words to the students. The students must know how the words work together with other words to perform meaningful communication.

So the word collocations can be defined in many ways by different scholars. According to McCarten(2007) states that the way in which two or more words are typically used is generally called collocations. Moon (1997) also stated that collocations are words that occur together with high frequency and refer to the combination of words that have a certain mutual expectancy.

- ▶ “The combination is not a fixed expression but there is a greater than chance likelihood that the words will co-occur” (Jackson, 1988, p. 96). Stubbs (2002) defines collocation as the habitual co-occurrence of two unordered content words, or of a content word and a lexical set. Collocations consist of two parts: a pivot word which is the focal word in the

collocation and its collocates(s), the word or words accompanying the pivot word (Shin & Nation, 2008). There are two types of collocations: lexical collocations and grammatical collocations (Bahns, 1993; Carter, 1998). **Lexical collocations** are combinations of nouns, adjectives, adverbs, and verbs such as;

- Verb + Noun (e.g. break a code, lift a blockade),
- Adjective + Noun (e.g. strong tea, best wishes),
- Noun + Noun (language school),
- Verb + Adverb (e.g. affect deeply, appreciate sincerely),
- Adverb + Adjective (e.g. deeply absorbed, closely related).

➤ **Grammatical collocations** are combinations of content words (nouns, adjectives or verbs) and a grammatical word such as a preposition or certain structural patterns.

In light of these ideas, it's a widely accepted idea that collocations are very important part of knowledge of second language acquisition and they are essential to non-native speakers of English in order to speak or write fluently and accurately (Jaén, 2007).

Skrzypek(2009) indicates the importance of collocation by stating that one of the criteria for knowing a word is being aware of other words with which it keeps company. Also Shin and Nation (2008) explain one of the reasons as to why teachers should be interested in collocations being that collocations improve learners' language. Because a word's collocates with others is thought to be one of the significant aspects related to words besides multiple meanings, synonymy, connotations and register according to dictionary makers (Fernández et al., 2009).

As Nattinger (1988) stated that the meaning of a word mostly depends on the other words that it collocates with; by the help of these collocates the learner keeps the words in memory and can easily infer the meaning from the context. He also argues that the notion of collocations is extremely important for acquiring vocabulary but its potential has not been fully utilized.

Similarly, Chan & Liou (2005) explained that teaching of collocations in English foreign language classes did not get enough attention; as a result, students learning English as a foreign language are weak in collocation use. Rather than teaching vocabulary as single lexical items which causes a lexical incompetence on the part of learners, students must be made aware of the necessity of acquiring collocations (Farghal&Obiedat, 1995; Fan, 2009).

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

2.6.5. Cooperative vocabulary learning-(TS)

Cooperative learning is the key to deal with children with various abilities and diverse area of intelligences. This learning method lets the students search and find out the best path to learn given subjects by themselves. Students are free to express what they have in mind to complete the tasks given during the lesson.

The Cooperative Learning strategies share the idea that students work in groups to accomplish a group goal. In order to teach vocabulary in a meaningful and enjoyable way is using group work. Group work is part of cooperative strategies of teaching- learning.

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

Group work has recommended being more effective and enjoyable in learning languages. First, It gives more practice in speaking (pronouncing the words) especially in large classes when the teacher leads the class. Second, it creates a relaxing, comfortable and non-threatening atmosphere, in which the students can work more relaxed and freely without being afraid of making mistakes. So they can apply their ability to answer the questions. Third, group work also supports the students' correct language production through peer correction (Pica, 1994). The activity done in Cooperative Learning is in group form, it is used to grow students' ability to collaborate and cooperate with others. It is used to know how far they can learnt when they are together; the teacher only has to monitor and control their activity so that students have freedom to express themselves by sharing with others in their groups.

Cooperative Learning method is considered a suitable method for students and has several advantages compared with other methods. Cooperative learning methods have a contribution that can be given to the development of social skills of students. Working with other students can

help students to develop their empathic abilities by giving them the opportunity to see the angles of view of others, which in turn can help them to realize that everyone has strengths and weaknesses. Trying to find a solution to a problem in the group also develop skills such as the need to accommodate the views of others (Muijsand Reynolds, 2008). Students can give each other support in the same way as the teachers can do during the question and answer.

The total knowledge in the group tends to be larger in the appeal which is owned individual students. This enables a more robust troubleshooting and therefore allows teachers to give the questions more difficult questions in an appeal that can be given to the students individually. The theory and practice of (CVL-TS)point out those students can learn from each other besides their teacher and be responsible for their learning. The teacher is also responsible to create conducive atmosphere that encourages interaction among the students in classroom.

2.6.6.The Vocabulary Self-Collection strategy (VSS)

Vocabulary Self-Collection Strategy (adapted from Haggard, 1982)

1. Ask students to identify two words they believe everyone should learn that are related to specific topics the group is studying.
2. Have students write their words on the board.
3. Ask students to present their words to the group by defining them, explaining why the group should learn them, and telling where the words were found.
4. Moderate a discussion through which the class reduces the list to a predetermined number of most important words by eliminating words already known by many. The final list becomes the focus of vocabulary activities for the next few days.

Is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class. The strategy was first introduced by Haggard (1982, 1986) and since then has been adapted for various grade levels and instructional contexts. Students select words from their readings that are new and interesting, use the context and other resources to determine the meaning of the words, and nominate the words to be learned by others in the group or class.

Teachers using the VSS

- (1) model the process of collecting words,
- (2) provide guided practice within reading groups and other instructional contexts, and

(3) offer consistent encouragement to students to use VSS during independent reading. The major benefits of using VSS are that students engage in their own learning, discover how to recognize unfamiliar or interesting words from their readings, develop their vocabularies, and become word conscious. A review of the research on vocabulary instruction conducted by Harmon and Hedrick (2005) led them to claim that struggling readers learn vocabulary when teachers “encourage independent learning by allowing students to self-select terms to be studied” (p. 275).

Vocabulary Self Collection Strategy Purpose:

- To teach students how to make decisions about the importance of concepts and how to use context to determine word meaning.
- To promote-long term acquisition of language in a content area.

Procedure: After reading and discussing a text selection, the teacher asks teams of students to choose one word they would like to learn more about. The teacher also chooses a word.

The following steps can be used for the vocabulary self-collection activity.

1. Students are divided into teams of two to five. Each team decides on a word to emphasize from the text selection.
2. A spokesperson from each team presents the word they have chosen to the rest of the class and answers the following questions:
 - a. Where is the word found in the text?
 - b. What do the team members think the word means?
 - c. Why did the team think the class should learn the word?
3. Students record all nominated words in their learning logs or vocabulary notebooks. The teacher can then use these student generated vocabulary words in other activities. to introduce the activity the teacher presents the word he/she has chosen and models how to respond to the three questions.

2.6.7. Definitional context clue and Definition

Vocabulary Connections - (Brisk & Harrington, 2000) - Choose a reading selection. Choose words crucial to understanding the selection - preferably in limited semantic fields. Have students look up the words in a dictionary - in class or as homework. Have students discuss their definitions with one another in class (i.e. give examples in their own lives of the selected words

and their meanings). Have students read the selection. Have students retell or write a summary of the selection - using the new vocabulary.

Vocabulary Elaboration - (Brown, Phillips, and Stephens, 1993 in Billmeyer, 2003) - The strategy has students record a new word, the date it was encountered, and the context in which the word was found. Students propose a definition and check it against a dictionary or glossary and then they provide examples and non-examples based on their experiences. Students also record characteristics or elements which are situational to help them understand different meanings of the same words. Students work in groups to complete a graphic organizer. These are shared with other groups. See example on next page.

Vocabulary Graphics - (Stejnost&Thiese, 2001) - Procedure:

- (a) give students 5 x 7 index cards,
- (b) instruct students to find the meaning of a given word and write it in the center of the card,
- (c) tell them to record the following information in each of the card's four corners: a sentence using the word, a synonym, an antonym, an illustration, and
- (d) hook the cards together for unit vocabulary file.

See the example below.

SENTENCE

When I think of a NUCLEUS, I think of a sunny-side up egg!

WORD: Nucleus

DEFINITION: A nucleus is the center **ILLUSTRATION:**

ANTONYM: edge

SYNONYM: core

2.6.8. Building sentence

Teacher lists and pronounces 6-8 vocabulary words related to the major concepts to be learned and that are adequately defined by context in the text to study. Some of these words can present relations to the text that students already know.

1. Students individually, with a partner or in groups use at least 2 of these words to write sentences that they think may be in the text. Teacher has already provided the list of sentence starters to help beginner students create their sentences. This is a draft of the sentences that will be edited later.
2. Students read and verify the content vocabulary to verify if the content they predicted was related to the text.
3. Students generate new sentences using the targeted vocabulary and this time they will support their sentences with the text.

2.6.9. Key word strategy

1. Teacher reviews with the students the meanings of new vocabulary words and asks them to create personal, visual images to help them remember the meaning.
2. Students create images that they will remember and discuss them with their classmates and with the teacher.
3. New words with pictures or images are recorded in their vocabulary notebook. Strategy

Keyword Method (Baumann & Kameenui, 1991)

Using the keyword method, the student is taught to construct a visual image that connects the vocabulary word being taught with a familiar, concrete word that is similar auditor ally and shares some common feature.

1. Give students a new vocabulary word and share its meaning with them. (example: carlin, which means “old woman”).
2. Ask them to identify a familiar word that is acoustically similar to carlin (example: the keyword “car”)
3. Have students visualize or draw the image of an old woman driving a car. When asked to recall the meaning of carlin, the student will retrieve car because of its acoustic similarity to carlin, and then recall the visual image of the meaning of carlin (example from Pressley, Levin, & McDaniel, 1987, cited in Baumann & Kameenui, 1991).

2.6.10. Semantic maps/.Word Mapping VTs

Vocabulary is the first step to help someone learn about English. According to Harmer (2007: 35) what a word means is often defined by its relationship to other words. It means that everyone needs to learn what words mean and how they are used. Because of that vocabulary should be mastered and applied in the appropriate context. Vocabulary is also essential when it comes to a teaching and learning process, especially in English subject. Mastering English Vocabulary is challenging for young students because English vocabularies are something new for them. In the position of acquiring skills, they need to examine a technique that can help them to master English vocabulary. According to Singer et al (2003) said that teaching is helping learners to acquire new knowledge or skills. Teaching consists, mainly, of telling, showing, guiding the learner in performance tasks and then measuring the results. Dealing with the statement above, the teachers need to know what kinds of classroom activities so they can help their students to gain new vocabulary.

Teaching English vocabulary needs a variety of instructional media that will be able to help the students more attractive in receiving the lesson in the classroom. In other words, the variety of instructional can avoid students to get bored. Cameron (2001) states that the words of a language split roughly into two groups according to how they are used to construct sentences.

- The first group, function words are words that must be learned in connection with their use in the sentence. These kinds of words such as noun determiners, auxiliaries, qualifiers, preposition, coordinators, interrogators, and sentence liners.
- The second group, content words or lexical words are words whose meaning is recorded in dictionaries and often states by means of definitions, synonyms, antonyms, and contextual explanation. These kinds of words are nouns, verbs, adjectives, and adverbs. Nation (1990) states that to get information about which words will be most useful for learners of English, it can be done by looking at the frequency counts of vocabulary. A vocabulary count is done by making a list of words in a particular text or group of texts and counting how often and where they exist.

The following table shows the types of vocabulary, their features, and their implications for teaching and learning. Knowing a word implies knowing many things about the word:

its literal meaning, its various connotation, its spelling, derivations, collocations, frequency, pronunciation, and the kind of syntactic constructions into which it enters,

The morphological options it offers and a rich variety of *semantic associates* such as; synonyms, antonyms, homonyms. It means that knowing a word, we have to be sure that **we know the word** grammatically, syntactically, phonologically, morphologically, and semantically. For example, a student who knows the word “written” will now that it is past tense form and its past participle form. The student would know that “written” is spelled with double “t”. The student will also know when and how to use the various auxiliary verb appropriately. Besides knowing the form of the word, learners also need to be familiar with its grammar. Learners need to know such as irregular forms of verbs or plural nouns, the position of adjectives, etc. Another aspect of teaching vocabulary is word-formation. Students should know how to change a word form and when to use it. Learning vocabulary is a complex process. In learning vocabulary, students may use the five essential steps as proposed by Hatch et al (2008):

(a). Encountering new word (with sources of new words being reading, watching TV, listening to radio, conversation with native speakers, textbooks, word list, dictionary, etc.,

- (b). Creating a mental picture (visual, auditory, or both) word form (e.g. relating a new word with L1 words or another FLs with similar sounds, using phonetic script, relating to already acquired English word that sound similarly.,
- (c). Learning the words meaning (e.g. asking the native speaker for the meaning creating a mental image of the meaning, guessing from context),.
- (d). Creating a strong linkage between word form and meaning in the memory (regardless of the memory strategy used – as long as it is used),.
- (e). Using words (in example sentences, collocations, various contexts, conversation, etc. In developing students' vocabulary, the teacher should use a suitable teaching strategy. In this research, the researchers offered a strategy to solve students' problems, especially in vocabulary mastery. There are many kinds of teaching strategies, the researchers are interested to employ word mapping in vocabulary mastery.

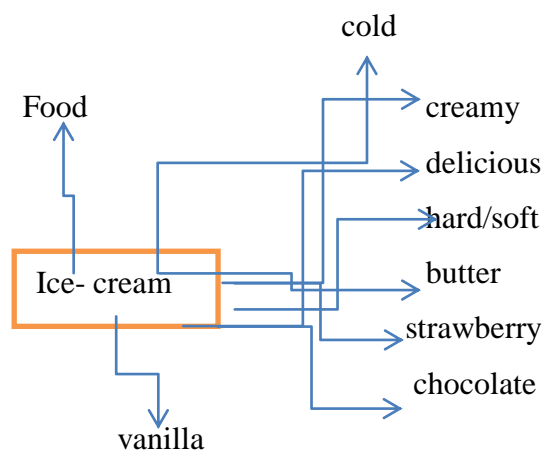
A definition of word mapping is a graphic rendering of the words' meaning. Word mapping is a strategy for representing knowledge in graphs. Knowledge graphs are networks of concepts. Networks consist of nodes (points/vertices) and links (arcs/edges). Nodes represent concepts and links represent the relations between concepts. By the statements, it can be inferred that word mapping strategy is one activity to increase students' vocabulary in English. It is often taught to be one of the most effective ways of integrating language skills in the language classroom. Though the terms word mapping has been interpreted in many different ways by both teachers and textbook writers, both activities offer a flexible yet principled way of tailoring integrated skills to learner needs.

The purpose of the Word Mapping strategy is to promote the students' deeper understanding of words through depicting varying relationships between and among words. Word maps are visual displays of word meanings organized to depict relationships with other words. Research reveals that to develop students' vocabularies, teachers need to promote in-depth word knowledge (Beck, McKeown, &Kucan, 2002).

The Word Mapping strategy or semantic mapping is one of the most powerful approaches to teaching vocabulary because it engages students in thinking about word relationships (Graves, 2008). The strategy promotes students' active exploration of word relationships, thereby leading to a deeper understanding of word meanings by developing their conceptual knowledge related to words. The effectiveness of Word Mapping is supported by research. For example, a study

comparing mapping word relationships and a contextual approach to learning words indicated that semantic mapping produced greater gains in word learning (Margosein, Pascarella, & Pflaum, 1982). Most teachers use the Word Mapping strategy to introduce new vocabulary before reading. As a follow-up to reading and discussion of the text, they encourage students to develop their word maps by using the new information they acquired through reading. Word Map (Schwartz & Raphael, 1985; example from Holder, 1997) the word map technique is useful for helping students develop a general concept of definition. It focuses on three questions, “What is it?,” “What is it like?,” and “What are some examples?” to make students aware of the types of information that make up a “definition” and how that information is organized.

Eg.1 What is it like?



Word Map Diagram

2.6.11. Discovery Strategies

Discovery strategies include several determination strategies and social strategies. A teachers can implement a new word’s meaning through guessing from context, guessing from an L1 cognate, using reference materials (mainly a dictionary). There is a natural sense that almost all of the strategies applied to discovery activities could be used as consolidation strategies in (Schmitt 1997).

2.6.12. Grouping VTSS

Grouping is an important way to aid recall, and people seem to organize words into groups naturally without prompting. Craik and Julving, (1975) States that if the words are organized in some way before memorization, recall is improved. It may work better for more proficient

learners, however, as they have been shown to favor grouping strategies more than beginners did (Chamot, 1984 cited in Thompson, 1987). Words can be grouped spatial on a page in some sort of pattern. Words can also be grouped to gather in a very natural way by using the target word in sentences. Similarly, words can be grouped together in a story. Thus, grouping is indispensable for vocabulary teaching strategy.

2.6.13. Using flash cards VTSS

Many strategies can be applied by a teacher to teach vocabulary effectively, such as word list and flashcards. Some researchers discovered that teaching with flashcards help learners to acquire words more effectively than word list (Komachali&Khodareza, 2012; Schmitt & Schmitt, 1995). It is in line with Thornbury (2002) who states that flashcards help teacher to demonstrate a simple sequence of activities to the learners. Moreover, in one investigation on flashcards, Komachali&Khodareza (2012) studied the effect of using vocabulary flashcard on Iranian pre-university the result showed that flashcards could lead the students to a higher level of vocabulary improvement. Flashcard as a Teaching Strategy is a cardboard consisting of a word, a sentence, or a simple picture on it (Komachali&Khodareza, 2012). Flashcard is considered as a helpful strategy because its benefits. Moreover, teachers can also use flashcards for drilling and presenting new words.

2.6.14. Vocabulary network (word map)

The teachers should use the appropriate techniques to teach in vocabulary teaching. One of the techniques is verbal technique which pertains to the use of illustrative situation, synonyms, opposite, scale, definition, and categories. In this technique, the students can learn the synonym and the opposite of words, writing the definition of words, and they are able to use the words in sentences.

In teaching vocabulary, Word Mapping technique is considered as the one of appropriate and applicable techniques used by the teacher in the classroom, particularly in building up a large store of words in order to arrange a sentence. Word Mapping technique is a graphical tool for organizing and representing knowledge that shows the three elements of a definition which includes

(1) the category to which the word being defined belong which can be discovered by a question “what is it?”,

(2) Some characteristics of the main word that can be discovered by a question “what is it like?”, and

(3) some examples of the main word (the illustrations).

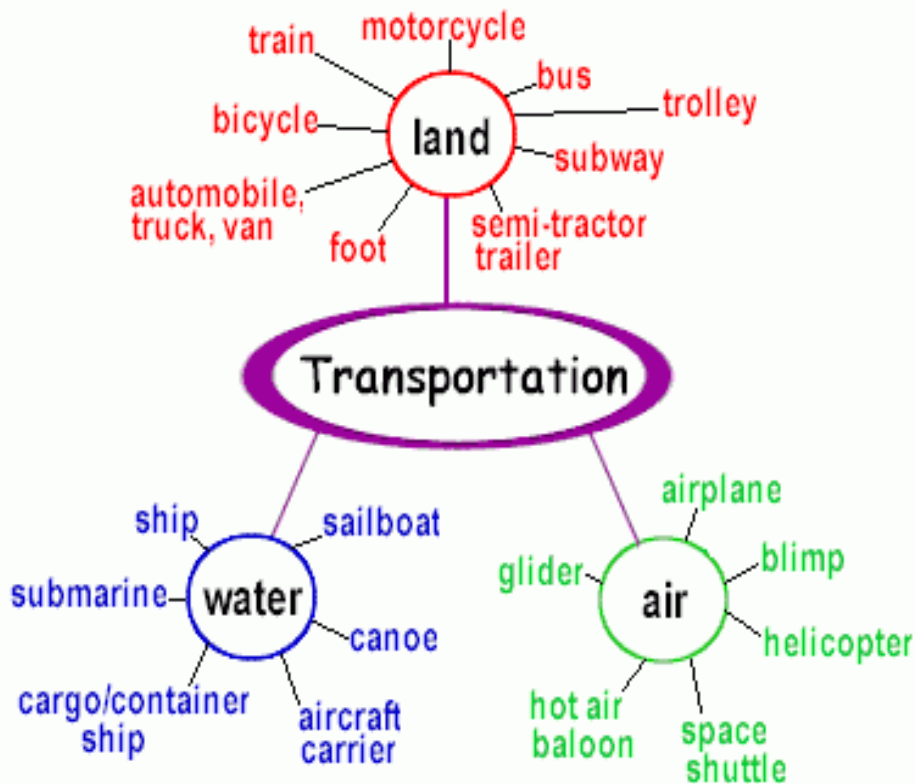
The students need to have some understanding of what a definition is and how it works before they can give the meaning of a word on their own way by the use of the concept of definition map or word map. In word mapping technique, the students refer to the context, their prior knowledge, and the dictionary to find the definition and the elements needed. Typically it has the form of having the vocabulary word in the central portion of the graphic organizer, and three separate sections for the three main questions about the word that linked to it.

By the use of word mapping technique it can increase students’ vocabulary and it often teach to be the one of the most effective ways of integrating language skills in the language classroom. Word mapping strategy is an instructional vocabulary strategy developed to help students learn how to predict the meaning of unknown words, specifically word mapping strategy helps students who have not learned the meaning of a large number of words, do not know how to identify parts of words that have meaning, do not know the meaning of word parts, and do not know how to use the meaning of word parts to predict the meaning of whole words (Harris, Schumacher, & Descher, 2008).

Word Mapping is extremely engaging way of building up vocabulary knowledge as well as provoking students into retrieving and using what they know (Harmer, 2007: 187). The purpose of word mapping technique is to promote students’ deeper understanding of the new words through depicting varying relationship among words.

The students can be more active in exploring the relationship among words. Word map provides a way for students to organize conceptual information as they seek to not only identify, but also understand a word (Schwartz and Raphael, 1995). Students learn about new words through word mapping concept because it helps the students in examining the characteristics of the word concepts, categorize words, and the relationship among words as well as the words are similar or different to each other. The previous research entitled “The Effect of Word-Map Technique on Iranian EFL Learners” Vocabulary Acquisition: A Response to help-Seeking Strategy (A Study in Azad University, Malayer, Iran) conducted by Ronaghi et al (2015) explained that word mapping technique is very beneficial in improving learners’ vocabulary. The result witnessed a

dramatic growth of the students' performance in vocabulary learning due to the effect of word mapping technique,



This is semantic word map diagram/vocabulary network word map

2.7.14. Communicative Language Teaching in Vocabulary Teaching

Teaching Vocabulary in Communicative Language Classroom What does it mean to know and learn new vocabulary? Vocabulary is a necessary ingredient for all communication.

- ▶ A large vocabulary is needed for overall language success
- ▶ As a language teacher, one of our main tasks is to help students develop a rich and useful vocabulary inventory.
- ▶ Knowing a word involves a whole lot more (pronunciations, meanings, contexts, collocations, spellings, etc.)
- ▶ Knowledge of vocabulary involves receptive and productive skills
- ▶ We learn vocabulary implicitly and explicitly or Learning vocabulary is a cumulative process and it must be actively taught, learned, and recycled.

2.7. Important first steps in L2 vocabulary teaching

- Have a communicative purpose (a reason to learn the words)
- Provide Comprehensible input and good models
- Organize effective practice (lots of repetition, recognition and recall)
- Start with input-work to output (receptive to productive skills)
- Teach vocabulary within context accompanied by some type of visual or aural aid
- Enhance learning with culturally authentic visuals/illustrations
- Practice vocabulary in various contexts in order to remember it and to develop an understanding of the range of usage of a given word
- Frequent and effective practice (engagement), 8 -12 encounters are needed
- Have learners manipulate new vocabulary in different ways (receptive and productive skills)
- A combination of speaking and writing activities must be used
- The more engagement learners have with a word, the better it will be retained
- Help students learn and use effective strategies that assess learning.

2.8. What Vocabulary should be taught?

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

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

vocabularies. They select and emphasize each vocabulary word relative to its importance to understanding the text, its frequency across texts and subject areas, and their students' knowledge of that particular word.

According to Harmer (1991), the general principle of vocabulary that should be taught first is the frequency of vocabulary that appears in the students' daily communication. Such as, 'books', 'house', 'names of subjects', 'teacher' and so on. Another principle of teaching vocabulary is to teach from *concrete words* and gradually become more abstract ones. The words like chair, table, chalk, and book are easy to explain because those words are in front of the students.

The word 'concept', however, is difficult to explain, because it is not physically represented in the classroom. One more principle that has been used to determine which words to be taught is coverage“ a word is more useful if it covers more things than if it only has a very specific meaning”. For example the word “book” it covers a lot of meanings. It can be 'notebook, exercise book, text book, hand book, and so on. Based on the above the principles (the criteria) of determining the vocabulary to be taught are as follows:

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

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

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

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

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

2.9. EFL Teachers Challenges of teaching vocabulary

Every language has its trouble spots, so does English. Learning the words of a foreign language is not an easy business since every word has its form, meaning, and usage and each of these aspects of the word may have its difficulties. Indeed, some English words are difficult in form (daughter, busy, bury, woman, women) and easy in usage; other words are easy in form (enter,

get, happen) and difficult in usage. Consequently, words may be classified according to the difficulties students find in assimilation. Since a good knowledge of vocabulary has a great effect on the learners' improvement of other aspects of language such as reading comprehension, listening comprehension, speaking, and writing, due attention should be paid to choosing and implementing appropriate vocabulary teaching/learning techniques in language classes.

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

The size of the task- the number of words that students need to learn is exceedingly large. We know that, on average, students add 2,000–3,000 words a year to their reading vocabularies (Beck, McKeown Kucan, 2002). This means that they learn from six to eight new words each day an enormous achievement. Individual differences in vocabulary size also involve large numbers. Some students may know thousands more words than other students in the same classroom. As a teacher, you know the difference this can make: students who know the meanings of many words catch on to and understand new ideas and concepts much faster than do those students with limited vocabularies.

The differences between spoken English and written or “literate” English-

The vocabulary of written English, particularly the “literate” English that student encounter in Textbooks and other school materials, differs greatly from that of spoken, especially conversational, English. Students _both English language learners and those for whom English is the first language _ may have limited exposure to literate English outside of school.

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

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

Lack of creating genuine communication- CLT holds that learning takes place through genuine communication. However, determining how to create genuine communication within the classroom Setting presents challenges to teachers. However, in general, teaching vocabulary is not easy, clearly more than just presenting new words (Harmer, 1993).

According to Aganes (2008), the causes of the problem might be that:

- 1) The material is not interesting;
- 2) The limited time and the equipment;
- 3) The strategy of delivering materials is neither suitable nor interesting. Because of the problems, students got difficulties in learning vocabulary. Teachers also know that one of the challenges of struggling high school readers is their limited vocabulary and knowledge of using vocabulary in relation to the other language skills. For some categories of students, there are significant obstacles to developing sufficient vocabulary to be successful in school:

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

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

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

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

The purpose of this study was to investigate English language teachers' awareness, practice and challenges pertaining to the use of vocabulary teaching strategies: the case of Secondary school of English teachers in Jimma Town. This chapter briefly discusses at least six key important points under the methodology section. These were research design that encompasses types of study, target population in which the sample and study populations were determined ,sampling size and sampling techniques were identified ,data collection procedure were determined ,data collection instruments and procedures were identified and method of data analysis were discussed.

3.1. Study Design

The present study was conducted to investigate English language teachers' awareness, Practice and challenges pertaining to the use of vocabulary teaching strategies: secondary school English teachers in Jimma Town in Focus. It was the descriptive Research Design in which both quantitative and qualitative approaches were employed. The main reasons for employing descriptive survey design was that it helps the researcher to describe the actual situation of teaching vocabulary through VTSs with regard to principles, instructional focus and activities. Louis (2000, p.169) "surveys gather data at particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events".

In this study, quantitative data was gathered through questionnaire and whereas qualitative data was collected through interview and classroom observation (Cress well and Plano Clark, 2007), this helps the researcher to understand the research questions by combining both qualitative and quantitative approaches.

3.2. Study Population and sampling

According to Bless (2000), research participants are the units of analysis as they are the sources from which research data are being collected. Therefore, data analysis should reflect an accurate picture of the research participants. The target population for this study was EFL teachers'. This

helped the researcher to investigate English language teachers' awareness, Practice and challenges pertaining to the use of vocabulary teaching strategies: secondary School English teachers in Jimma Town in Focus. The total population of the teachers in the selected high Schools were 41 respectively (29 males and 12 females).

Table 3.1: Number of schools and English language teachers taken per school for study

No.	Number of Sec. schools	Names of Secondary Schools	EFL Teachers		
			M	F	T
1	6	Seto Secondary School	4	3	7
		Abba Buna Secondary School	3	1	4
		Jimma Secondary School	7	1	8
		Jiren Secondary School	9	4	13
		Mole Mendera Secondary School	3	2	5
		Gada Secondary school	3	1	4
		Total	29	12	41

3.3. Sampling Techniques

Sampling is the process of selecting a number of individuals for a study in such a way that the individual selected represents the large group from which they were selected (Mugenda & Mugenda, 2003). Sampling ensured that conclusions from the study were generalized to the entire population. In this study the researcher employed convenience sampling technique to select Jimma Town secondary schools. Whereas, comprehensive sampling technique was employed to select EFL teachers of Jimma Town secondary schools. Then, the teachers had ample information on English language teachers 'awareness, practice and challenges pertaining to the use of vocabulary teaching strategies. Thus, all EFL teachers take part for this study. Therefore, the researcher obtained adequate and valid data from the respondents to achieve the intended objectives of the present study.

3.4. Instruments of Data Collection

To achieve the intended objectives of the study, the researcher employed three data collection instruments to obtain valid data from the sample respondents. The three data collection instruments were questionnaire, semi-structured interview, and classroom observation.

3.4.1. Questionnaire

This study used closed-ended questionnaire to investigate the current EFL teachers' awareness, practice and challenges pertaining of vocabulary teaching strategies. The questionnaire had three parts; namely, awareness, practice and challenges about English language teachers' awareness, practice and challenges pertaining to the use of vocabulary teaching strategies: Secondary School English teachers of Jimma Town. The questionnaire includes (32 items awareness), (32 items practice), and the remaining (10 items focused on challenges).practice item. The total questions designed were 74.

The questionnaire was prepared in the form of a five-point likert-scale which means 1,2,3,4 and 5 for (awareness and challenges) which means, 1 = Never 2= to a very limited extent 3= to some extent 4= to high extent 5= to a very high extent and for practice 1,2,3,4 and 5 means 1 = Never 2= rarely 3= sometimes 4= usually 5= always. The entire item was thus replied using a five-point scale ranging from never to a very high extent or never to always (to imply how frequently the item happened for practice).

3.4.2. Interview

The purpose of using the interview was to get first-hand information from the sample respondents and flexibility that cannot be obtained through other data collection instruments. According to Nunan (1992).Then, researcher selected on random basis, four EFL teachers because the interview was suitable for the descriptive study for two reasons. First, the interview employed for securing relevant data. Second, the numbers of respondents take part in the interview session was 4 EFL teachers. Thus, questions and recording/writing the responses in order to obtain in depth meaningful and important information from participants in the study (Creswell, 2005; Mckay, 2006) Four EFL teachers selected to manage it appropriately. The semi-structured interview prepared based on the objectives and nature of the study on the basis of related literature to collect relevant data.

Therefore, this helped the researcher to get more significant information to support the data obtained through questionnaire and classroom observation. Similarly, sumi-structured interview

having major concepts of VTS with the questionnaire to crosscheck the responses drawn through the questionnaire was set and conducted with EFL teachers to obtain additional or supplementary data on teachers' knowledge on the theoretical practices of vocabulary teaching strategies identified and factors that hinder the actual practice of vocabulary teaching strategies in EFL classes. So by using semi-structured interview they described their own practicing of vocabulary teaching strategies. In light of this, 10 items of interview questions were prepared for 4 English language teachers. (2 from Jimma Secondary School, and the other two from Mole and Jiren Secondary School). The interview lasted averagely 15 minutes and it was conducted in the school compound for two days (from March 28- 30/2022).Based on Nation,I.S.P.(1990) the researcher designed or developed ten items for the interview purpose about vocabulary teaching strategies.

Each of the EFL teachers selected in random base because of their experience and skills then, they, interviewed to get answers for all research questions of this study. The procedure of interview was held through note taking and follows up him/her without interfering while the interviewee was explaining his/ her ideas orally and writing on the space provided freely.

3.4.3. Classroom Observation

The researcher also used classroom observation method to observe the teachers' classes at least 16 times to triangulate the data obtained through questionnaire and interviews. Each teacher was observed two times. Eight EFL teachers (four teachers from Jimma secondary high school and two teachers from Jiren number 2 high school and two from Mole secondary school. six teachers with more than 10 years teaching experience and two teachers with less than ten years teaching experience was observed. An observation checklist containing the points of observation was used.

The observation mainly concerned with identifying the EFL teachers' practice of Vocabulary teaching techniques to teach vocabulary in the classroom. This was done because observational data afforded the researcher the opportunity to gather live data from live situations.

As Girma, Tekle & Demelash, 2016, explained the researcher has the opportunity to look at what is taking place in situation rather than at second hand. Additionally, it is believed that this enables the researcher to understand the context of the study and endows the opportunity to see

things that might otherwise be unconsciously missed. Furthermore, observation was one method of data collection and it was a systematic, purposeful, and selective way of watching and listening to an interactive phenomenon as it occurs (Kumar, 2005). In other words, observation enables the researcher to note down what the researcher sees as it occurs, and the observational data are often more accurate (Best and Kahan, 1989).

The researcher employed overt type of observation (non-participatory). This was employed while the teacher was teaching vocabulary according to his/ her plan. The focus of observation was to see teachers' practice of Vocabulary teaching techniques whether they practiced vocabulary teaching strategies/techniques or not in classroom.

3.5. Procedure of Data Collection

As long as the procedure of data collection is concerned, the researcher went through the following key procedures to collect the relevant data to the present study. The first thing he did was getting the recommendation letter from the department of English language and literature. The recommendations letters were given for the selected high school principal and permission was obtained from the School head. The objective the study was presented for the EFL teachers. The researcher selected 40 EFL teachers who had strong attachment with the English language teachers' awareness, Practice, and challenges pertaining to the use of vocabulary teaching strategies. Finally, the data collected from the sample respondents through the proposed data collecting instruments.

3.6. Pilot Study

All data collection instruments including questionnaire must be piloted since the questionnaire cannot be sure of the respondents' interpretations of the question (Dale, 2012). Whether the questionnaire, interview, and classroom observation suits to teachers' level of understanding or not it was piloted in Agaro and Jidda high school with special reference of secondary school EFL teachers. The question was piloted on 16 EFL teachers. As a result of pilot testing, a few of the items and instructions were modified and deleted.

To see the validity of the question 4 English language teaches were invited to discuss and suggest on the designed data collection tools and approval was also obtained from them to

validate questions. Accordingly, the researcher has accepted their suggestions and comments and made some modifications on some language. In order to check the reliability of the pilot tests, the research employed cronbach alpha.

Reliability is whether an instrument can be interpreted consistently across different situations. Reliability differs from validity in that it relates not to what should be measured, but instead to how it is measured. Kothari (2004) defines reliability as the extent to which a variable or a set of variables is consistent in what it is intended to measure. Hamed (2016) asserts that Cronbach’s α measures the consistency with which participants answer items within a scale. Hamed (2016) further states that a high Cronbach’s alpha (greater than .60) indicates that the items within a scale are measuring the same construct. Accordingly, the results of the pilot study indicated that the items of the questionnaire in each category (awareness, practice and challenges) were highly reliable as shown in the Table 3.2 below.

Table 3.2: Reliability of the questionnaire

Scale	No. of items	Alpha
Awareness	32	.904
Practice	32	.893
Challenges	10	.983

3.7. Method of Data Analysis

Descriptive statistical analysis was used to analyse the results of the collected data using percentage, frequency distributions, mean, and standard deviation using SPSS. Next, the data collected through the, interviews and a classroom observation was analyzed thematically and in text explanations. Finally, to triangulate the data, obtained through questionnaire and interview the researcher conducted classroom observation to validate the above mentioned tools. Thus, the discussion of the major findings of this study was also supported by the existing literature and with the previous research conducted by different scholars in the area, and its discussion was presented near the end of the data analysis.

3.8. Ethical Considerations

The researcher got the recommendation letter from the department of English language and literature on the title to investigate English language teachers’ awareness, Practice and

challenges pertaining to the use of vocabulary teaching strategies: Secondary School English teachers in Jimma Town in Focus. First, promote the aims of the research for the subject or participants to address the main objectives of this study and get the willingness of the sample respondents. The researcher is confidential not to change the responses of the respondents. The researcher avoids misrepresenting of research data and promotes the truth and minimizes error. Promote the values that are essential to collaborative work, such as trust, accountability, mutual respect, and fairness. Honestly report data, findings, methods and procedures, and on the basis of the research procedures and status.

CHAPTER FOUR: RESULTS AND DISCUSSION

4.0 INTRODUCTION

This chapter deals with data analysis and presentation regarding the study focused on assessing EFL teachers' awareness, practice and challenges pertaining to the use of vocabulary teaching strategies. Data for the research was collected from only 40 EFL English teachers who have been teaching in the high school. Questionnaire used to collect data from 40 teachers, and semi-structured interview used to gather data from the sample teachers. The collected data from the respondents were analyzed using both quantitative and qualitative data analysis methods.

In this chapter, the data were presented using sub-themes that signify similar items of the instruments. First, the findings of EFL teachers' response of awareness of vocabulary teaching vocabulary strategies, second, findings of EFL teachers' response of practice of vocabulary teaching strategies ,third ,finding from EFL Teachers' challenges in using vocabulary teaching strategies were analyzed using SPSS software version 20.Finally ,the data results obtained through semi-structured interview and classroom discussion were followed.

4.1 Finding from the Questionnaire

In this section of the analysis the data obtained using questionnaire from EFL teachers regarding to awareness of vocabulary teaching strategies were presented through mean and SD in the following table.

Table 4.1: EFL Teachers' Awareness of Vocabulary Teaching Strategy

Descriptive statistics

VTSS	N	Mean	Std. Deviation
Through context	40	3.73	1.109
Vocabulary self-selection	40	3.10	.744
Definitional context clue	40	3.62	.740
Definition	40	3.95	.597

Building sentence	40	4.07	.829
Key word strategy	40	3.85	.736
Semantic maps	40	3.07	.997
Vocabulary network (word map)	40	3.63	.925
Discovery strategy	40	3.18	.874
Communicative VTS	40	3.87	.757
Collocation strategy	40	3.67	.730
Cooperative vocabulary L-(TS)	40	3.80	.687
Word formation	40	3.77	.698
Selective highlighting	40	3.35	1.027
Show word clearly using example sentence contextually	40	3.98	.733
Prepare supplementary teaching material about VTS?	40	3.50	1.109
Request students to make sentence with the new word	40	3.75	.742
Explaining the meaning of new words	40	4.25	.870
Presenting derivatives of the new word not offered in the word list	40	3.35	.802
Leading students to read new word one-by-one	40	3.45	.959
Guiding students to pay attention to the collocation of the new word in sentence	40	3.62	.667
Adding visual for understanding	40	3.40	.982
Using synonyms	40	4.08	.694
Practicing group work activity	40	4.10	.810
Adding instruction in to definition and explanation practice to words and tables	40	3.77	.698
Teaching-Vocabulary through word part	40	4.05	.677
Pre-teaching vocabulary during reading lessons to solve higher thinking problems	40	3.60	.900
Grouping words according to certain relationships	40	3.68	.764
Using flashcards	40	3.25	.954

Through realia	40	2.65	.975
Using antonyms	40	3.93	.971
Possible sentence	40	3.72	.905
Valid N	40		
Grand Mean and Std. Deviation		3.64	0.829

According to Table 4.1, item 1 teachers were asked whether they teach vocabulary through context or not. The mean and SD value of the above item was 4.13 and 1.056. This shows a mean and SD value of 3.73 and 1.12 respectively. These results indicated that the EFL teachers teaching vocabulary through context was moderate. The findings of the present study related to the previous study. For example, Biemiller and Boote (2006) indicated that contextual word teaching was more effective than non-contextual word teaching. In addition, words in context increase the chances of learners appreciating not only their meaning but their typical environments, such as their associated collocations or grammatical structures (Thorn bury, 2002).

The Vocabulary Self-Selection strategy (VSS) is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class (Haggard, 1986). In this regard, item 2 in Table 4.1.1. teachers were asked whether the teachers awareness of self-selection strategy vocabulary teaching to convey the meaning of words during their English classes or not. As a result, the mean score was 3.10 and SD .77 indicates that the knowledge of EFL teachers VSSs was average level. The above findings agree with literature. For example, Wallace (1982) ,indicated that self-selection strategy was not practiced frequently during vocabulary lesson while practicing VTT in classroom observation period. Even if learners do not have enough knowledge of the language structures, an adequate knowledge of vocabulary helps them to maintain a certain degree of communication.

Definitional Context Clue (item 3), teachers were asked whether or not an awareness of vocabulary teaching strategy through definitional context clue. Accordingly, the mean value of 3.62 and SD .740 showed that teachers' awareness in vocabulary teaching strategy was to some

extent at average level. The above results agree with the previous study. For example, (Stahl, 1999), Context clues are indicators of the meaning of a word. Such clues may be in the sentence that contains the word or somewhere else in the text within close proximity. Consequently, practicing different types of context clues during vocabulary teaching which is used to highlight textual clues that lead to the meaning of the target word. This would enhance students' capability to recognize textual clues. Clues include synonyms, definitions, antonyms, contrasts, and examples.

Definition VTS (item 4), with a mean value of 3.95 and SD .597 explaining the meaning of a word using definition preferably in limited semantic fields. Have students look up the words in a dictionary - in class or as homework. Have students discuss their definitions with one another in class (i.e. give examples in their own lives of the selected words and their meanings). Have students read the selection. Have students retell or write a summary of the selection - using the new vocabulary. (Brown, Phillips, & Stephens, 1993 in Billmeyer, 2003) Teacher lists and pronounces 6-8 vocabulary words related to the major concepts to be learned and that are adequately defined by context in the text to study. Some of these words can present relations to the text that students already know.

Building sentence with the mean value of 4.07 and SD .829 respectively. This result indicates that the EFL teachers' awareness of building sentence became above an average which means high extent.

Key word strategy with the mean of 3.85 and SD of .736, **Semantic maps (item 7)**, with the mean value of 3.07 and SD .997 respectively. New words with pictures or images are recorded in their vocabulary notebook. Strategy Keyword Method (Baumann & Kameenui, 1991) Using the keyword method, the student is taught to construct a visual image that connects the vocabulary word being taught with a familiar, concrete word that is similar auditor ally and shares some common feature so, teachers' support to apply in practice this strategy became limited while they were observed in class room during face to face observation period.

Vocabulary network (item 8), the findings with the mean value of 3.63 and SD of .925 .This indicate that EFL teachers 'awareness of Vocabulary network (word map) VTS above was an average so some extent to high extent respectively, this means Vocabulary is the first step to help

someone learn about English. The results agreed with the literature review. According to Harmer (2007) what a word means is often defined by its relationship to other words. It means that everyone needs to learn what words mean and how they are used. Because of that vocabulary should be mastered and applied in the appropriate context. The purpose of the Word Mapping strategy is to promote the students' deeper understanding of words through depicting varying relationships between and among words. Word maps are visual displays of word meanings organized to depict relationships with other words. Research reveals that to develop students' vocabularies, teachers need to promote in-depth word knowledge (Beck, McKeown, & Kucan, 2002)

Discovery strategy: The obtained results with the mean value of 3.18 and SD of .874 respectively. This indicates that the EFL teachers' awareness of discovery strategy was average. The findings agree with the previous literature. For example, Schmitt (1997), states that, Discovery strategies include several determination strategies and social strategies. Teachers can implement a new word's meaning through guessing from context, guessing from an L1 cognate, using reference materials (mainly a dictionary). There is a natural sense that almost all of the strategies applied to discovery activities could be used as consolidation strategies incommunicative VTS with a mean of 3.87 and SD deviation of .757 it indicates above an average so, Teaching Vocabulary in Communicative Language Classroom What does it mean to know and learn new vocabulary? Vocabulary is a necessary ingredient for all communication, As a language teacher, one of our main task is to help students develop a rich and useful vocabulary inventory.

Collocation strategy: The mean score was 3.67 and SD .730. This mean score was shown that teachers agreed on employing collection strategy during vocabulary teaching were at average level. **Collocation** Is also another aspect that should be known about a new item, which is intended to be taught. Taylor (1990) says that collocation means knowing the syntactic behavior associated with the word and also knowing the network of association between that word and other words in the language. It shows the relationship between words. Mc Carthy (1990) thinks that the relationship of collocation is fundamental in the study of vocabulary, it is a marriage contract between words, and some words are more firmly married to each other than others. According to Nation (1990) learning a word involves learning its derived and inflected forms for example act, action, active, activate, activation, actively, actor and actress.

Cooperative vocabulary L-(TS): The mean score was 3.80 and SD .687. This mean score was shown that teachers agreed on they had high awareness in teaching vocabulary using cooperative strategy. They believe that students learn better in collaborative groups than in traditional classroom settings (Jacobs, Power & Loh, 2002). Therefore, cooperative teaching is an idea that has been offered as part of the solution to addressing the diverse needs of students in the rapidly changing classrooms, 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 (Richards & Rodgers, 2001).

Word formation: with the mean value of 3.77 and SD of .698 respectively. Word formation VTS awareness (knowledge of EFL teachers) to implement VTT became above an average approximately high extent. But not realized in practice while, observation of teachers took place in classroom.

Selective highlighting Strategy: The findings with the mean value of 3.35 and SD of 1.03 Shows that word clearly using example sentence contextually with a mean of 3.98 and SD of .733 Prepare supplementary teaching material about VTS with a mean of 3.50 and SD of 1.10 Request students to make sentence with the new word with a mean of 3.75 and SD of .742 respectively.

Explaining the meaning of new words: with a mean of 4.25 and SD of .870 Presenting derivatives of the new word not offered in the word list with a mean of 3.35 and SD of .802 Leading students to read new word one-by-one with a mean of 3.45 and SD of .959. Guiding students to pay attention to the collocation of the new word in sentence with a mean of 3.62 and std deviation of .667 Adding visual for understanding with a mean of 3.40 62 and std deviation of .982 Using synonyms with a mean of 4.08 and std deviation of .694 Practicing group work activity with a mean of 4.10 and SD .810.

Adding instruction in to definition and explanation practice to words and tables with a mean of 3.77 and SD of .698 Teaching-Vocabulary through word part with a mean of 4.05 and SD deviation of .677 Pre-teaching vocabulary during reading lessons to solve higher thinking problems with a mean of 3.60 and SD of .900 Grouping words according to certain relationships with a mean of 3.68 and SD of .764 Using flashcards with a mean of 3.25 and SD of .954

Through realia with a mean of 2.65 and SD of .975 Using antonyms with a mean of 3.93 and SD of .971 Possible sentence with a mean of 3.72 and SD of .905.

In conclusion, The results indicated that English teachers' awareness of vocabulary teaching strategies which was inclusive comprehensive/the grand total of all VTS with a grand mean of 3.64(**some extent**) and SD of 0.829 This indicate that English teachers' awareness of Vocabulary teaching strategies was above an average or approximately to high extentso,EFL teachers' awareness of VTT were high extent (high awareness) while this result interpreted in relation of the objective of this study, it was to investigate EFL teachers' awareness or examine EFL teachers' awareness of vocabulary teaching –learning strategies this became achieved as the above study revealed it was high awareness of EFL teachers'

4.1.2 Findings of EFL teachers' response of practice of vocabulary teaching Techniques

Table.4.2: EFL Teachers Practice of using Vocabulary teaching Strategies

Descriptive statistics

VTTs	No	Mean	Std. Deviation
Through context	40	1.85	.770
Vocabulary self-selection	40	2.43	.813
Definitional context clue	40	1.85	.700
Definition	40	2.00	.906
Building sentence	40	1.88	.757
Key word strategy	40	2.05	.904
Semantic maps	40	2.43	.931
Vocabulary network word map	40	2.43	.747
Discovery strategy	40	2.80	.853
Communicative VTS	40	2.18	.712
Collocation strategy	40	1.88	.607
CVL-(TS)	40	2.15	.921
Word formation	40	2.00	.784
Selective highlighting	40	2.78	.698
Show example sentence contextually	40	2.28	.640
Prepare supplementary teaching material about VTS?	40	2.60	.900
Request students to make sentence with the new word	40	2.65	.975
Explaining the meaning of new words	40	2.35	1.122
Presenting derivatives of the new word not offered in the word list	40	2.73	1.176
Leading students to read new word	40	2.02	1.025

Guiding students to pay attention to the collocation of the new word in sentence	40	2.30	1.381
Adding visual for understanding	40	3.38	1.275
Using synonyms	40	2.88	.791
Practicing group work activity	40	1.70	.758
Adding instruction in to definition and explanation practice to words and tables	40	2.58	.958
Teaching-Vocabulary through word part	40	2.40	1.128
Pre-teaching vocabulary during reading lessons to solve higher thinking problems	40	2.55	1.037
Grouping words according to certain relationships	40	2.23	.577
Using flashcards	40	2.88	1.114
Through realia	40	2.90	.900
Using antonyms	40	2.18	.813
Possible sentence	40	2.50	1.132
Valid N (list wise)	40		
Average mean/Grand mean& Sd.		2.369	0.902

Table 4.1.2 presents EFL teachers responses regarding to practice of vocabulary teaching strategies. The results indicates that teachers practice of vocabulary teaching techniques through context with the mean value of 1.85 and SD of .770 respectively. This indicates that below an average mean.. The results disagree with the literature review. For example , Biemiller&Boote (2006),even though contextual word teaching is more effective than non-contextual word teaching .In addition, Words in context increase the chances of learners appreciating not only their meaning but their typical environments, such as their associated collocations or grammatical structures (Thorn bury, 2002).but teachers lacks practicality of using Through context to let students effective in their understanding contextually as depicted from the mean value of the above table. Furthermore, Vocabulary self-selection with a mean of 2.43 and SD .813; Definitional context clue with a mean of 1.85 and SD of .700, Definition with a mean of 2.00 and SD of .906; Building sentence with a mean of 1.88and SD of .757; Key word strategy with a mean of 2.05 and SD of .904; Semantic maps with a mean of 2.43 and of .931;

Vocabulary network (word map) with a mean of 2.43 and SD of .747; Discovery strategy with a mean of 2.80 and SD of .853; Communicative strategy with a mean of 2.18 and SD of .712; Collocation strategy with a mean of 1.88 and SD of .607 Cooperative Vocabulary Learning-(TS) with a mean of 2.15 and SD of .921; Word formation with a mean of 2.00 and SD of .784; Selective highlighting with a mean of 2.78 and SD of .698 Show example sentence contextually with a mean of 2.28 and SD of .640; Prepare supplementary teaching material about the new word with a mean of 2.60 and SD of .900; Request students to make sentence with the new word with a mean of 2.65 and SD of .975; Explaining the meaning of new words with a mean of 2.35 and SD of 1.12; Presenting derivatives of the new word not offered in the word list with a mean of 2.73 and SD of 1.17 respectively.

Leading students to read new word with a mean of 2.02 and SD of 1.03 Guiding students to pay attention to the collocation of the new word in sentence with a mean of 2.30 and SD of 1.38; Adding visual for understanding with a mean of 3.38 and SD of 1.27; Using synonyms with a mean of 2.88 and SD of .791; Practicing group work activity with a mean of 1.70 and SD of .758; Adding instruction in to definition and explanation practice to words and tables with a mean of 2.58 SD of .958 respectively.

Teaching-Vocabulary through word part with a mean of 2.40 and SD of 1.18 Pre-teaching vocabulary during reading lessons to solve higher thinking problems with a mean of 2.55 and SD of 1.07; Grouping words according to certain relationships with a mean of 2.23 and SD of .577; Using flashcards with a mean of 2.88 and SD of 1.14; Through realia with a mean of 2.90 and SD of .900; Using antonyms with a mean of 2.18 and SD of .813, and Possible sentence with a mean of 2.50 and SD of 1.13 respectively.

From the above descriptions and results given it was possible to conclude that EFL teachers' practice of vocabulary teaching techniques with grand mean of 2.369 and SD of 0.902 *respectively. This result indicates the extent of EFL teachers' practice of VTT below an average or practiced rarely.*

The results indicated that English teachers' practice of vocabulary teaching strategies which was inclusive comprehensive/the grand total of all VTS with a grand mean of 2.369 (practiced rarely) and std deviation of 0.902 This indicate that English teachers' practice of Vocabulary teaching strategies was below an average or practiced rarely so, EFL teachers' practice of VTT were low extent (low practice) so while this result interpreted in relation of the objective of this study, It

was to investigate EFL teachers' practice or examine EFL teachers' practice of vocabulary teaching -learning strategies of EFL teachers' achieved became(rarely) as the above study revealed it was low practice(practiced rarely).

4.1.3 Finding from EFL Teachers' challenges in using vocabulary teaching strategies

Table 4.3: EFL Teachers' challenges in using vocabulary teaching strategies
Descriptive statistics

Challenges of VTS	N	Mean	Std. Deviation
Lack of appropriate teaching materials	40	3.95	.846
Lack of training/knowledge on my part	40	2.40	1.081
Your belief that some VLTs are enough to teach vocabulary to your students	40	2.82	1.010
Inadequate resources (e.g., difficulty finding pictures, flashcards and realia)	40	3.77	.733
The English textbook being limited to a few vocabulary teaching strategies	40	3.82	.781
Lack of support from senior English teachers	40	3.35	.893
Lack/absence of support from the department head	40	3.80	.853
Lack of team work and cooperative development schemes within the English department	40	3.57	.844
Low interest among students to learn the English language	40	3.93	.859
Low interest among students to especially study English vocabulary	40	4.00	.784
Valid N (listwise)	40		
Grand Mean or Standard deviation		3.54	0.868

Ten questions were designed to collect data on EFL Teachers' challenges encountered during the implementation of vocabulary teaching strategies at the high school level. Based on the collected and presented in the above 4.3, analysis was made on the responses in mean and SD as follows.

Item 1, teachers were asked whether or not they faced challenges in relation to the Lack of appropriate teaching materials during vocabulary teaching. The mean score and SD were 3.95 and .846 respectively. This mean score shows that the EFL teachers faced high challenges related to the lack of appropriate teaching materials during vocabulary teaching.

Question 2, teachers were asked whether or not they faced challenges in relation to the lack of training. The mean score and SD were 2.40 and 1.081 respectively. This mean score shows that the EFL teachers faced challenges related to the lack of continuous training on vocabulary teaching strategies.

Question number 3 which was focused on EFL teachers' belief that some VLTs are enough to teach vocabulary to their students or not. The mean score and SD were 2.82 and 1.010 respectively. This mean score shows that the EFL teachers answered the question negatively. They indicated that because of inadequate resources they did not employed different vocabulary strategies to their students. Faced challenges related to the lack of continuous training on vocabulary teaching strategies

Item 4, teachers were asked whether or not they faced challenges related to lack of adequate resources to teach vocabulary or not. The mean score and SD were 3.77 and .733 respectively. This mean score shows that the EFL teachers faced challenges to high extent during vocabulary teaching because of lack of different resources in English language classroom.

Item 5, teachers were asked to answer whether the English textbook being limited to a few vocabulary teaching strategies or not. The mean score and SD were 3.82 and .781 respectively. This mean score shows that the EFL teachers faced challenges nearly high extent the English textbook being limited to a few vocabulary teaching strategies. Item 6, which was asked on lack of support from senior English teachers. The mean score and SD were 3.35 and .893 respectively. The mean score shows that the EFL teachers faced challenges due to the lack of support from senior English teacher at moderate extent.

Item 7 , teachers were asked whether or not they faced challenges in relation to the lack/absence of support from the department head with a mean of 3.80 and SD of .853 nearly high challenge. Lack of team work and cooperative development schemes within the English department(**item 8**), 3.57 and SD of .844; Low interest among students to learn the English language with a mean of 3.93 and SD of .859; Low interest among students to especially study English vocabulary with a mean of 4.00 and SD of .784 The results indicated that English Teachers' Challenges in Implementing Vocabulary Teaching Strategies /Techniques which is inclusive comprehensive/the grand total of all with a grand mean of 3.54 (some extent) and SD of 0.868

This indicates that English Teachers' challenges of Vocabulary Teaching Techniques were above an average mean. This indicates the challenges of vocabulary teaching strategies were approximately some extent to high extent respectively.

To conclude, the results indicated that English language teachers 'challenges of vocabulary teaching strategies which was inclusive comprehensive/the grand total of all VTT with a grand mean of 3.54(**some extent**) and SD of 0.868 This indicate that English teachers 'challenges of Vocabulary teaching strategies was above an average or approximately to high extent so, EFL teachers' challenges of VTT were high extent (high challenges) so while this result interpreted in relation of the objective of this study, It was to investigate EFL teachers' major challenges or examine EFL teachers' challenges of vocabulary teaching –learning strategies this became as the above study revealed it was high challenges of EFL teachers 'achieved.

4.2 Findings from the Interview

Four EFL teachers (T1,T2, T3 and T4) were interviewed to answer 10 questions concerning EFL teachers' awareness, practice and challenges pertaining to the use of vocabulary teaching strategies: secondary school English teachers in Jimma Town in focus. They were participated in detailed interview. Even if they agreed on the importance of practicing different strategies in vocabulary teaching, the researcher did not observed them while they practiced different strategies effectively in their language classes during classroom observation.

Thus, the analysis of data gathered through interview had not shown consistent results with findings of the questionnaire and observation. For example, when answering the first interview item, almost all teachers mentioned their understanding of various vocabulary teaching strategies; as if they were knowledgeable but also claimed that they practiced these strategies in their English classes. Even if EFL teachers had an awareness of different vocabulary teaching strategies, there was a gap in the implementation phase about using different vocabulary teaching strategies.

Theme 1: teachers' understanding of vocabulary teaching strategies.

T₁, T₂, T₃, and T₄), each of them described their understanding of different strategies in description of their vocabulary teaching in similar way. Furthermore, they mentioned as if techniques that are used by the teacher to teach vocabulary to increase students vocabulary storage, But their practice of these different techniques used in the classroom during vocabulary instruction were not that much satisfactory. While, the researcher observed,

In this regard, the teachers were asked to mention some vocabulary teaching strategies that they know. Accordingly, they mentioned that some of the VTSs such as definition, word formation, synonyms, antonyms context clue, but they didn't practice it in classroom even though they were aware of the purpose of it. In addition, with regard to the purpose of teaching vocabulary through various vocabulary teaching strategies, all interviewees (**T1, T2, T3, and T4**) answered that it helps the learner to use appropriate words to express things accordingly, also it gives awareness of vocabulary in the process of teaching learning process furthermore, it address the students according to their learning strategy preference they said.

They interviewed teachers were also asked to explain the relationship between vocabulary teaching strategies use and students' vocabulary learning achievement. In line with this, T1 mentioned the relationship was weak, **T2, T3, and T4** said while, they used various vocabulary teaching strategies the students vocabulary learning achievement will increase if not it will be decreased so EFL teachers using of various VTS is crucial for the benefit of students vocabulary achievement/development they said .

In teaching vocabulary, it is good to establish a link between the word and the meaning using different strategies depending on the word to be taught. Therefore, the importance of practicing different strategies in teaching vocabulary in the ELS/EFL classroom; helps the learners attempt to connect ideas and make associations (Morra&Camba, 2009). In relation to this, items 4 and 5 were used to find out the respondents' awareness of the different uses of vocabulary teaching

To this end, item A1 (See Appendix I) was designed to ask the teachers' awareness (knowledge) on the theoretical orientations of the importance of practicing vocabulary teaching strategies in EFL classes. In response to this item, almost all of the respondents agreed that vocabulary teaching strategies are very important to enhance students' vocabulary knowledge and these strategies could be used according to their suitability.

Theme 2: Teachers' use of VTSs

T1, T2, T3 and T4 used .guessing, collocation, discussing with friends in group, definition, synonyms, antonyms, context clue communicative vocabulary teaching strategies.in terms of preference of some vocabulary teaching strategies other than others why? **T1, T2 and T3** reported as they gave priority for Contextual strategy for it was convenient to practice in the class. According to their responses, they said that practicing contextual strategy was helpful for students and for teachers

Since they could practice it from their experiences and it was easy to practice in the class. Because it can be used through different sentences in order to indicate different meanings of one word in a sentence in which the teacher provides students different sentences according to its suitability. One interviewee (T4) gave priority to cooperative strategy because this strategy gives more chance of practicing and there by retains more words. And also, He said I believe to use various VTS instead of selecting single strategy. Furthermore, the respondents explained that they didn't integrate the other language skills while planning and applying vocabulary teaching strategies. This implies that teachers do not integrate language skills while teaching vocabulary.

Theme 3: Challenges teachers faced in using VTSs

They mentioned limitation of students text book preparation, inadequate resources(teaching materials),inadequate students activity towards students learning, limitation of students participation in group activity, thus leads them, to unable to notice how words are used, read and write correctly furthermore, lack of competence of teachers themselves to teach vocabulary using different VTSs because we were not well trained to teach vocabulary specifically rather, we were focused on the overall language skill, were mentioned by all the teachers.

4.3 Finding from the classroom observation

Observation Analysis for Teachers' Practice of Vocabulary Teaching Techniques

Observation 1: Teacher One

Topic: ed and - ing ending adjectives/word formation

Objective: The students will be able to read the text and do the reading exercise.

Time: 35' **Period:** 2nd **Grade 11th A**

1. Introduction:

Firstly, the teacher revised the previous lesson for about five minutes and then he introduced the day's lesson. The day's lesson was ed and - ing ending adjectives and completing the letter with the missing words using the correct adjectival form of the verb given in the box or word bank.

2. Presentation

Then the lesson began by explaining the students verbs can be changed to adjective by adding - ed/ or – ing to the verb and the difference between ed/ or – ing ending adjectives for 15 minutes. Then, he let the students read the letter in pair and fill the missing words from the word bank and asked them to read their work to the class for 15 minutes. Finally, he gave them the rootword and

let them to create noun, verb, adjective and adverb using appropriate words which can be best example to them, eg. construct, constructed, construction and constructively (word formation) and complete the words with their past form from the reading text.

Increase your word power - ed and - ing ending adjectives

Complete the following letter with the correct adjectival form of the verb in the box below

Amaze annoy astonish disappoint fascinate impress interest please relax tire
--

Dear Mr. Galbassie

I am writing to tell you how much my husband and I enjoyed our holiday in Ethiopia which you arranged for us. We are very **pleased** that all our flight connections were on time and that a minibus was waiting for us at the airport to take us to our hotel. I was very **impressed** by the hotel staff in Addis Ababa and at the eco-lodge we stay in. they were helpful and gave us a lot of interesting information. The tour of the historic sites was **fascinating** although tiring. In particular we were **astonished** by the **amazing** obelisks in Axum. The stay in the Bale Mountains was relaxing, just what we needed after our tour. The only thing that **disappointed** us was that we almost missed our return flight as the minibus was not available on the day of our departure. The hotel staff told us that it had broken and what **annoyed** us was that they then left it to us to make alternative arrangements, even though we had paid for the minibus trip. Perhaps you could arrange a refund. I have enclosed the receipt from the taxi driver.

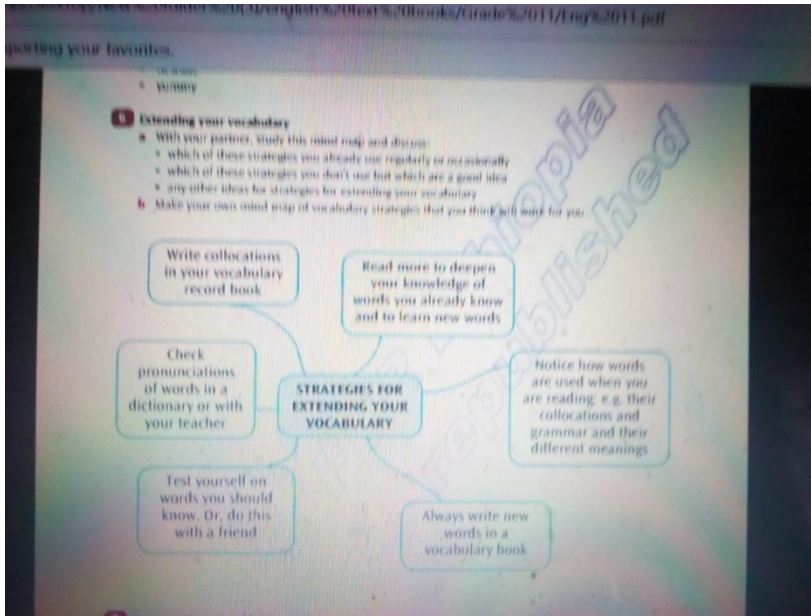
In spite of this small problem, we had a wonderful time and will definitely recommend Ethiopia to our friends.

Yours sincerely

Lynda Goldman

We are very **pleased**. Means-we are very **happy**. (through context)

The teacher ordered the students to look at the following chart and show them to produce words using the given strategies ex. collocation which means words go to gather naturally.



eg. Earth- quake Natural disaster

Volcanic eruption

Soil- erosion

After he showed different examples the students tried their best.

Observation 2, Teacher 1

Topic: The Listening text about the African Union

Objective: The students will be able to read the text and do the leading exercise.

Time: 35' **Period:** 2nd Grade 11th A

1. Introduction:

First, the teacher revised the previous lesson for about five minutes and then, he introduced the day's lesson. The day's lesson is listening script about the African Union.

2. Presentation

Then the lesson began by presenting and reading the listening scripts for students. The teacher read the listening scripts for students three times for 15 minutes. Then the teacher wrote the boldly written words on the black board and asked the students guess the meaning of each word for five minute. Finally, he wrote them the meaning of the words in the listening script for 15 minutes.

Match the words from the lecture on the left, with their meanings on the right

1. **Headquarters:** the main office of a large company or organization;
2. **Inspired:** encouraged something to take place;

3. **Launched:** started something big or important;
4. **Hosted** led an event, provided the space, equipment, etc;
5. **Cooperation:** when people work together to achieve something that they all want;
6. **Integrated:** when things are combined in a way that makes them more effective;
7. **Organ:** an organization that is part of a larger organization;
8. **Summit:** a meeting between the leaders of several governments;
9. **Governance:** the way in which government is carried out;
10. **heads of state:** leaders of countries;
11. **troops:** soldiers;
12. **dispute:** a serious argument or disagreement;
13. **Lack:** when there is not enough of something.

4.3. Classroom observation checklist

Table: 4.4: Teacher, 1 practice of vocabulary Teaching Techniques to teach vocabulary

<i>n</i>	<i>Item Implementation of vocabulary teaching strategies</i>	Yes	No
1	Through context	√	
2	Vocabulary self-selection		√
3	Definitional context clue	√	
4	Definition	√	
5	Building sentence		√
6	Key word strategy		√
7	Semantic maps		√
8	Vocabulary network(word map)		√
9	Discovery strategy		√
10	Communicative vocabulary teaching strategy	√	
11	Collocation strategy	√	
12	Cooperative vocabulary learning-teaching strategy	√	
13	Word formation	√	
14	Selective highlighting		√
15	Show word clearly using example sentence contextually.		√
16	Prepare supplementary teaching material about VTS?		√
17	Request students to make sentence with the new word		√
18	Explain the meaning of new word	√	
19	Present derivatives of the new word not offered in the word list		√
20	Lead students to read new word one-by-one		√
21	Guide students to pay attention to the collocation of the new word in sentence		√
22	By Adding visual for understanding		√

23	Use synonyms		√
24	Practice group work activity	√	
25	By Adding Instruction in to definition and explanation practice to words and tables		√
26	Teaching-Vocabulary through Word part	√	
27	Pre-teaching vocabulary during reading lessons to solve higher thinking problems		√
28	Grouping	√	
29	Flashcards		√
30	Through realia		√
31	Use antonyms		√
32	Possible Sentences		√

According to the information in the table above T1 practiced Definitional context clue, Definition, Communicative vocabulary teaching strategy, Cooperative vocabulary learning-teaching strategy, Explain the meaning of new word , Practice group work activity , Teaching-Vocabulary through Word part ,Grouping and collocation. Whereas, T1 never used The rest vocabulary teaching techniques except the above mentioned VTT. In observation one and two for teacher one, the teacher wrote the boldly written words on the black board and asked the students guess the meaning of each word for five minute after reading them the listening script. Finally, he wrote them the meaning of the words in the listening script for 15 minutes. In these observations the teacher focused only on definition of the meaning of a given words. In addition, in observation two, the teacher wrote the words on the black board and asked the students guess the contextual meaning of each word are used in the text. Generally, in Observation 1, and 2 the teacher usually used Contextualization and definition context clue, and Communicative vocabulary teaching strategy and explain the meaning of new word by using practicing group work activity. This can be supported, to develop content-specific vocabulary, teachers need to provide lots of opportunities for students to talk about the words. This also means explicit instruction is necessary through providing the appropriate materials that should help the learners become better learners of vocabulary by using different strategies and they can use to continue learning outside the classroom. In line with this, the teacher may draw students' attention on a particular word by writing the new words on the blackboard; the learner may focus on the meaning of a word by providing a definition, a synonym or L1 equivalent (Nation, 2001).

Observation 1 – teacher 2

Topic: The reading text about Myths about HIV/AIDS

Objective: The students will be able to read the text and do the leading exercise

Time: 35' **Period:** 2nd Grade 11th E

1. Introduction:

First, the teacher revised the previous lesson for about five minutes and then he introduced the day's lesson. The day's lesson is reading the text about Myths about HIV/AIDS

2. Presentation

Then the lesson began by presenting and reading the text for students. The teacher read the text to the students. Then the teacher let the students read the text and guess/find words in the paragraph with the given meanings below and they were told to show the meaning through action (demonstrations to show actions) and even by drawing the picture where necessary for 15 minute. Finally, he wrote them words which match the given meanings for 15 minutes.

Myths about HIV/AIDS

Find words in the paragraph above with these meanings

1. a tube and needle used for removing blood from your body, or for putting drugs into it (paragraph 3)- *syringe*
2. to make something completely clean and kill any bacteria in it (paragraph 3)-*sterilize*
3. to exist in or affect only a particular place or group (paragraph 4)- (be) *confined to*
4. ill or weak because of not eating enough food (paragraph 4)-*malnourished*
5. when a baby is born much too early and dies (paragraph 6)-*miscarriage*
6. making you feel worried or frightened (paragraph 10)- *alarming*
7. stopped changing and become steady (paragraph 10)-*stabilized*

Observation 2- Teacher 2

Topic: The reading text about the vision of African Union

Objective: The students will be able to read the text and do the leading exercise.

Time: 35' **Period:** 1st Grade 11th D

1. Introduction:

Firstly, the teacher revised the previous lesson for about five minutes and then he introduced the day's lesson. The day's lesson is reading through the text.

2. Presentation

The lesson began by reading the text for students. The teacher read the text to the students. Then, he let the students read the text for 10 minutes. Then the teacher wrote words on the black board

and asked the students guess the contextual meaning of each word and let them to work in pair and reflect their work in dialogue form for 15 minute.

Finally, he wrote them the meaning of the words in the text for 5 minutes.

Some of the words in the text have been highlighted.

Match each of the highlighted words to these definitions.

- a. Seasonally and legally- *legitimately*
- b. Large in amount or number- *substantial*
- c. An encouragement to support something in an active way- *mobilization*
- d. Strong and healthy- *robust*
- e. Rich and successful- *prosperous*
- f. The period of time during in which you expect or agree that something will happen or be done- *timeframe*
- g. Differences-*disparities*
- h. Permanent illness or injuries that make it difficult to do ordinary things such as seeing, walking etc.-*disabilities*
- i. The movement of people of African origin to other parts of the world- *diaspora*
- j. Having a good relationship after having had difficulties or disagreements-*reconciled*

The teacher adds this to let the students to do more about vtt.

One word substitution.

1. One who eats human flesh-*cannibal*
2. A person who pays money at a bank –*cashier*
3. A list of places ,names, goods, etc.-*catalogue*
- 4.An area of land for burial of the dead –*cemetery*
5. Celebration an event after 100 years –*centenary*
- 6.A period of 100 years –*century*
- 7.The peak point in a drama or story-*climax*
- 8.People working in same office or firm –*Colleagues*
- 9.The dead body of a human being-*corpse*
- 10.A small house usually in a village-*cottage*
11. A close relative-*cousin*
12. That which seems believable-*credible*

13. A group of sailors, pilots, etc. - crew

14. Knives, forks, etc. used for cutting - cutter

Table 4.5; Teacher, 2 practice of vocabulary Teaching Techniques to teach vocabulary

<i>n</i>	<i>Item Implementation of vocabulary teaching strategies</i>	<i>Yes</i>	<i>No</i>
1	Through context	√	
2	Vocabulary self-selection		√
3	Definitional context clue	√	
4	Definition	√	
5	Building sentence	√	
6	Key word strategy	√	
7	Semantic maps		√
8	Vocabulary net work (word map)		√
9	Discovery strategy	√	
10	Communicative vocabulary teaching strategy	√	
11	Collocation strategy		√
12	Cooperative vocabulary learning-teaching strategy	√	
13	Word formation	√	
14	Selective highlighting	√	
15	Show word clearly using example sentence contextually.	√	
16	Prepare supplementary teaching material about VTS?		√
17	Request students to make sentence with the new word		√
18	Explain the meaning of new word	√	
19	Present derivatives of the new word not offered in the word list		√
20	Lead students to read new word one-by-one		√
21	Guide students to pay attention to the collocation of the new word in sentence		√
22	By Adding visual for understanding		√
23	Use synonyms		√
24	Practice group work activity	√	
25	By Adding Instruction in to definition and explanation practice to words and tables		√
26	Teaching-Vocabulary through Word part		√
27	Pre-teaching vocabulary during reading lessons to solve higher thinking problems		√
28	Grouping	√	
29	Flashcards		√
30	Through realia		√
31	Use antonyms	√	
32	Possible Sentences	√	

According to the information in the table above T2 usually practices contextualization, whereas, basic skills practiced rarely. T2 never used, Vocabulary self-selection, Semantic maps

,Vocabulary network (word map), Collocation strategy, Use synonyms, Practice group work activity ,In observation one and two for teacher two, In these observations the teacher focused only on contextual the meaning of a given words. In addition, in observation two the teacher generally used Selective highlighting, in Observation 1 and 2 or teacher two, used Contextualization Definitional context clue, Definition, Building sentence and. Discovery strategy. These indicate that T2 didn't use various vocabulary teaching techniques, so he must use it as possible as he could.

Observation 1- teacher 3

Topic: The reading text about the HIV/AIDS in Africa

Objective: The students will be able to read the text and guess the contextual meaning of the new words.

Time: 35' **Period:** 1stGrade 11th G

1. Introduction:

Firstly, the teacher revised the previous lesson for about five minutes and then he introduced the day's lesson. The day's lesson is reading through the text about the HIV/AIDS in Africa.

2. Presentation

The lesson began by reading the text for students. The teacher read the text to the students. Then, he let the students read the texts for 10 minutes and the teacher let the students guess the contextual meaning of underlined words in the texts and they were told to show the meaning through action (demonstrations to show actions and for 15 minute . Finally, he wrote them the meaning of the words in the texts for 5 minutes. Finally students were told to bring a short conversation about HIV/AIDS in pair and to present or act in the class using some appropriate vocabularies in the passage.

HIV/AIDS in Africa

Look at the following underlined words in the texts and try to work out what they mean from the context in which they are used.

Text 1:

radical – fundamental, drastic;

transmission – the act of passing on something from one person to another; blanket – generic, covering a wide population;

overwhelmingly – over poweringly;

succumbing – giving in to something bigger; dying

Text 2:

lethal – deadly;

prevalence – percentage of a population who are affected by a certain disease or condition at a given time;

span – space or length of time from one end to the other /from the beginning to the end;

scarce – few

Text 3:

counselor – person who gives advice;

dilapidated – crumbling, or broken down;

toll-free – free of charge for the caller;

stigmatised – treated differently (mostly badly) from others because of a condition or factor;

combat – fight

Text 4:

Awry – gone wrong / out of control;

commit suicide – end one's own life;

pesticide – chemicals to kill insects and other unwanted animals, like rodents; disturbed – mentally unwell;

awareness – condition in which people know about something, like a problem

Text 5:

Annual – yearly;

retain – keep;

unfounded – not based on fact or reason;

anemia – shortage of red blood cells in the blood;

Boost – increase

Observation 2- teacher 3

Topic: The reading text about the impact of tourism.

Objective: The students will be able to read the text and guess the contextual meaning of the new words.

Time: 35' **Period:** 1stGrade 11th H

1. Introduction:

Firstly, the teacher revised the previous lesson for about five minutes and then he introduced the day's lesson. The day's lesson is reading through the text about the impact of tourism.

2. Presentation

The lesson began by reading the text for students. The teacher read the text to the students. Then, he let the students read the texts for 15 minutes and the teacher let the students with partner, discuss the meaning of the underlined words as they are used in the text for 5 minute. Finally, he wrote them the meaning of the words in the texts for 10 minutes.

The impact of tourism

With partner, discuss the meaning of the underlined words as they are used in the text.

sector – part

GDP – gross domestic product: the value of all the goods produced and services rendered inside a country in a certain period

anticipated – expected

infrastructure – structure and facilities, e.g. roads, hospitals, airports, schools, that are available in a country and that determine how well that country does

insights – an understanding

multinational – involving or run by several countries

touroperators – people or companies that organize and sell package holidays

conserves – keeps something undisturbed; maintains it

sustains – supports something; maintains something

Table : 4.6: Teacher,3 practice of vocabulary Teaching Techniques to teach vocabulary

<i>n</i>	<i>Item Implementation of vocabulary teaching strategies</i>	<i>Yes</i>	<i>No</i>
1	Through context	√	
2	Vocabulary self selection		√
3	Definitional context clue	√	
4	Definition	√	
5	Building sentence	√	
6	Key word strategy		√
7	Semantic maps		√
8	Vocabulary net work(word map)		√
9	Discovery strategy	√	
10	Communicative vocabulary teaching strategy	√	
11	Collocation strategy		√
12	Cooperative vocabulary learning-teaching strategy	√	

13	Word formation		√
14	Selective highlighting		√
15	Show word clearly using example sentence contextually.		√
16	Prepare supplementary teaching material about VTS?		√
17	Request students to make sentence with the new word		√
18	Explain the meaning of new word	√	
19	Present derivatives of the new word not offered in the word list		√
20	Lead students to read new word one-by-one		√
21	Guide students to pay attention to the collocation of the new word in sentence		√
22	By Adding visual for understanding		√
23	Use synonyms		√
24	Practice group work activity	√	
25	By Adding Instruction in to definition and explanation practice to words and tables	√	
26	Teaching-Vocabulary through Word part	√	
27	Pre-teaching vocabulary during reading lessons to solve higher thinking problems	√	
28	Grouping	√	
29	Flashcards		√
30	Through realia		√
31	Use antonyms		√
32	Possible Sentences		√

The table above shows T₃ practiced /used contextualization, Definitional context clue, definition, Building sentence, Discovery strategy, Communicative vocabulary teaching strategy, Cooperative vocabulary learning-teaching strategy, Explain the meaning of new word and Practice group work activity whereas, the rest vocabulary teaching techniques were never used by T₃ while the researcher was observing what the teacher practiced in EFL classroom.

Observation 1 - Teacher 4

Topic: Using dictionary

Objective: The students will be able to read and use the dictionary

Time: 35' **Period:** 3rdGrade 9th A

1. Introduction:

Firstly, the teacher revised the previous lesson for about five minutes and then he introduced the day's lesson. The day's lesson is using dictionary.

2. Presentation

Then the lesson began by describing the information which dictionary gives us for students. The teacher describes the headword, pronunciation of the word, definition and part of speech to the students. Then, he let the students read the description written on the board for 15 minutes. Then, he let the students to complete the missing verb, nouns, adjective and adverb. Each of the students tried to write the missed words for 5 minute. Finally, he wrote them on the board for 10 minutes.

Dictionary gives us much information.

A/ The head word is a word being explained it helps you spell the word correctly.

B/ Pronunciation of the word helps you to say it correctly.

C/ Definition tell you what the word mean.

D/ The part of speech tell you if it is a verb, nouns, adverb, adjective or preposition.

E/ The grammer tell you what kind of verb or noun it is.

Countable - uncountable

Transitive – Intransitive etc...

Complete the missing verb, noun, adjective, and adverb.

<i>Verb</i>	<i>Adjective</i>	<i>noun</i>	<i>Adverb</i>
1. Accept	_____	acceptable	_____
2. Achieve,	achieved,	_____	
3. Collect,	_____	collective	collectiveness
4. _____	destruction	destructive	destructively

Observation 2- teacher 4

Topic: adjective and adverb

Objective: The students will be able to write the adverbial form of the given adjectives.

Time: 35' **Period:** 4thGrade 9thB

1. Introduction:

Firstly, the teacher revised the previous lesson for about five minutes and then he introduced the day's lesson. The day's lesson is reading through the text.

2. Presentation

Then the lesson began by giving example the adverbial form of the adjective Childish is childishly. Then, he let the students try the rests by themselves for 15 minutes she checked

weather the students are doing the activity effectively. Finally, she did the activity with the students for 10 minutes.

Word building

Adjective	Adverb
Childish	Childishly
Easy	Easily
Good	Well
Fast	Fast
Angry	Angrily
Probable	Probably
Hopeful	Hopefully
Cowardly	Cowardly
Early	Early
Friendly	(in a friendly manner)
Late	Late
Slow	Slowly

Table 4.7: Teacher,4 practice of vocabulary Teaching Techniques to teach vocabulary

<i>n</i>	<i>Item Implementation of vocabulary teaching strategies</i>	<i>Yes</i>	<i>No</i>
1	Through context		√
2	Vocabulary self-selection		√
3	Definitional context clue		√
4	Definition	√	
5	Building sentence		√
6	Key word strategy		√
7	Semantic maps		√
8	Vocabulary net work(word map)		√
9	Discovery strategy		√
10	Communicative vocabulary teaching strategy	√	
11	Collocation strategy		√
12	Cooperative vocabulary learning-teaching strategy	√	
13	Word formation	√	
14	Selective highlighting	√	
15	Show word clearly using example sentence contextually.		√

16	Prepare supplementary teaching material about VTS?		√
17	Request students to make sentence with the new word		√
18	Explain the meaning of new word		√
19	Present derivatives of the new word not offered in the word list		√
20	Lead students to read new word one-by-one		√
21	Guide students to pay attention to the collocation of the new word in sentence		√
22	By Adding visual for understanding		√
23	Use synonyms		√
24	Practice group work activity		
25	By Adding Instruction in to definition and explanation practice to words and tables		√
26	Teaching-Vocabulary through Word part	√	
27	Pre-teaching vocabulary during reading lessons to solve higher thinking problems		√
28	Grouping	√	
29	Flashcards		√
30	Through realia		√
31	Use antonyms		√
32	Possible Sentences		√

The table above shows T₄ practiced Definition, Communicative vocabulary teaching strategy, Word formation,, Teaching-Vocabulary through Word part and Grouping whereas, the other vocabulary teaching techniques never used by T₄. In addition, T₄ never Prepare supplementary teaching material about VTS and Guide students to pay attention to the collocation of the new word in sentence.

Observation 1- teacher 5

Topic: Exploiting suffixes

Objective: The students will be able to read the suffix and write their own definitions of the words and phrases, according to how they are used in sentence.

Time: 35' **Period:** 5th 9th G

1. Introduction:

Firstly, the teacher revised the previous lesson for about five minutes and then he introduced the day's lesson. The day's lesson is about. Exploiting suffixes

2. Presentation

Then the lesson began by presenting the suffix for students. The teacher present the suffix to the students. Then, he let the students to do for 15 minutes and the teacher let the students write their own definitions of the words and their word parts according to how they are used in the table for 5 minute and the teacher let them make sentences using the new words. Finally, he wrote them the meaning of the words in the table for 10 minutes.

Exploiting suffixes (Inflectional and Derivational)

Suffixes are also parts of words that are added to the end of words as in: beautiful, quickly and verbal.

Activity 1: Complete the following Table filling in the meaning of each suffix by writing example words in the columns indicated.

Numbers 1-3 have been done for you.

No	Suffix	Meaning	Examples
1.	-ate	to make	activate, reciprocate
2.	-en	to make	shorten, lengthen, fatten
3.	-ation, -tion	state or quality of	inspiration, separation, deviation
4.	-hood		childhood, adulthood, manhood
5.	-ize	to cause to become	
6.	-ly	in the manner of or interval of	
7.	-ness	state or quality of	
8.	-ship		friendship, relationship

Activity 2 Match the suffixes in Column ‘A’ with the words in column ‘B’ and then use them to make the sentences...

Column “A”	Column “B”
1. history	a) –able
2. help	b) -ful
3. child	c) -en
4. knowledge	d) -ical
5. wool	e) –ish

A.Sentences

Eg. Ethiopia celebrate many historical days per year.

Helpful, childish etc....

B. Write the synonyms of the word knowledge /knowledgeable

Eg.informed, up-to-date, well-informed etc...

Observation 2 – teacher 5

Topic: The reading text about Classifying Pronoun

Objective: The students will be able to read the text and find words with the given meanings in the places indicated in the text.

Time: 35’ **Period:** 4th Grade 9thH

1. Introduction:

Firstly, the teacher revised the previous lesson for about five minutes and then he introduced the day’s lesson. The day’s lesson is about Classifying Pronoun

2. Presentation

Then the lesson began by presenting the lesson for students. The teacher describe to the students. Then, he let the students to select correct pronoun for 15 minutes and the teacher let the students find words/pronouns in the places indicated in the table for 5 minute. Finally, he wrote them with the correct pronouns in the place for 10 minutes.

1.3. Classifying Pronoun

A pronoun is a word which we use instead of a noun. We use a pronoun when we don’t want to repeat the antecedent in a sentence.

A. Personal Pronouns

A personal pronoun refers to a specific person or thing...

person	Number	Subjective Case	Objective Case	Possessive Adjective	Possessive Pronoun	Reflexive Pronouns
1st Person	Plural	I	Me	My	Mine	Myself
	Singular	we	Us	our	ours	yourself
2nd Person	Plural	you	you	your	yours	yourself
	Singular	you	you	your	yours	Yourself
3rd Person	Singular masculine	He	Him	his	His’s	Himself
	Singular feminine	She	her	her	Her’s	Himself
	Singular non-personal	It	It	Its		Itself
	Plural	They	Them	Their	Theirs	Themselves

Activity: Select the correct personal pronoun in parentheses

1. Amina has many books, but (she, her) doesn't have (they, them, their,) with (she, her, hers) at the moment
2. (you, your, yours) and (I, Me, My,) must give (they, them, their) a present to the guest
3. The history of science is the story of men and women and (there, their, they, them,) discoveries
4. They came and met (their, we, us, our,) at the station.
5. Is this (she, her, hers,) or (you your, yours) pen?

Table_4.8: Teacher,5 practice of vocabulary Teaching Techniques to teach vocabulary

<i>n</i>	<i>Item Implementation of vocabulary teaching strategies</i>	Yes	No
1	Through context	√	
2	Vocabulary self-selection		√
3	Definitional context clue		√
4	Definition	√	
5	Building sentence	√	
6	Key word strategy		√
7	Semantic maps		√
8	Vocabulary net-work(word map)		√
9	Discovery strategy		√
10	Communicative vocabulary teaching strategy	√	
11	Collocation strategy		√
12	Cooperative vocabulary learning-teaching strategy	√	
13	Word formation		√
14	Selective highlighting		√
15	Show word clearly using example sentence contextually.		√
16	Prepare supplementary teaching material about VTS?		√
17	Request students to make sentence with the new word		√
18	Explain the meaning of new word	√	
19	Present derivatives of the new word not offered in the word list		√
20	Lead students to read new word one-by-one		√
21	Guide students to pay attention to the collocation of the new word in sentence		√
22	By Adding visual for understanding		√
23	Use synonyms	√	
24	Practice group work activity		
25	By Adding Instruction in to definition and explanation practice to words and tables		√
26	Teaching-Vocabulary through Word part	√	
27	Pre-teaching vocabulary during reading lessons to solve higher thinking problems	√	
28	Grouping	√	

29	Flashcards		√
30	Through realia		√
31	Use antonyms		√
32	Possible Sentences	√	

The table above shows T5 practiced Through context, definitional context clue ,definition, building sentence , ,Communicative vocabulary teaching strategy, , Use synonyms, and Grouping. Whereas, most of the vocabulary teaching techniques never used. In addition, T5 never used visual for understanding like Flashcards and through realia to visualize his lesson in the mind of his students.

Observation 1- teacher 6

Topic: The reading text

Objective: The students will be able to read the text and match words with the given meanings.

Time: 35' **Period:** 4th Grade 11th A

1. Introduction:

Firstly, the teacher revised the previous lesson for about five minutes and then he introduced the day's lesson.

2. Presentation

Then the lesson began by reading the text for students. The teacher read the text to the students. Then, he let the students read the texts for 15 minutes and match words under column A with their meaning under column B for 5 minute. Finally, he wrote them an answer to the meaning of the words for 10 minutes.

Make sure you understand the words on the left, which come from the texts you will read shortly. Match them to their meanings on the right.

- | | |
|-----------------------|---|
| 1. Culture | a. clear and able to be seen through |
| 2. Mould | b. a green or black substance that grows on old food or on wet things |
| 3. Mortality rate | c. a serious infection of the lungs |
| 4. Transplant | d. the number of people who die in a given period of time |
| 5. Pneumonia | e. a crack in a bone |
| 6. Fracture | f. a medical operation in which part of some one's body is put into |
| 7. Cathode | body of another person |
| 8. Photographic plate | g. cells grown for scientific use |

- 9. Transparent
 - h. negatively charged electrons floating in a tube
 - i. Glass plates on which a photographic image can be created when light shines on it the

Observation 2- teacher 6

Topic: The reading text about the tale of a tap

Objective: The students will be able to read the text and find words with the given meanings in the places indicated in the text.

Time: 35' **Period:** 4th Grade 11th C

1. Introduction:

Firstly, the teacher revised the previous lesson for about five minutes and then he introduced the day's lesson. The day's lesson is reading through the text about the tale of a tap

2. Presentation

Then the lesson began by reading the text for students. The teacher read the text to the students. Then, he let the students read the texts for 5 minutes and explain the words in their own words and let them sit in pair and reflect their work to the class through actions in the form of drama and demonstrations to show actions for 15 minute. Finally, he wrote them the meaning of the words in the texts for 10 minutes.

The tale of a tap

Explain the following in your own words

1. A light heart(line 1)- no worries
2. A foggy head (line 1)- inability to think clearly, possibly combined with a headache, experienced particularly after a night of too much drinking
3. Humming and hawing (line 9)- beating about the bush
4. Out of the corner of my eye (line 19)- without looking directly at him
5. On a collision course (line 21)- heading for the same place and about to collide
6. Tossed for first go (line 24)- tossed a coin to decide who could go first
7. Gurgle (line 25)- a soft weak sound in the back of the throat, made before dying
8. Humanity (line 29)- big crowd of people
9. The crush (line 39)- heap of bodies all grabbing for the same thing

10. Taken anything for granted (line 55)- expecting something and not even giving it a second thought whether it'll be available or how much effort it took to make it available

Table 4.9: Teacher,6 practice of vocabulary Teaching Techniques to teach vocabulary

No	Item Implementation of vocabulary teaching strategies	Yes	No
1	Through context		√
2	Vocabulary self-selection		√
3	Definitional context clue	√	
4	Definition	√	
5	Building sentence	√	
6	Key word strategy		√
7	Semantic maps		√
8	Vocabulary net work(word map)		√
9	Discovery strategy	√	
10	Communicative vocabulary teaching strategy	√	
11	Collocation strategy		√
12	Cooperative vocabulary learning-teaching strategy	√	
13	Word formation		√
14	Selective highlighting		√
15	Show word clearly using example sentence contextually.	√	
16	Prepare supplementary teaching material about VTS?		√
17	Request students to make sentence with the new word		√
18	Explain the meaning of new word	√	
19	Present derivatives of the new word not offered in the word list		√
20	Lead students to read new word one-by-one		√
21	Guide students to pay attention to the collocation of the new word in sentence		√
22	By Adding visual for understanding		√
23	Use synonyms		√
24	Practice group work activity		
25	By Adding Instruction in to definition and explanation practice to words and tables		√
26	Teaching-Vocabulary through Word part		√
27	Pre-teaching vocabulary during reading lessons to solve higher thinking problems	√	
28	Grouping	√	
29	Flashcards		√
30	Through realia		√
31	Use antonyms		√
32	Possible Sentences	√	

The table above shows T6 practiced definitional context clue, definition building sentence, discovery strategy, Communicative vocabulary teaching strategy, and explain the meaning of new word, whereas, The rest vocabulary teaching techniques never used. In addition, T6 never used collocation, synonyms and antonyms.

Observation 1- teacher 7

Topic: The reading Poem about Night of scorpion

Objective: The students will be able to read the poem and do the leading exercise.

Time: 35' **Period:** 5thGrade 11thP

3. Introduction:

Firstly, the teacher revised the previous lesson for about five minutes and then he introduced the day's lesson. The day's lesson is reading through the text.

4. Presentation

Then the lesson began by reading the poem for students. The teacher read the poem to the students. Then, he let the students read the poem for 15 minutes. Then the teacher wrote words on the black board and asked the students Find words meaning in parts of the poem indicated for 5 minute. Finally, he wrote them the meaning of the words in the text for 10 minutes

Poem- Night of scorpion

Find words meaning in the following in parts of the poem indicated

- a. Like devil, cruel and wicked (lines 1-9) – **diabolic**
- b. To make something unable to move(lines 10-19)- **paralyse**
- c. To make a short hard sound(lines 10-19)—**clicked**
- d. To decrease (lines 20-29)- become **diminished**
- e. To make something pure and clean(lines 20-29)- **purify**
- f. To desire to achieve something (lines 20-29)- **ambition**
- g. Small lamps that you can carry (lines 30-39)- **lanterns**
- h. Someone who disagrees with an option that most people have (lines 30-39)- **sceptic**
- i. Someone who explains everything scientifically (lines 30-39)- **rationalist**
- j. Words which are used to ask a religious or magic power to do something bad to someone or something (lines 30-39)-**incantation**
- k. A plant produced from two different species (lines 30-39)- **hybrid**

Observation 2- teacher 7

Topic: The reading text about Leaving Miguel Street

Objective: The students will be able to read the text and do the leading exercise.

Time: 35' **Period:** 5th Grade 11th Q

1. Introduction:

Firstly, the teacher revised the previous lesson for about five minutes and then he introduced the day's lesson. The day's lesson is reading through the text.

2. Presentation

Then the lesson began by reading the text for students. The teacher read the text to the students. Then, he let the students read the text for 15 minutes. Then the teacher wrote words on the black board and asked the students find words in the text with the given meanings for 5 minute. Finally, he wrote them the meaning of the words in the text for 10 minutes

Leaving Miguel Street

Find words in the text with the following meanings

- a. Working for a long time on something by doing small things to it.(line 9)- tinker
- b. Two lines of a poem(line 11)-couplet
- c. On its side (line 48)- overturned
- d. A small car part (line 56)- tappet

Table 4.10: Teacher,7 practice of vocabulary Teaching Techniques to teach vocabulary

<i>n</i>	<i>Item Implementation of vocabulary teaching strategies</i>	<i>Yes</i>	<i>No</i>
1	Through context	√	
2	Vocabulary self-selection		√
3	Definitional context clue	√	
4	Definition	√	
5	Building sentence	√	
6	Key word strategy		√
7	Semantic maps		√
8	Vocabulary network(word map)		√
9	Discovery strategy	√	
10	Communicative vocabulary teaching strategy	√	
11	Collocation strategy		√
12	Cooperative vocabulary learning-teaching strategy	√	
13	Word formation		√
14	Selective highlighting		√
15	Show word clearly using example sentence contextually.	√	
16	Prepare supplementary teaching material about VTS?		√

17	Request students to make sentence with the new word	√	
18	Explain the meaning of new word	√	
19	Present derivatives of the new word not offered in the word list		√
20	Lead students to read new word one-by-one		√
21	Guide students to pay attention to the collocation of the new word in sentence	√	
22	By Adding visual for understanding		√
23	Use synonyms		√
24	Practice group work activity	√	
25	By Adding Instruction in to definition and explanation practice to words and tables		√
26	Teaching-Vocabulary through Word part		√
27	Pre-teaching vocabulary during reading lessons to solve higher thinking problems	√	
28	Grouping	√	
29	Flashcards		√
30	Through realia		√
31	Use antonyms		√
32	Possible Sentences		√

The table above shows T7 practiced definitional context clue, definition building sentence, discovery strategy, Communicative vocabulary teaching strategy, and explain the meaning of new word, whereas, The rest vocabulary teaching techniques never used. In addition, T7 never used collocation, synonyms, antonyms and many others.

Observation 1- Teacher 8

Topic: The reading text about weather

Objective: The students will be able to match the weather describing words with their meaning.

Time: 35' **Period:** 5thGrade 11thD

1. Introduction:

Firstly, the teacher revised the previous lesson for about five minutes and then he introduced the day's lesson. The day's lesson is weather vocabulary.

2. Presentation

Then the lesson began by reading the text for students. The teacher read the text to the students. Then, he let the students read the text for 5 minutes. Then the teacher assigned students to sit in group match appropriate words with the given meanings a pictures and for 15 minute. Then he asked students to draw the actual picture which they discussed can best define/describe the word. Finally, he wrote them the meaning of the words in the text for 10 minutes.

Increase your word power- Weather

- a. Frozen water falling from clouds –snow
- b. Hard pieces of ice falling from very high clouds-hail
- c. Hot rays of light – sun
- d. Combination of strong wind, heavy rain, maybe thunder and lightning- storm
- e. When clouds are so low on the ground that it is difficult to see around you-mist
- f. Water falling from clouds-rain
- g. White or grain mass in the sky-cloud
- h. The movement of air from one direction-wind

Observation 2- teacher 8

Topic: The reading text about Killer diseases

Objective: The students will be able to read the text and do the leading exercise.

Time: 35' **Period:** 2nd Grade 11th G

3. Introduction:

Firstly, the teacher revised the previous lesson for about five minutes and then he introduced the day's lesson. The day's lesson is reading through the text.

4. Presentation

Then the lesson began by reading the text for students. The teacher read the text to the students. Then, he let the students read the text for 15 minutes. Then the teacher wrote words on the black board and asked the students find words in the text with the given meanings for 5 minute. Finally, he wrote them the meaning of the words in the text for 10 minutes.

Killer diseases

Find words in the text with these meanings

- a. Mostly or mainly (paragraph 2)- predominantly

A kind of illness that continues for a long time and cannot be cured (paragraph 2)-
Chronic disease

- b. A kind of illness that can be passed from one person to another, especially through the air you breathe (paragraph 2)- infectious
- c. A kind of illness that can be passed from one person to another (paragraph 4)- non communicable

- d. Mentioned as an example, especially one that supports, proves, or explains an idea or situation(paragraph 4)- factor
- e. Made into law (paragraph 4)- enact measures
- f. When people have money and everything that is needed for a good life (paragraph 5)- prosperity
- g. relating to the heart and blood vessels(arteries and veins) (paragraph 2)- cardiovascular

Table 4.11:Teacher,8 practice of vocabulary Teaching Techniques to teach vocabulary

No	Item Implementation of vocabulary teaching strategies	Yes	No
1	Through context	√	
2	Vocabulary self-selection		√
3	Definitional context clue	√	
4	Definition	√	
5	Building sentence	√	
6	Key word strategy		√
7	Semantic maps		√
8	Vocabulary network(word map)		√
9	Discovery strategy	√	
10	Communicative vocabulary teaching strategy		√
11	Collocation strategy		√
12	Cooperative vocabulary learning-teaching strategy	√	
13	Word formation		√
14	Selective highlighting		√
15	Show word clearly using example sentence contextually.	√	
16	Prepare supplementary teaching material about VTS?		√
17	Request students to make sentence with the new word		√
18	Explain the meaning of new word	√	
19	Present derivatives of the new word not offered in the word list		√
20	Lead students to read new word one-by-one		√
21	Guide students to pay attention to the collocation of the new word in sentence		√
22	By Adding visual for understanding		√
23	Use synonyms		√
24	Practice group work activity		√
25	By Adding Instruction in to definition and explanation practice to words and tables		√
26	Teaching-Vocabulary through Word part		√
27	Pre-teaching vocabulary during reading lessons to solve higher thinking problems		√
28	Grouping	√	
29	Flashcards		√

30	Through realia		√
31	Use antonyms		√
32	Possible Sentences	√	

Table 4.11 above indicated that practice of vocabulary Teaching Techniques to teach vocabulary in the EFL context. The results of the observation indicated that some of the EFL teachers (8) employed Contextualization, definition, building sentence, discovery strategy, explain the meaning of new word and grouping vocabulary teaching practice were used. Whereas, the other vocabulary teaching techniques did not used.

Discussions Section

4.4 Discussion of the Findings from the Questionnaire, the Interview and the Classroom Observation Together,

The findings of the study from (questioner) showed that; Teachers’ awareness, of vocabulary teaching through VTS was approximately high extent .In addition, the finding of the study showed teachers’ practice of vocabulary teaching was rarely or below an average. The reason for this limitation of EFL teachers’ were inefficient to put their experience in to practice. Moreover, the result from the challenges EFL teachers’ faced from the questioner were; Lack of teaching materials on the vocabulary teaching strategies in EFL class, Lack of training/knowledge on my part and Low interest among students to learn the English language became challenge for VTTs. Furthermore, the researcher found out from teachers’ responses and classroom observation that, teachers sometimes used contextual clue, definition, guessing from context and group work to teach vocabulary. However, Students’ interest to find the meaning of new words contextually was low.

The finding from (Qualitative) interview and classroom observation revealed that; the awareness of EFL teachers’ while they were interviewed almost, each of them mentioned that;VTSs are very important to teach vocabulary and also they said we the EFL teachers’ we have to apply each VTS as possible as we can to benefit ourselves and also the students we are teaching by realizing effective, strategic implementation of VTS they said, But, this cannot be realized while, the classroom observation took place.

on the contrary, they lack practical skill so, as far as the researcher of this study concerned, the mismatch of awareness and practice of VTS really observed during observation even though

some EFL teachers practiced, definition, context clue, word formation, synonyms, antonyms, CVT-LS, and cooperative vocabulary teaching strategy practiced rarely but the rest VTS ignored by most of them.

The previous study the researcher witnessed for this study is Minwuyelet AD (2019). An Investigation into EFL Teachers Awareness and Practices of Vocabulary Teaching Strategies in EFL Class Rooms: In Selected Schools of North Western Ethiopia. The participants of the study were 16 teachers and 180 students at Debre Tabor secondary school, Woreta secondary school, and Tewodros II secondary school. Questionnaire, interviews, and observations were used to gather data. The findings indicated that grade 9 EFL teachers' understanding towards the principles and purposes of vocabulary teaching strategies were insufficient. Based on the findings, it was concluded that the EFL teachers didn't properly practice various strategies in their schools. Furthermore, the practices of vocabulary teaching strategies were not given sufficient attention at the schools of the study. Finally, it is recommended that teachers & students be given trainings on the strategies of vocabulary teaching, and the concerned bodies provide the availability of prepared materials for its effective utilization in schools.

Teachers generally understand the importance of teaching vocabulary and the need of encountering effective ways to enable students' mastery in learning the word. As Alderson (1984) writes "It is essential that classroom teachers give more emphasis to exploring the most effective approaches for enhancing and solidifying EFL reader's vocabulary" (p.9). Anderson & Nagy (1992) state that word knowledge is highly correlated to successful reading comprehension and it is therefore crucial that teachers equip students with methodological tools to be employed upon encountering unknown words (p. 306)

When the researcher compare and contrast the previous study above and this study concerning their difference the previous study EFL teachers' understanding towards the principles and purposes of vocabulary teaching strategies were insufficient but, in this study Teachers' awareness, of vocabulary teaching through VTS was approximately high extent,

Furthermore, concerning their similarity in the previous study EFL teachers didn't properly practice various strategies in their schools. Additionally, the practices of vocabulary teaching strategies were not given sufficient attention at the schools of the study and also in this study the findings of the study showed teachers' practice of vocabulary teaching was rarely or below an

average, so this implies the inconsistency of teachers' knowledge with their vocabulary teaching strategies as far as the researcher of this study concerned.

Additionally, as depicted in the above Tables the data obtained from classroom observation revealed that teachers those are observed taken from each school unintentional became from 9th grade and 11th grade. That is why a time of observation assigned by the school directors so, the shift of schools appropriated only for grade 11 and 9 in each secondary schools. This is not the interest of the researcher of this study that means he aims to observe from grade (9-12.)

According to Nation (2001) the teacher may draw students' attention on a particular word by writing the new words on the blackboard; the learner may focus on the meaning of a word by providing a definition, a synonym or L1 equivalent. The classroom observation result indicates that the majority of the strategies expected to be practiced by the teachers were not observed except contextual clue strategies. Definitional context clue, and definition, whereas the rest, of the EFL teachers didn't used definitional context clue & definition VTSs while they were presenting the lesson to teach vocabulary even though, Context clues are indicators of the meaning of a word. Such clues may be in the sentence that contains the word or somewhere else in the text within close proximity (Stahl, 1999).

The majority of teachers were thought Vocabulary through Communicative vocabulary teaching strategy, Cooperative vocabulary learning-teaching strategy Word formation ,Show word clearly using example sentence contextually and use synonyms. By Adding Instruction in to definition and explanation practice to words and tables explain the meaning of new word Pre-teaching vocabulary during reading lessons to solve higher thinking problems, & Use antonyms.

Whereas, the rest EFL teachers they didn't used the above mentioned VTTs while they were presenting the lesson this implies that EFL teachers while they were observed some of them they tried to apply the above VTTs to teach their students accordingly, whereas most of the EFL teachers were apply teacher- centered teaching approach and also they ignored VTTs while they were presenting the lesson this was also implies that vocabulary teaching took secondary position or neglected area which is totally opposite with Norbert Schmitt (2000,p,6)Therefore, vocabulary is central to language and of critical importance to the typical language learner. Norbert Schmitt (2000, p, 6) in actual fact, without grammar very little can be conveyed; without vocabulary nothing can be conveyed (McCarty, 2007: p20).

Generally, in all observed classes, teachers were usually interested in using contextual strategy of teaching vocabulary. For example, teachers frequently used definition, synonyms and examples types of context clues. They also often practice cooperative teaching strategy without paying attention to the use/ practice of the target language. Even if they did not totally ignore the rest strategies; they practiced in a very limited manner.

In brief, it is worth-noting is that teachers used very limited types of vocabulary teaching strategies except contextual strategy and cooperative strategy. In line with this, they used translation to teach vocabulary more often than the other strategies in the class. Of course, there is nothing wrong in using translation to teach vocabulary. Translation is really a useful strategy, especially when the students' proficiency is low. The question is that it should not be overused.

This could be the main reason for the students' less retention of words and vocabulary knowledge. Furthermore, this discrepancy on the focus of vocabulary teaching strategy and learning seems to have resulted not only lack of adequate training of it but also it resulted in their different views on the methods of vocabulary teaching strategies.

In conclusion the research objectives and research questions as much as possible have been addressed, In line with objectives of EFL teachers'awareness,about VTS examined, EFL teachers' practice of VTTs were described and challenges the teachers' encounter in using vocabulary teaching strategies were identified as described above under the findings of questioner.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter consists of the summary, conclusion and recommendation of the study. These are presented below.

5.1 Summary

This study dealt with EFL teachers' awareness, practice and challenges pertaining to the use of vocabulary teaching strategies with focus on secondary school English teachers in Jimma Town. The Research design was descriptive survey, which includes both quantitative and qualitative methods, was used. This study, as mentioned in the previous chapters, was intended to investigate to what extent English language teachers awareness, practice vocabulary teaching strategies in EFL classes and challenges pertaining to use vocabulary teaching strategies; English language teachers of secondary schools Jimma town in focus.

The participants of the study were 40 EFL teachers of Jimma Town of secondary schools selected using comprehensive sampling technique. Sampling is the process of selecting a number of individuals for a study in such a way that the individual selected represents the large group from which they were selected (Mugenda&Mugenda, 2003).

The researcher was used three data collection instruments like questionnaire, semi-structured interview, and classroom observations .The collected data was chronologically arranged with respect to the questionnaire outline to ensure that the correct code was entered for the correct variable cleaned and tabulated. The tabulated data was analyzed using descriptive statistics showing frequency distributions, mean and standard deviation using SPSS version 20.

Next, the data collected through the interviews and classroom observations was analyzed. The report was also kept for data analysis. The respondent's consent and confidentiality was being observed. Everything said and talked about was being kept confidentially and the respondents were made to understand that the study was meant for academic purposes only.

Therefore, to arrive at the whole purposes of the study, three types of data gathering methods (interview, questionnaire, and classroom observation) were used. Thus, the data were gathered through these instruments and were presented, analyzed and interpreted in chapter four. Based on the major findings, the following conclusions and Recommendations were forwarded by the researcher. The findings of the study showed that;

- ▶ Teachers' awareness, of vocabulary teaching through VTS is approximately high extent. In addition, the findings of the study showed
- ▶ Teachers' practice of vocabulary teaching was rarely or below an average. The reason for this limitation of EFL teachers 'were inefficient to put their experience in to practice. Moreover, the result from the challenges EFL teachers' faced from the questioner were;
- ▶ Lack of teaching materials on the vocabulary teaching strategies in EFL class,
- ▶ Lack of training/knowledge on my part and Low interest among students to learn the English language became challenge for VTTs. Furthermore, the researcher found out from teachers' responses and classroom observation that, teachers sometimes use contextual clue, definition, guessing from context and group work to teach vocabulary. However, Students' readiness/interest to find the meaning of new words contextually was low or challenging. Based on the result found from challenges of vocabulary teaching strategies revealed it in this study above.

The obtained results from interview and classroom observation revealed that; Almost, EFL teachers had an awareness of VTSs and the importance of vocabulary to their students in the EFL context. However, the majority of EFL teachers did not employ different vocabulary teaching strategies in order to develop their student's communication skills.

on the contrary, they lack practical skill so, as far as the researcher of this study concerned, the mismatch of awareness and practice of VTS really observed during observation even though some EFL teachers practiced, definition, context clue, word formation, synonyms, antonyms, CVT-LS, and cooperative vocabulary teaching strategy practiced rarely but the rest VTS ignored by most of them.

5.2 Conclusions

Based on the findings and discussion made in this study, the following conclusions were drawn.

EFL teachers' practice teaching vocabulary through VTTs was below an average and respectively rarely so it was low or below an average. Besides, the quantitative study shows that EFL teachers' practice to teach vocabulary through VTTs was rarely. Teachers do not involve students to practice dialogue, by helping them to does pair work, group work, make a debate and only few teachers' use VTTs such as pair work activities, prepared talks activities, discussion by being in group, definition, context It was identified by qualitative findings (interview and

observation) and quantitative findings (questionnaire). The result shows that teachers' sometimes use contextual, definition, synonyms and antonyms to teach vocabulary using VTTs. However, students' readiness to find the meaning of new words through context is low. Refer (Table 4.3) During observation the teachers tried to come up with contextual clues to let students guess the meaning of the boldly written words in the passage or dialogue but students' performance to guess the meaning based on the context is limited. The study showed that most of the teachers sometimes practice synonyms and antonyms to teach the meanings of new words.

Clue, synonyms, antonyms (CVT-LS) and collocation. Moreover, the results from the qualitative findings (interview) indicated that there are challenges which affect EFL teachers not to practice VTTs to teach vocabulary. These challenges were Lack of teaching materials on the vocabulary teaching strategies in EFL class, lack of training/knowledge on my part and Low interest among students to learn the English language became challenge for VTTs. However, in general, teaching vocabulary is not easy, clearly more than just presenting new words (Harmer, 1993).

According to Aganes (2008), the causes of the problem might be that:

- 1) The material is not interesting;
- 2) The limited time and the equipment;
- 3) The strategy of delivering materials is neither suitable nor interesting. Because of the problems, students got difficulties in learning vocabulary. Teachers also know that one of the challenges of struggling high school readers is their limited vocabulary and knowledge of using vocabulary in relation to the other language skills.

5.3 Recommendations

Based on the findings and the conclusions drawn from the study, the following recommendations could be made:

- EFL teachers should teach vocabulary using vocabulary teaching techniques in principle and through appropriate techniques that incorporate meaningful activities.
- EFL teacher should use vocabulary teaching techniques like context, definition, definitional context clue, word part, word map (semantic maps), synonyms, antonyms, collocation, communicative vocabulary teaching-learning techniques, and many other VTTs

- EFL teachers should put their awareness of teaching vocabulary through VTTs into practice.
- EFL teachers should strive to teach vocabulary rather than rely on other vocabulary teaching strategies...
- Creating meaningful learning opportunities in and out of school is very important for learners to make use of the language. Creating an English club and declaring one day as an English day help learners to use the language in school.
- Further research should be conducted at some time in the future to assess the practice of vocabulary teaching strategies in EFL classes at the Jimma Town secondary school level.

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APPENDIX I
Jimma University
College of Social Science and Humanity
Department of English Language and Literature
Structured Interview for English Language Teachers

Interview for Teachers

Dear teachers, the main objective of this interview is to collect self-reported relevant information about the English language teachers awareness, practice you have made to apply VTS in EFL classroom and challenges you face if any, Therefore, your sincere cooperation in answering each question is important. The confidentiality of your response will be ensured, and the obtained data, will be used for research purpose only.

Thank you in advance for your cooperation.

The researcher Mustafa Yusuf

A. Questions concerning teachers' awareness of putting into practice of vocabulary teaching strategies.

1. Can you tell me your understanding of vocabulary teaching strategies? What are vocabulary teaching strategies? _____

2. Can you mention some vocabulary teaching strategies? _____

3. What is the purpose of teaching vocabulary through various vocabulary teaching strategies? _____

4. How do you describe the relationship between vocabulary teaching strategies and student vocabulary teaching achievement? _____

5. Overall, why should English teachers use a variety of vocabulary teaching strategies? _____

B. Questions concerning teachers' practice on the vocabulary teaching strategies in EFL classes.

1. When you teach vocabulary what strategies do you use? Can you list some of vocabulary teaching strategies you use? _____

2. Do you have preference of some vocabulary teaching strategies other than others why? _____

APPENDIX II
Jimma University
College of Social Science and Humanity
Department of English Language and Literature

Questionnaire for teachers

Dear teachers,

The purpose of this study is to investigate English language teachers' awareness, practice and challenges pertaining to the use of vocabulary teaching strategies with secondary school English teachers in Jima town in focus. The following questionnaire is therefore designed to gather relevant data for the study. Therefore, you are kindly asked to fill in the questionnaire honestly and carefully. The questionnaire has different items which focus on awareness, practice and challenges of using different vocabulary teaching strategies. Please note that your answers should be based on what you really know or do but not on what you wish you could have done or should have been doing. You are not required to write your name.

Thank you in advance!

I. Awareness

Put (x) mark on the space provided against each the item to show the extent to which you know/are aware of the various vocabulary teaching strategies. Follow the following scale:

1. Never 2= to a very limited extent 3= to some extent 4= to high extent 5= to a very high extent

To what extent do you know that vocabulary learning strategies include the following'

No	Items	scales				
		1	2	3	4	5
1	Through context					
2	Vocabulary self-selection					
3	Definitional context clue					
4	Definition					
5	Building sentence					
6	Key word strategy					
7	Semantic maps					
8	Vocabulary network (word map)					
9	Discovery strategy					
10	Communicative vocabulary teaching strategy					
11	Collocation strategy					
12	Cooperative vocabulary learning-teaching strategy					
13	Word formation					
14	Selective highlighting					
15	Show word clearly using example sentence contextually					
16	Prepare supplementary teaching material about VTS?					
17	Request students to make sentence with the new word					
18	Explaining the meaning of new words					
19	Presenting derivatives of the new word not offered in the word list					
20	Leading students to read new word one-by-one					
21	Guiding students to pay attention to the collocation of					

	the new word in sentence					
22	Adding visual for understanding					
23	Using synonyms					
24	Practicing group work activity					
25	Adding instruction in to definition and explanation practice to words and tables					
26	Teaching-Vocabulary through word part					
27	Pre-teaching vocabulary during reading lessons to solve higher thinking problems					
28	Grouping words according to certain relationships					
29	Using flashcards					
30	Through realia					
31	Using antonyms					
32	Possible sentence					

II. PRACTICE

Instruction: Put (x) mark on the space provided against each the item to show the extent to which you implement the various vocabulary teaching strategies in your teaching. Follow the following scale:

1 = Never 2= rarely 3= sometimes 4= usually 5= always

How often do you apply the following strategies in your classroom when you teach vocabulary?

No	Items	1	2	3	4	5
1	Through context					
2	Vocabulary self-selection					
3	Definitional context clue					
4	Definition					
5	Building sentence					
6	Key word strategy					
7	Semantic maps					
8	Vocabulary network (word map)					
9	Discovery strategy					
10	Communicative vocabulary teaching strategy					
11	Collocation strategy					
12	Cooperative vocabulary learning-teaching strategy					
13	Word formation					
14	Selective highlighting					
15	Show word clearly using example sentence contextually					
16	Prepare supplementary teaching material about VTS?					
17	Request students to make sentence with the new word					
18	Explaining the meaning of new words					

19	Presenting derivatives of the new word not offered in the word list					
20	Leading students to read new word one-by-one					
21	Guiding students to pay attention to the collocation of the new word in sentence					
22	Adding visual for understanding					
23	Using synonyms					
24	Practicing group work activity					
25	Adding instruction in to definition and explanation practice to words and tables					
26	Teaching-Vocabulary through word part					
27	Pre-teaching vocabulary during reading lessons to solve higher thinking problems					
28	Grouping words according to certain relationships					
29	Using flashcards					
30	Through realia					
31	Using antonyms					
32	Possible sentence					

III. CHALLENGES

Put (x) mark on the space provided against each the item to show the extent to which the following factors hinder you from implementing various vocabularies teaching strategies in you instruction. Follow the following scale:

1 = Never 2= to a very limited extent 3= to some extent 4= to high extent 5= to a very high extent

To what extent do the following factors hinder you from using various strategies in your vocabulary teaching?

No	Items	1	2	3	4	5
1	Lack of appropriate teaching materials					
2	Lack of training/knowledge on my part					
3	Your belief that some VLTs are enough to teach vocabulary to your students					
4	Inadequate resources (e.g., difficulty finding pictures, flashcards and realia)					
5	The English textbook being limited to a few vocabulary teaching strategies					
6	Lack of support from senior English teachers					
7	Lack/absence of support from the department head					
8	Lack of team work and cooperative development schemes within the English department					
9	Low interest among students to learn the English language					
10	Low interest among students to especially study English vocabulary					

APPENDIXIII
Jimma University
College of Social Science and Humanity
Department of English Language and Literature

Classroom observation checklist;

The main objective of this Class Room Observation is to assess whether various vocabulary teaching strategies are used by English teachers or not.

Instruction 1. Put (×) mark under yes/no to show whether the listed Item or VTS Implemented or not.

Table 6 classroom observation checklist

<i>n</i>	<i>Item Implementation of vocabulary teaching strategies</i>	<i>Yes</i>		<i>No</i>	
		<i>N</i>	<i>%</i>	<i>N</i>	
1	Through context				
2	Vocabulary self selection				
3	Definitional context clue				
4	Definition				
5	Building sentence				
6	Key word strategy				
7	Semantic maps				
8	Vocabulary net work(word map)				
9	Discovery strategy				
10	Communicative vocabulary teaching strategy				
11	Collocation strategy				
12	Cooperative vocabulary learning-teaching strategy				
13	Word formation				
14	Selective highlighting				
15	Show word clearly using example sentence contextually.				
16	Prepare supplementary teaching material about VTS?				
17	Request students to make sentence with the new word				
18	Explain the meaning of new word				
19	Present derivatives of the new word not offered in the word list				
20	Lead students to read new word one-by-one				
21	Guide students to pay attention to the collocation of the new word in sentence				
22	By Adding visual for understanding				
23	Use synonyms				
24	Practice group work activity				
25	By Adding Instruction in to definition and explanation practice to words and tables				
26	Teaching-Vocabulary through Word part				
27	Pre-teaching vocabulary during reading lessons to solve higher thinking problems				
28	Grouping				
29	Flashcards				
30	Through realia				
31	Use antonyms				
32	Possible Sentences				



Photo Two: Seto Secondary School



Photo Three: Aba Buna Secondary School