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AN ASSESSMENT OF THE PRACTICE OF VOCABULARY TEACHING STRATEGIES IN EFL CLASSES: KELLEM SECONDARY SCHOOL GRADE 9 AND 10 ENGLISH TEACHERS IN FOCUS.

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A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
(MA IN TEFL PROGRAM)

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Table of Contents

List of Tables

Abstract

The purpose of this research is to assess to what extent English language teachers practice vocabulary teaching strategies at Kellem Secondary school. The study particularly, tried to find out teachers' knowledge on the theoretical perspective of vocabulary teaching strategies, examine to what extent teachers practically use vocabulary teaching strategies in EFL classes and identify the major factors that might hamper the implementation of vocabulary teaching strategies in EFL classes. To this end, the study employed descriptive survey method, which involves both quantitative and qualitative methods. Accordingly, Kellem Secondary School was selected through availability sampling. Then, 13 English teachers from both grade 9 and 10 were selected purposefully for the interview, for the questionnaire and for classroom observation. In addition, data were collected from 90 randomly chosen students through questionnaire. Thus, descriptive statistics using frequencies and percentages were employed in analyzing the quantitative data and the qualitative data were analyzed qualitatively. Finally, based on the findings, the researcher recommended that creating meaningful vocabulary teaching opportunities through different vocabulary teaching strategies should be practiced widely in the school. The results of the study reveal that the teachers were not capable enough on the knowledge and the theoretical orientations of vocabulary teaching strategies in EFL classes. In addition, it was found that the teachers lacked practical skills on the implementation of different types of vocabulary teaching strategies in EFL classes according to their suitability. Furthermore, the study revealed that they rarely practiced these strategies during vocabulary instruction. Generally, the practices of vocabulary teaching strategies were not given sufficient attention at Kellem Secondary School. Thus, the study indicated that the English teachers didn't practice different vocabulary teaching strategies in EFL classes. Finally recommendations were drawn based on the above findings

Chapter One

Introduction

1.1. Background of the Study

Teaching vocabulary is a significant issue in language teaching, since words play an important role in expressing our feelings, emotions, and ideas to others during communication. This means, without the mediation of vocabulary, no amount of grammatical or other types of linguistic knowledge can be employed in second language communication or discourse. But it was during the communicative approach that the prominent role of vocabulary knowledge in second or foreign language learning has been highly recognized by researchers in the field. The current popular communicative approach of language teaching has emphasized meaningful interactive activities over form. It has also recognized that the vocabulary learning strategies that students use have greater impact on the success of their vocabulary learning (Hatch and Brown, 1995). Vocabulary is central to language and is of great significance to language learners because words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning.

The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by theorists and researchers in the field. Accordingly, numerous types of strategies, exercises and practice have been introduced into the field to teach vocabulary. It has also been suggested that teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge (Nation, 2001). Although each strategy contributes to success or failure, consistent employment of certain types of strategy forms a means to vocabulary learning that may considerably influence the outcomes of L2 learning. Vocabulary knowledge is an important element in foreign language or second language acquisition. A student can increase vocabulary knowledge formally in the classroom and informally through communication with others and through out of class activities.

So as to utilize this idea, devising and using instructional strategies needs to be used in teaching vocabulary (Woodard, 1998).

Therefore, 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 communication. So, vocabulary plays very important role in the communication activity. In the absence of vocabulary, communication will not occur. Indeed, neither literature nor language exists without vocabulary (Harmer, 1991). On top of this, vocabulary is a primary concern for language teachers, applied linguists and etc. 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).

It is true that vocabulary is central to a language and is of paramount importance to a language learner. Therefore, the interest of focusing on this vocabulary teaching strategy comes from various reasons. In the first place, to the best of the researcher's knowledge, it is one of the significant areas language teachers raise as a problem in relation to the practice of vocabulary teaching strategies and secondly, as a language teacher, vocabulary teaching through different strategies is very vital in language teaching.

However, EFL teacher at Kellem Secondary School still seem to have problems in practicing different vocabulary teaching strategies due to the following reasons. Firstly, the learning experience of students Kellem high school. Secondly, there is inadequacy of the content of the text book to practice vocabulary teaching strategies fully which helps students develop their vocabulary knowledge.

In light of this, the purpose of this study is to assess English teaches' practice of vocabulary teaching strategies in EFL classes during vocabulary instruction at Kellem Secondary School and possibly attempts to assess the type of vocabulary teaching strategies frequently practiced. And finally, conclusions and recommendations would be given on how often different vocabulary teaching strategies should be practiced.

1.2. Statement of the Problem

For many years vocabulary learning and teaching has not been given due attention. Today, the importance 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, nowadays there are lots of ways to teach vocabulary. The most common idea among them is the crucial importance of vocabulary in communication and in language teaching; it is believed that the more words we know, the more fluently we can communicate (Schmitt 2000, Coady & Hucking 2000, Richards & Renandya 2002).

Despite the fact, as Carter (1988) indicated, for many years vocabulary has been 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 (Carter &.McCarthy, 1988).

However, 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). Moreover, lexical competence is currently acknowledged to be a core component of communicative competence by many vocabulary specialists, which provides much of the basis for how well learners speak, listen, read and write (Coady & Huckin, 1997; Richards & Renandya, 2002). The movement toward effective methodologies for teaching vocabulary has emerged and researchers and language teachers have also suggested many strategies and techniques for vocabulary learning, which are dependent on the efforts of each learner (Cohen & Macaro, 2007; Mizumoto & Takeuchi, 2009).

Much has been said about the discrimination of vocabulary teaching in EFL class. There are several researches conducted in the areas of listening, speaking, reading, writing and vocabulary teaching on each without considering their interdependence effect on teaching language. But little

attention is given to what extent English language teachers practice different strategies in vocabulary teaching at Kellem Secondary School.

Even though the practice of vocabulary teaching strategy is assumed to be practiced at Kellem Secondary School, to the best of the researcher's knowledge, there is no systematically collected evidence on Kellem Secondary School which shows how much the strategies of vocabulary teaching is being practically practiced in EFL. The researcher believes that, to make the best pedagogic decisions for the students, a systematic study on practice of vocabulary teaching strategies at secondary level is important.

 Hence, there are few local studies on vocabulary teaching strategy in the Ethiopian context, little attention is given to what extent language teachers practice of different vocabulary teaching strategies in general and at Kellem Secondary School. In line with this, Dessei (1988), Tesfaye (1990), Alemu (1994) and Berhane (1998) attempted to conduct their research on vocabulary teaching. Though these researchers attempted to look in to vocabulary teaching in EFL classrooms, none of them attempted to look at the extent to which English language teachers practice different strategies in vocabulary teaching at high school level. And to the knowledge of the researcher there has not been any research carried out on assessing the practice of strategies in teaching vocabulary skill at Kellem Secondary School. For example, Tesfaye (1990) and Dessei(1988) conducted their research on " an evaluation of the effectiveness of current vocabulary teaching method." Their study concluded that the training has brought significant difference in the performance of students where the experimental groups have benefited.

Similarly, Berhane(1998) conducted on "an exploration of vocabulary teaching in primary schools." His findings show that pictures, picture cards, blackboard drawings and real objects are more frequented and effective techniques of vocabulary teaching in grades one and two. And Alemu(1994) conducted on " teachers' attitude towards awareness raising approach to vocabulary teaching." And his findings show that teachers could modify their attitudes in a fairly short period of time.

Thus, the purpose of this study is, therefore, to assess how often English language teachers' practice different strategies in vocabulary teaching in EFL class with reference to Kellem Secondary School and to recommend some possible ways of overcoming related problems.

Accordingly, the current study is basically differ from the above studies in the aspects of assessing strategies of vocabulary teaching; it focuses on the frequency to which teachers practice strategies of vocabulary teaching and to what extent teachers get involved their students in every opportunity through which they can be exposed to different vocabulary learning- teaching strategies. At Kellem Secondary School, vocabulary teaching has been paid less attention than it should have been, as compared to major language skills which are taught 4 periods (160 minutes) per week. This could contribute to this school students' vocabulary deficiency.

Therefore, the present researcher understood that the practices of vocabulary teaching through different strategies are one of the most important components of any language class. This is because strategies enable learners' to probe and grasp the essential concepts of different vocabularies that they may face.

Understanding the problem of vocabulary teaching at Kellem Secondary School and the existing research gap, the researcher is initiated to conduct a research on how strategies of vocabulary teaching can be practiced by the English teachers during their classes and to answer the following research questions.

1.3. Research Questions

The study attempted to answer the following research questions:

1. To what extent do English teachers practice persistently different vocabulary teaching strategies to develop their students' productive vocabulary knowledge?
2. How often the practice of vocabulary teaching is basically used in EFL class?
3. What do English teachers and learners think about practicing of different vocabulary teaching strategies in EFL classes?
4. What are the factors that obstruct the practice of vocabulary teaching strategy in EFL class?

1.4. Objective of the Study

1.4.1. General Objective

The general objective of this study is to assess the practice of EFL teachers' vocabulary teaching strategies in Kellem Secondary School of grades 9 and 10 classes.

1.4.2. Specific Objectives

Based upon the main objective, this research is intended to achieve the following specific objectives:

a) To identify the types of vocabulary teaching strategies Kellem Secondary School English teachers employ.

b) To check up whether the practice of strategies in vocabulary teaching in EFL classroom basically practiced or not.

c) To distinguish vocabulary teaching strategies preferred by the English teachers and students.

d) To identify the factors that hinders the practice of vocabulary teaching strategies in EFL class

1.5. Significance of the Study

The findings of the study are expected to give valuable information to serve as a feedback which contributes to improve the strategies in teaching vocabulary process and to improve the knowledge about vocabulary items.

Thus, the researcher optimistically concerned to this study may indicate some useful vocabulary teaching strategies which may simplify the complicated problems pertinent to vocabulary teaching and learning which helps raises students' awareness of the existence of diversified strategies that they could use to meet their specific needs of learning vocabulary and it familiarizes the strategies to teach the concept and context of words and to create ways in which the learner interacts and actively uses the word meaning.

And it also helps designers so as to develop helpful guide in preparing materials that facilitate vocabulary learning and teaching strategies. Thus, it brings to the attention of syllabus designers and textbook writers the importance of incorporating strategies that encourage students' productive use of vocabulary.

1.6. Delimitation of the Study

The study is delimited in both the number of populations that will involve and in its area of investigation. The populations for the study are grades nine and ten English teachers and students drawn from only Kellem Secondary School and the sample of the study is delimited to 213. Therefore, the study is going to be confined to grades nine and ten English teachers and some students from the two grades. And the objective of the study is delimited to strategies in vocabulary teaching and it does not exhaustively explore all the strategies of teaching but concerned with only the most commonly used of vocabulary teaching strategies.

1.7. Limitation of the Study

This was a descriptive study that only included a small number of teachers teaching English as a foreign language and a small number of participants. A larger sample from different high school would definitely yield more generalizable findings. As a result, conclusions deduced or generalized from such a narrow context and recommendation provided might not serve definitely the case of all high schools throughout the Kellem Wallaga Zone and the study does not offer any conclusive findings about vocabulary teaching strategies and also the findings may not be generalized.

1.8. Acronyms and Definitions of Key Terms

L2- Second Language

ELS- English as a Second Language

EFL- English as a Foreign Language

VSS- Vocabulary Self Selection

KSS- Kellem Secondary School

TBI- Task Based Instruction

TEFL – Teaching English as a Foreign Language

SLA- Second Language Acquisition

CL- Cooperative Learning

CLT- Communicative Language Teaching

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).

The Vocabulary Self-Collection Strategy (VSS) - is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class(Haggard , 1986).

Collocation - refers to the way in which two or more words are typically used together (McCarten, 2007).

Cooperative Learning- is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of Others(Barkley, Cross and Major ,2005).

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

Chapter Two

Review of Related Literature

2.1. Introduction

The purpose of this chapter is to review some relevant literature on the practice of vocabulary teaching strategies, the importance of vocabulary in language learning and teaching, some of the vocabulary teaching strategies and challenges in vocabulary teaching.

2.2. Concept of 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. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. Krashen (as cited in Herrel, 2004) extends Graves 'definition further by stating that lexicon organizes the mental vocabulary in a speaker's mind. In relation to this, Vocabulary is the glue that holds stories, ideas and content together… making comprehension accessible for students (Rupley, Logan & Nichols, 1998/99). Therefore, vocabulary is central to language and of critical importance to the typical language learner. In other words, vocabulary is the words we must know to communicate effectively both productive and receptive vocabulary.

2.3. Concept of Teaching Strategy

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

2. 4. The Current Status of Vocabulary Teaching

During the last three decades, the outlook on vocabulary has radically changed and researchers have shown outpouring interests towards this area. Therefore, the movement toward effective methodologies for teaching vocabulary has emerged and researchers and language teachers have also suggested many strategies and techniques for vocabulary learning, which are dependent on the efforts of each learner (Cohen & Macaro, 2007; Mizumoto & Takeuchi, 2009).

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

The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by theorists and researchers in the field. Accordingly, numerous types of approaches, strategies, exercises and practice have been introduced into the field to teach vocabulary. It has been suggested that teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge (Nation, 2001).

Therefore, a methods and strategies related to the teaching and learning of vocabulary indicates that there are very strong reasons for implementing a systematic and principled approach to the teaching and subsequent learning of vocabulary as a corner stone for developing comprehension.

Thus, Vocabulary instruction that improves comprehension generally has the following characteristics: multiple exposures to instructed words, exposure to words in meaningful contexts , rich or varied information about each word ,the establishment of ties between instructed words and

students' own experience and prior knowledge and an active role by students in the word-learning process. On the other hand, Hunt and Beglar (2002) suggest that learners need to be taught strategies for inferring words from contexts as well as those which can help them retain the words they have encountered. Nowadays it is generally accepted that vocabulary teaching should be part of the syllabus, and taught in a well-planned and regular basis. Some authors, led by Lewi (1993) argue that vocabulary should be at the centre of language teaching, because 'language consists of grammaticalised lexis, not lexicalised grammar'. Therefore, the incorporation of vocabulary into the curriculum is essential for increasing students' literacy skills, not only in the EFL classroom but in all areas.

2.5. The Importance of Vocabulary and 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). 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 pointed out by Harmer(1992,p.14), "Words are the building blocks of language and having a good supply of them is very important for students' right from the beginning of their English learning."

Harmer(1991,p.153) further states that," if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh." Vocabulary conveys meaning which ensures an effective communication. This is to say that words are the basic unit of a language form without which one cannot communicate effectively or express ideas.(Krashen, 1998, p. 33) clearly states:

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

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. Regarding 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.

Teaching vocabulary being an important part of teaching foreign languages has the goal to help students not only to improve and extend their vocabulary. The wide choice of a word causes the language to be flexible, it assists in avoiding repetition and monotony of speech, and it gives the possibility to express the idea more exactly and understandably.

Therefore, word knowledge is an essential component of communication and it is important for both production and comprehension in a foreign language. To this end, teaching vocabulary through different strategies 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.

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

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. Using vocabulary teaching strategy is obviously an essential element with in a language. In order to equip the learners with vocabulary knowledge, they should be made aware of the importance using vocabulary teaching strategies. Therefore, the importance of implementing different strategies in teaching vocabulary in the ELS/EFL classroom helps the learners attempt to connect ideas and make associations. Thus, so as to realize this notion, the teacher needs to use different and interesting strategies, which make English lessons more exciting and motivating for learners. The strategies we share are useful for stimulating students' interest in words, and they promote thinking and talking about words.

They draw students' attention to words. They invite them to identify words and they find interesting, important, or powerful. These strategies reinforce and extend students' understanding of words they already know and introduce them to new words. Most of all, they help students appreciate words.

2.6. The Importance of Vocabulary Teaching in Language Learning

Teaching vocabulary plays an important part in determining the success of learning a foreign language. This is to say that words are the basic unit of a language form without which one cannot communicate effectively or express ideas.   Because it is believed that having a large and varied vocabulary is the indicator of communicative competence and it is one of the important aspects of language learning. Thus, vocabulary is a necessary ingredient for all communication (Wallace, 1982). Words are the currency of communication. A robust vocabulary improves all areas of communication: listening, speaking, reading and writing. This indicates that, vocabulary has a great significance in expressing thoughts and ideas in interaction activities. The well-known British linguist, Wilkins (1976, p.111) says "people could describe few things without grammar, but they could express nothing without vocabulary." From this linguist's perspective, teaching vocabulary is very important in language learning since it is seen as a key element to achieve a high level of proficiency in the target language.

It has been widely accepted that vocabulary is one of the essential elements for learning foreign languages. It is considered to be a good indicator of general language skill (Morra & Camba, 2009) and also plays an important role in classroom success (McCrostie, 2007). There are a number of researchers who regard learning vocabulary as a key aspect to achieve a high level of proficiency in the target language (Boers & Lindstomberg, 2008).
Even if learners do not have enough knowledge of the language structures, an adequate knowledge of vocabulary helps learners to maintain a certain degree of communication (Wallace, 1982).

However, when vocabulary items are taught in foreign language classrooms, there are many teachers who mainly employ classical vocabulary teaching strategies, such as mother tongue translation, definition, synonyms, antonyms, etc. (Siyanova & Schmitt, 2008; Erten & Tekin, 2008).

It is not surprising that learners do not feel interested in learning new items and they cannot retain the words and phrases with these traditional methods. Even though they remember the meaning, it may be difficult to use the vocabulary in an appropriate situation.

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

McKeon (as cited in Zwiers, 2008) argues that academic vocabulary enables us to communicate our needs, increases our chances that our needs are fulfilled and enables us to understand the needs of others. Vocabulary, which is the basic material of the language, is, of course, of crucial importance in expressing ideas and thoughts when communicating.

The following statement about the relationship between grammar and vocabulary demonstrated by the British linguist Wilkins (1976, p. 111) argues that "without grammar, there are few things we can express; while without vocabulary, there is nothing we can express." Wilkins verifies the importance of vocabulary in communication.

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

2.7. The Implication of Teaching Vocabulary

In dealing with teaching vocabulary, one thing that is important to know and understand how students learn and develop vocabulary. Thornbury (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.

2.8. Teacher's Role in Implementing Vocabulary Teaching Strategies

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) Moreover, students need to acquire the ability to store the information for as long as possible. Another helpful element is motivation, which is closely linked with attention. "A very high degree of attention (called arousal) seems to correlate with improved recall" (Thornbury, 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). Teachers are in charge of devising a systematic way of teaching, instead of resorting to concrete strategies (Laufer et al, 2005). In relation to this, the teacher can provide a description, explanation, or example of the new term.

Teachers demonstrate how to use context and other resources to learn the meaning of the word**.** For example, they may use the context or they may refer to the glossary, dictionary, diagrams, or illustrations to unlock the meaning of the word. After students are familiar with the strategy, teachers provide guided practice to support the use of VSS during reading and organize students in small groups for reading. Thus, the teacher should help students build up and use a mental lexicon in such a way that they will be capable of storing, keeping and retrieving words when needed. Similarly, language teachers need to develop learners an awareness of alternative vocabulary learning strategies that involve active processing of the target vocabulary and need to make learners conscious of the need to develop an independent and structured approach to language learning, which has been shown to be most associated with vocabulary learning success.

 In general, Vocabulary knowledge plays a crucial role in closing ELLs' literacy achievement gap. Teachers need to cultivate vocabulary growth in ELLs through a language and word enriching environment as well as engaging and interesting instruction in vocabulary.

2.9. Strategies in Vocabulary Teaching

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

It is important to recognize that students at all levels do not simply see or hear a new word, look it up in the dictionary and then know it. For this reason much has been written about the strategies teachers can use to help learners develop their knowledge of vocabulary and guide them how the words work together with other words to perform meaningful communication   (Gaims and Redman, 1986; Schmitt and McCarthy, 1997) .

Teaching vocabulary is not just conveying the meaning to the students and asking them to learn those words by heart. If teachers believe that the words are worth explaining and learning, then it is important that they should do this efficiently. Teachers should use different strategies in teaching English vocabulary to motivate the learners, enrich their vocabulary and enable them to speak English properly. Teachers should keep four factors in mind when they consider strategies to teach vocabulary: (1) the students they are teaching, (2) the nature of the words they decide to teach, (3) their instructional purposes in teaching each of those words, and (4) the strategies they employ to teach the words (Flanigan & Greenwood, 2007).

Similary, 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 can implement in their teaching vocabulary. Among them, some strategies relevant to the study are listed as follows:

2.9.1. The Vocabulary Self – Collection Strategy (VSS)

A review of the research on vocabulary instruction conducted by Harmon and Hedrick (2005, p.275) led them to claim that struggling readers learn vocabulary when teachers "encourage independent learning by allowing students to self-select terms to be studied." They pointed to VSS as an approach to encourage students to select and study words that they feel are important to learn. Research conducted by Calderon et al. (2005) with English language learners demonstrated that, in addition to teaching vocabulary before reading, their discourse around the text after reading leads to students' vocabulary development.

The Vocabulary Self-Collection strategy (VSS) is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class. The strategy was first introduced by Haggard (1982, 1986) and 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. Therefore, in the selection of vocabulary, the teacher must be sure that the words or phrases chosen can be immediately incorporated into the students' linguistic range. Stahl (2005,p.95) stated, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Beyond definitional knowledge, meaningful vocabulary helps students' create relationships among and develop their vocabulary by fostering word consciousness and interest in words.

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

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

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

2.9.1.1. Implementing the Vocabulary Self-Collection Strategy

The implementation of teaching strategy is an important part in the teaching process. Teacher can implement teaching strategy and find out whether the strategy is appropriate for the students or not. If the treatment of the strategy can make the students enjoy to study and it can enlarge their knowledge, so the strategy is successful. On the other hand, if the students feel bored and it cannot increase their comprehension during and after the class, so the teacher has to find another appropriate strategy. Without the implementation of teaching strategy, it is impossible that the teaching goal will be achieved. The implementation of Self - Collection Strategy in teaching vocabulary for high school students can increase the students' vocabulary mastery.

Vocabulary Self - Collection Strategy (VSS) is a strategy to teach vocabulary by using the student ability in collecting and generating words list and it emphasizes on the students personal experiences and general knowledge. The students are allowed to find out the words based on their daily experiences, the words that they find in their own environment related to the topic given by the teacher. So the students should figure out kinds of communication that they and other people that they know and use every day and the list of words that deals with communication. Then, the students try to determine the meaning of the words as best as they can base on the context.

As Haggard (1986) mentions some steps in implementing Self Collection Strategies (VSS), teachers introduce the purpose of VSS to students and they tell students that they will be expected to find new and interesting words from their readings that they will learn through a group nomination process. Then after teachers model how to select and nominate important words from the readings. Teachers show why the word they selected is important by providing a strong rationale. For example, they may show students that without knowing the word, they may not understand the sentence or surrounding sentences.

These steps help students engage in the process of vocabulary self-selection. Students work in small groups of three to five, and they read a short passage from the book with the teacher.

They are guided by the teacher to identify a word they wish to select. The teacher demonstrates how to use context and other resources to figure out the meaning of the word. Together, the students and the teacher engage in a discussion on developing a reason for nominating their word, and each small group moves to nominate one word for learning. Students use their own charts to write the word, the sentence from the text in which the word was found, the meaning, and the reason for selecting the word.

2.9.2. Context Strategy

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 may be good and useful as a temporary technique for tests, but not for learning a foreign language because students who simply memorize word meanings frequently have trouble applying the information in definitions and often make mistakes about the meanings (Texas Reading Initiative, 2000). If we really wish to teach students meanings of the words and how they are used it is useful to present them in context and students are more likely to deduce meaning from a context. Edwards 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). So, setting a good context which is interesting, plausible, vivid and has relevance to the lives of the learners, is an essential prerequisite for vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary. Maintaining the context and making sure the language surrounding the context is easy to comprehend, the teacher should start eliciting the target vocabulary. Elicitation ensures that the learners work towards understanding the meaning as this is more likely to help them remember and recall the vocabulary taught. Moreover, elicitation also makes the classroom more learner-centered, and helps the learners make connections between the old and the new. One must remember here that our learners are, as Tudor (2001, p. 15) puts it, "not…blank sheets of paper onto which a pre-ordained body of knowledge can be transferred in a neat, predictable manner."

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

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

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

1. Highlight textual clues that lead to the meaning of the target word. This will enhance students' capability to recognize textual clues. Clues include synonyms, definitions, antonyms, contrasts, and examples.

2. Select texts in which the target words occur a few times.

3. To enhance accuracy of students' inferences of target words, teach them background knowledge of the text.

5. 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.

2.9.2.1. 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.

a. 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.

2.9.3. 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 it's collocate(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.*

2.9.4. Cooperative Strategy

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

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

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 (Muijs and 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 CL 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.

Collaborative learning has many advantages. It increases self-esteem and motivation among students, improves complex and cognitive thinking, creates positive feelings among students and about school, and makes responsible students. Most teachers have the same point of view. They believe that students learn better in collaborative groups than in traditional classroom settings (Jacobs, Power & Loh, 2002).

According to Barkley, Cross and Major (2005, p.4), "collaborative learning has come to mean students working in pairs or small groups to achieve shared learning goals." Three features of collaborative learning are intentional design, co-laboring, and meaningful learning. In intentional design, teachers divide students into different groups and may use pre-structured activities or design a new structure of their own. Co-laboring is a Latin meaning of collaboration, it means that all students in the group must engage in an activity as a team. The last feature is meaningful learning in which all students work together on a collaborative assignment, so they increase their knowledge and information during collaborative activities. These three features are important and vital to collaborative meaning (Barkley, Cross, & Major, 2005).

Collaborative 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. It seems that talking about this idealized teaching reform may be easier than implementing it as all staff members may not have the same interpretation of what constitutes collaborative teaching (Corrie, 1995). When there is no agreement among staff as to what collaborative teaching looks like, then the program is most likely doomed to fail and go the way of many "buzz words" that come and go in education.

According to Jacob(1996) the four basic principles below are necessary for successful cooperative groups: they are, face to face interaction among students, which means that students must work together; positive interdependence, which indicates that students must perceive that their success is linked to the success of the others in their group; individual accountability, which means that each student is held responsible for learning the material; appropriate small-group skills, which indicate that students must learn appropriate skills for being a productive group member and that teams

must examine how their group is functioning. 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.

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

2.9.5. Task Based Instruction Strategy

Task-based language teaching can make language learning in classrooms closer to the natural route and may reach a higher rate of language acquisition because it provides learners with a clear communicative goal, interaction is needed to reach the goal, and comprehensive input can occur, and then language acquisition is facilitated (Wang, 2006). So, task-based teaching learning is an area which has grown in importance greatly during the last ten years, and can be discussed from a number of perspectives. Through tasks, teachers can have a number of options for enhancing attention to learn vocabulary. One of such options is to allow learners to work cooperatively to make sense of unfamiliar vocabulary via tasks. In addition, words used meaningfully by other members of the group would result in better recognition of words eventually. A motive behind any piece of research in this realm is, thus, the observation of students' attitudes upon facing unfamiliar vocabulary when using the target language in communication outside the classroom, either for work, travel or recreation (Newton, 2001).

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

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

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

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

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

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

Thus, this study is concerned with different strategies teach vocabulary and the helpful strategies to learn new words which is likely to be noticed in learners` future communicative performances as well. The present work is to assess whether the teachers practice TBI in EFL or not during vocabulary lesson. Therefore, task-based vocabulary instruction has had a significant positive effect on communicative ability of EFL learners.

2.9.5.1. Advantages and Disadvantages of TBI

According to Bourke (2006), there are advantages and disadvantages to task-based instruction. The advantages are numerous. First of all, TBI is suitable for all ages and backgrounds, especially young learners. All learners have learned their L1 in a contextualized setting, learning grammar and structure inductively. Their focus is on meaning, not form. A special consideration for these learners is that their language skills are still developing and teachers must be careful to create appropriate tasks for their level.

Some other advantages of TBI are that it can be used to teach content as well as language, can be combined with more traditional teaching methods, can provide motivation due to tasks being relevant and immediate, and can be a useful method for students who don't do well in more traditional types of classroom learning or where teachers have little autonomy over their lesson planning.

As for the disadvantages, a major one is that TBI requires a high level of creativity and initiative on the part of the teacher. Other disadvantages are that students may prefer more traditional types of teaching. TBI relies heavily on student motivation and commitment. Students, who are used to a teacher-fronted classroom with little interaction on their part, might feel uncomfortable, and even unwilling to take some of the language risks involved in completing the tasks, especially if the tasks occur outside the classroom.

2.9.6. Communicative Language Teaching Strategy in Vocabulary Teaching.

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

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

Communicative Language Teaching based on many modern humanistic and communicative theories is effective in English vocabulary teaching and learning in many aspects:

1. CLT makes learners acquire vocabulary knowledge naturally, rather than learning intentionally. Apart from it, the modified target language input which is gotten from conversational interactions between the teacher and learners enables them to get better understanding of vocabulary knowledge

2. CLT promotes learners' communicative competence and stimulates their inner motivation since the communicative activities are close and relevant to their daily life.

3. CLT prompts the development of learners' spirit of team cooperation by means of the communicative activities and cultivates learners' individuality by expressing their different views and ideas freely in the conversational interactions between them.

4. CLT makes learners acquire vocabulary knowledge naturally, rather than learning intentionally. Apart from it, the modified target language input which is gotten from conversational interactions between the teacher and learners enables them to get better understanding of vocabulary knowledge.

5. CLT makes learners adopt the responsibility to their own learning and encourages them to discover the forms and structures of target language for themselves.

2.9.6.1. The Role of CLT in Vocabulary Instruction

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

The ways in which CLT treats vocabulary is in such a way that learners can easily grasp the meaning of new words from the context. To do this, communicative practice that lets learners to use the language should be employed in the classroom.

Thus what teachers should do most importantly is to arouse the students' communicative consciousness, activate their communicative motivation. To comprehend a 'word' real communicative meaning and use, if there is a great amount of situation knowledge in learners' mind. Thus, what the teachers should do is to enlarge readers' situation knowledge, arouse their communicative desire to attain the communicative aim (Yiwei WU,2009). CLT involves equipping students with vocabulary, structures and functions, as well as strategies, to enable them to interact successfully (Pororellana, 2011).

To be effective, a program of vocabulary instruction should provide students with opportunities for word learning by:

- **Encouraging wide reading-** students learn new words by encountering them in text, either through their own reading or by being read to. Increasing the opportunities for such encounters improves students' vocabulary knowledge, which, in turn, improves their ability to read more and more complex text. In short, the single most important thing you can do to improve students' vocabularies is to get them to read more.
- **Exposing students to high-quality oral language -**Increase the quality of the oral language to which students are exposed let them hear spoken English that incorporates more of the vocabulary and syntax typical of written and particularly literate English.

•**Promoting word consciousness -** word-conscious students enjoy learning new words and engaging in word play. They know and use many words, and are aware of the subtleties of word meaning and of the power words can have (Texas Reading Initiative, 2002, p. 11)

2.9.6.2. Teacher Roles in CLT Vocabulary Teaching

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

2.9.6.3. Application of CLT in Vocabulary Teaching

The method of language teaching has been changing from grammar translation to direct method and then to communicative approach. But it was only during the communicative approach that the prominent role of vocabulary knowledge in second or foreign language learning has been recognized by researchers in the field. The current popular communicative approach of language teaching has emphasized meaningful interactive activities over form (Hatch and Brown, 1995). This is because knowledge of vocabulary is basic for better understanding of messages either in written or spoken form. Vocabulary teaching in CLT focuses on meaning rather than form as it aims as achieving effective communication. Teachers are expected to create suitable language environment so as learners use the language for problem solving. This motivates learners to pick up the language since they practice by considering actual situations and introducing their background experience.

2.10. 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, 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).

2.11. Challenges in Vocabulary Teaching Strategies

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 students encounter in textbooks and other school materials, differs greatly from that of spoken, especially conversational, English. Students _both English language learners and those for whom English is the first language _ may have limited exposure to literate English outside of school.

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

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

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

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.

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

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

Chapter Three

3. Research Design and Methodology

As the aim of this study is to assess the practice of strategies in teaching vocabulary at Kellem Secondary School, descriptive survey type of research was employed to assess how often teachers' practice different vocabulary teaching and practically use them in the classroom. The design of the research, source of data, sample of the population and sampling techniques, instruments and procedures of data collection, and method of data analysis are stated hereunder.

3.1. Research Design

In this research, descriptive survey research design involving both qualitative and quantitative techniques was employed. These techniques were chosen because they could provide information concerning the status of the current practices of vocabulary teaching strategies in teaching and learning English as a Foreign Language (EFL) in the high school.

Therefore, both qualitative and quantitative techniques help the researcher to draw valid conclusions for advance planning of the methods to be adopted for collecting the relevant data and techniques were used during analysis.

3.2. Sources of Data and Population of the Study

The sources of data were English language teachers and students at Kellem Secondary School. According to the information from the school, in the 2013/2014 academic year, there were 13 English language teachers, and 301 students were taken as the population of the study. The populations of the study were therefore, 13 English teachers and 301 students.

3.2.1. Sample Size and Sampling Techniques

The target populations of the study were grade nine and ten English teachers and students at Kellem Secondary School in Dambi Dollo Town - Qellem Wellega Zone. In line with this, 13 English teachers and 301 students from both grades were taken as a population for the study. So, the total population size is 314. But, the researcher has taken 30% of the students i.e 90.

The respondents were randomly selected from the total population of both grade students using the lottery method for questionnaire. Because it gives each element in the population an equal probability of getting into the sample; and all choices are independent of one another. And it gives each possible sample combination an equal probability.

3.2.2. Study Population

The researcher decided to choose grade nine and ten English teachers and students for two reasons. The first reason is that the researcher believed that respondents at this grade level have a unique experience with regard to the English language at Kellem Secondary School, because grade nine students start to use English to learn other school subjects. The second reason is that the researcher didn't come across a study conducted on assessing the practice of vocabulary teaching strategies at the selected school; therefore, the researcher felt that the study would fill a gap.

3.3. Research Instruments and Procedures of Data Collections

3.3.1. Interview

The purpose of using the interview is to verify whether or not some of the information obtained from the questionnaire is accurate, and to elicit more reliable information from the interviewees as they describe their own practicing of vocabulary teaching strategies. It is believed that, therefore, better evidence could be obtained if teachers were invited to tell the researcher in a face to face communication about what they do in teaching vocabulary.

The researcher employed semi-structured interview which is used to collect qualitative data by setting up a situation (the interview) that allows a respondent the time and scope to talk about their opinions on a particular subject. Accordingly, semi-structured interview having similar contents with the questionnaire to crosscheck the responses drawn through the questionnaire was set and conducted with 13 EFL teachers to obtain additional supplementary data on teachers' knowledge on the theoretical practices of vocabulary teaching strategies and factors that hinder the actual practice vocabulary teaching strategies in EFL classes.

In light of this, 6items of interview questions were prepared for English teachers .The interview has taken averagely 15 minutes and it was conducted in the selected school compound for two

days(from March 29- 30/2006). The procedure of interviewing was held through note taking while the interviewee was explaining his/ her ideas.

This data collecting instrument was preferred to get adequate information, free discussion, and response and flexibility that cannot be obtained through other data collection instruments. According to Nunan (1992), the interview is suitable for the descriptive study for two reasons. First, interview can be employed for securing relevant data. Second, the respondents with whom the interview was conducted were few in which case interview is appropriate. Thus, the semi-structured interview, which was prepared based on the objectives of the study and the review of related literature, was set to collect relevant data.

Therefore, the researcher believes that this would help to get more significant information to support the data obtained through questionnaire and classroom observation.

3.3.2. Questionnaire

In order to collect data to explore teachers' practices while teaching vocabulary lessons in English class, a total of 20 items having both close-ended and open-ended items were designed for sample teachers and students. The first 6 items inquired teachers' personal back ground. The second part of the questionnaire included 5 items which are based on teachers' beliefs and experiences of vocabulary teaching strategies. The third part of the questionnaire consisted of classroom practice of teachers to apply different strategies in teaching vocabulary. The fourth which has two items asks teachers to obtain students activity during vocabulary lesson. And the fifth part which has three items asks teachers factors that hinder them to implement the practice of vocabulary. Except the background of the teacher (6items) and the fifth part, the rest two parts all were based on five point Likert Scale. Regarding students, after gathering the sample students in a separate room from both grades, the researcher distributed the questionnaire and read them through the cover page of the questionnaire with the students and explained the objective of the study.

Even though the respondents have been given one week to answer the questions, most of them returned the within 2 days and the return rate was 100%. The source of the data were Kellem Secondary School grade nine and ten English teachers and students, a questionnaire consisted of 19 close ended and one open ended items were designed for sample students and 18 close ended

and 2 open ended items were designed for sample teachers. The questionnaire was prepared on the basis of Likert scale which have five-point scales.

Here Likert scale is the most widely used scale in survey research because when responding to a Likert questionnaire item, respondents specify their level of agreement to a statement and they use other ordered continuum response continuum. Categories like frequency.

3.3.3. Classroom Observation

Observation is one method of data collection and it is a systematic, purposeful, and selective way of watching and listening to an interactive phenomenon as it occurs (Kumar, 2005). So, observation as a research method has a number of clear advantages for the researcher so as to gather ample information about the physical environment and about human behavior that can be recorded directly by the researcher without having to rely on the retrospect or anticipatory accounts of others. 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. Overt observation is where those being observed are aware that the observation is taking place. This was employed when the teacher teaches vocabulary according to his/ her plan. But due to the time constraints and work load of the researcher, the researcher observed two times for each English teacher which is totally 26 classroom observations during vocabulary instructions**.** The focus of observation was to see how often teachers practice vocabulary teaching strategies and to observe the actual setting of teachers vocabulary teaching in EFL class. Therefore, to make sure that the data obtained from the questionnaires were the reflection of what grade 9 and 10 English teachers of the selected school were actually practiced teaching vocabulary strategies and to obtain first hand information concerning the practice of vocabulary teaching strategies, the researcher prepared a classroom observation checklist (See appendix III) in order to collect additional data and to verify the results obtained through semi-structured interview, close/open-ended questionnaire. All teachers were observed two times for 40 minutes with the help of checklist. The observation checklist of two point scale (yes, no) was prepared to identify the presence or absence of some selected behaviors taken from the classroom instruction.

The checklist has three parts focusing on: behaviors to be observed in the class, the practices of vocabulary teaching strategies in EFL class and finally students' role during vocabulary instruction. Then, checklist results of the observers were analyzed through percentage.

3.4. Data Collection Procedure

When collecting data, first interview was employed. Since the required data is from teachers to assess how they practice different vocabulary teaching strategies in their classes. Next classroom observation was made. The observation was made based on check lists about different vocabulary teaching strategies so as to assess the teachers' actual practices of strategies in vocabulary teaching whether they practice different strategies or not. Finally, the data was collected from both teachers and students using questionnaire.

3.4.1. Reliability and Validity of Instruments

In order to maintain, the reliability and validity of the questionnaire, a pilot study was done with the different sample. The questionnaire was piloted on 20 students at Lafto Secondary School and the procedure of the pilot study lasted for one week and it was done in the classroom.

Therefore, students were told to fill in the questionnaires by the researcher in the separated room when they were free of their class. It was found that the open ended item was totally rejected by 16 students and 4 students tried to fill in all the items provided irrelevant information. Based on the result of pilot study, the researcher has decided to discard the open ended item and also made some sort of modification on the close ended items**.**

To see the validity of the questionnaire, the researcher employed expertise comments. Thus, the questionnaire was given to the experts who work at Dembi Dollo Tecahers' college for their professional judgments. And then they suggested me on some item to modify. Accordingly, the researcher has accepted their suggestions and comments and made some modifications on some language and translated to their mother tongue.

In order to check the reliability of the two pilot tests, the research employed cronbach alpha. Accordingly, the results were (.801) which implies that high internal contingency coefficient. This indicates that the questionnaire is reliable and valid for the actual research.

The main idea was to assess if the teachers knew and practiced all strategies mentioned in the questionnaire and to assess how often the students were aware of the existence of these vocabulary teaching strategies.

3.4.2. Methods of Data Analysis

The data which were gathered from teachers and students through interview, classroom observations and questionnaires was analyzed, interpreted and discussed accordingly.

Quantitative data which were collected from the respondents were analyzed by using Statistical Package for the Social Science students (SPSS 16.0) software analysis, the quantitative data were collected through open ended and close-ended questions which were entered into the computer and statistically described in terms of standard deviation, mean, percentage and frequency. Finally, the qualitative data were analyzed thematically. Based on the results, conclusion and recommendations were given.

Chapter Four

Results and Discussion

This study aimed at assessing the extent to which EFL teachers practice vocabulary teaching strategies in teaching English at Kellem Secondary School. To collect relevant data for the study, interview, and questionnaire and classroom observation were employed.

Accordingly the results and discussions of teachers' and students' responses, teachers' practices of vocabulary teaching strategies compared with the classroom observation were assessed. Finally, the major factors that affected the practice of teaching vocabulary through different strategies were treated under this section respectively.

4.1. Analysis of Data Obtained through Interview

4.1.1. Teachers' Responses towards their personal Information

Most of the teachers in the study have had experience in teaching; for instance, nine out of thirteen teachers (69.2 %) have thought English for more than thirteen years and all the teachers have first degree in English language.

4.1.2. Teachers' practice of vocabulary teaching strategies in EFL classes.

There were thirteen teachers who participated in detailed interview. Even if they agreed on the importance of practicing different strategies in vocabulary teaching, the researcher did not observe them while they practiced different strategies effectively in their language classes during classroom observation. Thus, the analysis of data gathered through interview has not shown consistent results with findings of the questionnaire and observation. For example, when answering the first interview item, almost all teachers not only agreed on the importance of practicing vocabulary teaching strategies, but also claimed that they practiced these strategies in their English classes. But this was not supported by the class room observation.

Therefore, when the interview was conducted with the teachers, it was examined how they practiced vocabulary teaching strategies in line with the given item. Regarding item A_1, "Do you think that practicing different vocabulary teaching strategies are very important to enhance students' vocabulary use? If yes, to what extent? If not, why?" Almost all of them agreed on the importance of using different strategies in vocabulary teaching. But they didn't practice different strategies in the classroom during vocabulary instruction. When asked the reasons for not applying, they explained that they do not have adequate materials like dictionary and training on vocabulary teaching strategies so as to practice these strategies in EFL classes and to equip their students with vocabulary knowledge.

In line with this idea, they were asked "to which one of the strategies they give priority most of the time during vocabulary instruction?" Most of them reported as they give priority for contextual strategy for it is continent to practice in the class. According to their response, they said that practicing contextual strategy is helpful for students and for teachers since they can practice it from their experiences and it is 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 provide students different sentences according to its suitability. The rest teachers gave priority to cooperative strategy because this strategy gives more chance of practicing and thereby retains more words.

Regarding teachers experiences of planning to use different vocabulary teaching strategies, most of the respondents replied that they plan to give vocabulary lesson that contain different vocabulary teaching strategies through integrating other language skills and practice them in the classes usually. But this was found inconsistent with the actual classroom observation because the teachers were not found when they attempted practice strategies in vocabulary teaching with integration of other language skills according their intention.

4.2. Analysis of Data Obtained through Questionnaire

4.2.1. Teachers' response to the theoretical practices of vocabulary teaching strategies in EFL classes

Items	SA		A		UD		DA		SDA		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. Foreign language teaching is basically a matter of teaching its vocabulary.	3	30.8	6	46.2	2	15.4	1	7.7	1	7.7	13	100.0
2. In English language teaching, practicing vocabulary strategy is the most important aspect to focus on compared to grammar, writing skills, speaking skills, etc.	7	53.8	3	23.1	2	15.4	1	7.7	0	0	13	100.0
3. I always realize that vocabulary teaching has to be given prime consideration in the class.	4	30.8	5	38.5	2	15.4	2	15.4	0	0	13	100.0
4. When I teach a vocabulary, I always use different strategies to help students understand the meaning and recall it for future use.	6	46.2	3	23.1	2	15.4	2	15.4	0	0	13	100.0
5. In teaching vocabulary, strategies which enable learners to remember words once they are learned are very essential.	6	46.2	3	23.1	2	15.4	2	15.4	0	0	13	100.0

Key: SA= Strongly Agree, A= Agree, UD= Undecided, DA= Disagree   SDA= strongly disagree
Note: strongly agree = 5   Agree= 4   Undecided= 3 Disagree= 2   strongly disagree = 1

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). In this regard, items were designed to ask if teachers understood the importance of vocabulary teaching (See Appendix II). Table 4.2.1 above depicts that 3(30.8%), 6(46.2%) and 2(15.4%) of the respondents confirmed that they strongly agree, agree, undecided, but 1(7.7%) of the respondent replied that he/she disagree and the rest 1(7.7%) of the respondent strongly disagree with regard to the claim "foreign language teaching is basically a matter of teaching its vocabulary" respectively.

Likewise, in replying to item Q2,7(53.8%), 3(23.1%) , 2(15.4%) and 1(7.7%)of the respondents respectively stated that they strongly agree, agree , undecided and disagree   with the statement that "in English language teaching, practicing vocabulary teaching is the most important aspect to focus on compared to grammar, writing skill, speaking skills and etc." Even if most of them agreed with the statement, it has inconsistency with the classroom observation.

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 and 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 strategies.

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. Using vocabulary teaching strategy is obviously an essential element with in a language. In order to equip the learners with vocabulary knowledge, they should be made aware of the importance of using vocabulary teaching strategies. Therefore, the importance of implementing different strategies in teaching vocabulary in the ELS/EFL class room helps the learners attempt to connect ideas and make associations. Therefore, it is worth examining the effective way of teaching vocabulary and suggesting some strategies to improve learners' vocabulary acquisition. Siyanova and Schmitt (2008) stress that; teachers should make fundamental changes in their vocabulary teaching strategies by focusing on different strategies.

To this end, item A1 (See Appendix I) was designed to ask the teachers' 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.

To wind up, as it can be observed from Table4.2.1 above, the data collected from the teachers regarding their knowledge on the theoretical orientations of the importance of practicing vocabulary teaching strategies in EFL classes showed that the majority of the respondents agreed

that vocabulary teaching and practicing different vocabulary teaching strategies are crucial so as to enhance students' vocabulary knowledge.

Table 4.2.2 Teachers' responses to whether or not they had taken adequate training about vocabulary teaching strategies.

Item	Yes		No		Total	
	F	%	F	%	F	%
Have you ever taken adequate training about vocabulary teaching strategies while you were in college/ university?	4	30.8	9	69.2	13	100.0

It is known that having adequate training is an essential means to make language teachers aware of the principles of practicing or using vocabulary teaching strategies; and it is also a means to improve teachers' skills of vocabulary teaching strategies in EFL classes. In turn, the teachers' understanding of the practice of vocabulary teaching strategies along with the skills they have as to how practically implement vocabulary teaching strategies.

As Table 4.2.2 above shows, 4(30.8%) of the research participants have got adequate training on vocabulary teaching strategies. The rest 9(69.2%) of the respondents replied that they have not got adequate training on vocabulary teaching strategies while they were at university /college. From this, one could assume that the majority of the respondents may not properly practice and implement vocabulary teaching strategies in EFL classes. Further, it appeared that these EFL teachers had not gained adequate training on vocabulary teaching strategies. This implies that these EFL teachers should get training on the uses / practices of vocabulary teaching in EFL classes

Table 4.2.3 Teachers' experiences of practicing vocabulary teaching strategies

Practices of Vocabulary Teaching Strategies.	Always		Usually		Someti mes		Rarely		Neve r		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
6. How often do you practice self selection strategies to convey the meaning of words during vocabulary teaching?	2	15.4	3	23.1	3	23.1	5	38.5	-	-	13	100.0
7. When you teach a vocabulary, how often do you practice task-based teaching strategy in your language classes?	2	15.4	1	7.7	4	30.8	6	46.2	-	-	13	100.0
8. How often do you give opportunities to your students to communicate with you and with their peers in English to develop their vocabulary?	3	23.1	2	15.4	3	23.1	5	38.5	-	-	13	100.0
9. Since there is no one a best strategy of teaching vocabulary, how much you try to practice different strategies according to their suitability?	-	-	3	23.1	4	30.8	6	46.2	-	-	13	100.0
10. To what extent you practice cooperative teaching – learning strategy to attract students' attention towards the vocabulary lesson?	1	7.7	2	15.5	4	30.8	6	46.2	-	-	13	100.0
11. To what extent you teach to students so as to help them figure out the meanings of unknown words on their own through context?	2	15.4	6	46.2	4	30.8	1	7.7	-	-	13	100.0
12. In teaching vocabulary, how often do you focus on collocation strategies which enable students to develop their vocabulary use?	2	15.4	3	23.1	3	23.1	5	38.5	-	-	13	100.0
13. During your English class, how often do you practice task-based vocabulary teaching strategy to enhance your students' vocabulary knowledge through different tasks?	2	15.5	2	15.4	5	38.5	4	30.8	-	-	13	100.0
14. How often do you use definitional context clue to convey the meaning of words during vocabulary teaching?	1	7.7	6	46.2	4	30.8	2	15.5	-	-	13	100.0
15. During English class, how often do you practices types of contextual clues to familiarize you with unfamiliar words?	1	7.7	6	46.2	4	30.8	2	15.5	-	-	13	100.0
16. Since students should know the correct meaning of a word, how often do you facilitate them to practice meaning in a group with their partners to consolidate the meanings?	1	7.7	2	15.5	4	30.8	6	46.2	-	-	13	100.0

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 Q6 in Table 4.2.3 asked if the teachers practiced self selection strategy vocabulary teaching to convey the meaning of words during their English classes. Accordingly, while 2(15.4%) of the respondents t practiced self selection strategy always during vocabulary instruction. Whereas 3(23.1%) of them said that they usually and sometimes did so respectively. But 5(38.5%) of the respondents said that they did practice self selection rarely. This is in line with the researcher's actual class observation. During the observation sessions, the teachers were not practicing the self selection strategy to develop their students' vocabulary use.

In replying to item 7 almost half of the respondents 6(46.2%) confirmed that they rarely practiced self selection vocabulary teaching strategy and 4(30.8%) of them practiced this strategy sometimes. Whereas 2(15.4%), and 1(7.7%) of the respondents answered that they always and sometimes did so respectively.

To sum up, according to Table 4.2.3, above, for item 6 and 7 respectively seem to indicate that the respondents in the English Department of Kellem Secondary School usually did not practice self selection vocabulary teaching strategy. In light of this, self selection strategy was not practiced frequently during vocabulary lesson. 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 (Wallace, 1982). Therefore, regarding classroom communication under item 8, 3(23.1%) of the respondents confirmed that they practiced to offer their students to practice communicative strategy for maximizing communication opportunities always and sometimes respectively. But this is inconsistent with what the present researcher observed in the classrooms since most of the teacher didn't practice to offer their students to communicate with their teacher or their peers in the classroom. Whereas 2(15.5%) and 5(38.5%) of the respondents said that they practiced communicative strategy in vocabulary teaching usually and rarely respectively. Class room observation on the other hand proved that only 5(38.5%) of the teachers practiced this strategy in the classroom.

As far as practicing different types of vocabulary teaching strategies according to their suitability is concerned (item 9), while almost half of the respondents 6(46.2%) confirmed that they practiced rarely. Whereas (23.1%) and 4(30.8%) of the respondents replied that they practiced usually and sometimes respectively. however, during classroom observations, almost more than half of the teachers were observed rushing from one activity to another without paying attention to different strategies.

In the same table item 10 and 16 asked if the teachers organized students into different groupings when they taught vocabulary. Accordingly, 1(7.7%) and 2(15.5%) of the respondents in both items (Items 10 and 16) reported that they always and usually organized students into different groupings when they taught vocabulary respectively, whereas in both items 4(30.8%) and 6(46.2%) of them said that they sometimes and rarely practice cooperative strategy. This confirmed that, during the observation sessions, almost more than half of the teachers were not seen effectively organizing the students into different groupings – whole class organization was the dominant one. This implies the importance of obeying Atkins *et al.* (1996) who recommend organizing students in small groups and in whole class during vocabulary teaching/learning.

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). Students learn from context by making connections between the new word and the text in which it appears. Consequently, 2(15.5%),6(46.2%) and 4(30.8%) of the respondents reported that they always, usually and sometimes practiced context clues so as to help the students to figure out the meaning of unfamiliar words respectively. This was supported during the actual classroom observation which indicated almost all teacher practiced context clues to teach vocabulary in EFL classes. Whereas 1(7.7%) of the respondent replied that she/he did it rarely.

In Table4.2.3, item 12, 2(15.5%) confirmed that respondents always practiced how words go together to enhance students vocabulary use; while 3(23.1%) of them answered that they usually and sometimes did so. Whereas 5(38.5%) of the respondents replied that they practiced collocation strategy rarely. The mean value of item 12 (3.15) further shows that the respondents sometimes practiced this strategy to encourage their students to understand how to use words according to their collocation. This implies the importance of obeying Jaén(2007) who recommended collocations are very important part of second language vocabulary teaching.

Item 13 in Table 4.2.3 was designed to ask if the teachers give tasks to the students so that they can practice two or more new words at a time. In replying to this item, while two of the respondents 2(15.5%) indicated that they always and usually give tasks to the students so that they practice unfamiliar words, 5(38.5%) and 4(30.8%) of the respondents replied that they practiced task based vocabulary instruction sometimes and rarely respectively.

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). 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 will enhance students' capability to recognize textual clues. Clues include synonyms, definitions, antonyms, contrasts, and examples. In line with this, item 14 and 15 asked whether the teachers practiced or not definitional and different types of context clues when they taught vocabulary. Thus, 1(7.7%) and 2(15.5%) of the respondents answered that they practiced context clues always and rarely respectively. Whereas, 6(46.2%) and 4(30.8%) of the respondents replied that they practiced definitional clues and other types of context clues usually and some times during vocabulary instruction in EFL classes correspondingly so.

Table 4.2.4. **Teachers' attitude towards students' interest of learning English vocabulary and their successfulness.**

Item Nº	VHI		HI		AI		LI		NI		Total	
17. To what extent do you think your students are interested in learning vocabulary?	F	%	F	%	F	%	F	%	F	%	F	%
	-	-	3	23.1	4	30.8	6	46.2	-	-	13	100.0
18. To what extent do you think students are successful in their vocabulary learning?	VHS		HS		AS		LS		NS		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
	-	-	2	15.4	4	30.8	7	53.8	-	-	13	100.0

Key:
For item 17: VHI= very highly interested, HI= highly interested, AI= averagely interested, LI= less interested and NI= not interested at all.

For item 18: VHS= very highly successful, HS= highly Successful, AS= averagely successful, LS= less successful and NS= not successful at all.

As the table above indicates, 6(46.2%) of the teacher respondents replied as their students are less interested in learning English vocabulary. But most of student respondents replied that they were averagely interested in English language (See appendix III). Therefore, there is inconsistency between the two respondents. Even if the students may have interest in English, the teachers may not teach vocabulary consciously to arouse students' attention towards vocabulary instruction (See appendix IV).

The teachers were observed whether they arouse or not. This is supported during the actual classroom observation; most teachers did not practice the strategies consciously to arouse students' interest toward the vocabulary lesson during vocabulary instruction.

As the table above shows 7(53.8%) and 4(30.8%) of the respondents replied that their students are less successful and averagely successful in their language proficiency respectively. The rest 2(15.4%) of them reported that as their students are highly successful. McCarthy (1990) argues no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way. Thus, so as to realize this idea, the teacher needs to use different and interesting strategies, which make English lessons more exciting and motivating for learners.

I. Problems related to teaching materials.

According to the data collected from the respondents, the following teaching material related problems were found to have slowed down the practice of vocabulary teaching strategies in EFL teaching and learning process:

- Lack of reference materials on vocabulary teaching strategies.

- Insufficiency of topic lessons of vocabulary teaching strategies in the students' English text book.

- Lack of dictionaries and teacher guide.

II. Problems related to school

The respondents claimed that the following problems related to the school were found to have hampered the practice of vocabulary teaching strategies in EFL teaching and learning process:

- Almost no induction and training was given to teachers concerning how to teach vocabulary through different strategies in EFL classes.

- More than half of the teachers do not have adequate knowledge on the vocabulary teaching strategies.

In line with this, item V_I. V_{II} and V_{III} of the teachers' questionnaire (See Appendix II) and B_3 of the interview made with the teachers' (See Appendix I), the respondents were asked to mention the factors that hinder to implement the practice of vocabulary teaching strategies in EFL classes, if any. The data collected from the teachers using questionnaires are categorized and presented above.

Generally, the problems that hindered the practice of vocabulary teaching strategies in the school looked to work in concentration. For example, lack enough dictionary is indirectly or directly affecting the teachers' attempt of practicing the strategies of vocabulary teaching in EFL classes.

In the teachers' questionnaire (See Appendix II), item V_{III} asked the respondents to suggest their own ideas how to promote the practice of vocabulary teaching strategies at high school level. In replying to this item, thus, most of the respondents reported that they needed training to be given to them on how they practically use the strategies to teach vocabulary.

In general, it seems that many of the barriers to practice vocabulary teaching strategies may be reduced if the teachers get adequate training on how they practically practice vocabulary teaching through different strategies and have got sufficient teaching materials on vocabulary teaching strategies.

4.3. Students' Responses

Table4.3.1: Students' belief and experiences of vocabulary learning strategies during EFL classes.

Statements	SA		A		UD		DA		SDA		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
II_1. Foreign language learning is basically a matter of learning its vocabulary	24	26.7	30	33.3	21	23.3	15	16.7	0	0	90	100.0
II_2. In English language learning, vocabulary is the most important aspect to focus on compared to grammar, writing skills, speaking skills, etc.	35	38.9	28	31.1	18	20	9	10	0	0	90	100.0
II_3. I always realize that vocabulary learning has to be given prime consideration in the class.	22	24.4	30	33.3	20	22.2	18	20	0	0	90	100.0
II_4. When I learn a vocabulary, I always use different strategies to understand the meaning and recall it for future use.	33	36.7	25	27.8	17	18.9	15	16.7	0	0	90	100.0
II_5. In learning vocabulary, strategies which enable me to remember words once they are learned are very essential.	32	35.6	27	30	17	18.9	14	15.6	0	0	90	100.0

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

Note: strongly agree = 5   Agree= 4   Undecided= 3, Disagree= 2,   strongly disagree = 1

It has been widely accepted that vocabulary learning is one of the essential elements for learning foreign languages. It is considered to be a good indicator of general language skill (Morra & Camba, 2009). In this regard, items were designed to ask if students understood the importance of vocabulary learning (See Appendix III).   Table4.2.1 above shows that 24(26.7%), 30(33.3%), 21(23.3%) and 15(16.7%) of the respondents revealed that they strongly agree, agree, undecided and disagree respectively with regard to the claim "foreign language learning is basically a matter of learning its vocabulary" (item II_1).

Likewise, in replying to item II$_2$,35(38.9%), 28(31.1%) , 18(20%) and 9(10%)of the respondents respectively confirmed that they strongly agree, agree , undecided and disagree   with the statement that "in English language learning, vocabulary is the most important aspect to focus on compared to grammar, writing skill, speaking skills and etc" (item II$_2$).

There are a number of researchers who regard learning vocabulary as a key aspect to achieve a high level of proficiency in the target language (Boers & Lindstomberg, 2008). Even if learners do not have enough knowledge of the language structures, an adequate knowledge of vocabulary helps learners to maintain a certain degree of communication (Wallace, 1982). In relation to this, items II$_3$ to II$_5$ were used to find out the respondents' beliefs of the different uses of vocabulary learning strategies. Thus, 22(24.4%) and 30(33.3%) replied that they strongly agree and agree respectively on the notion of vocabulary learning has to be given prime consideration in the in English class. Whereas, 20(22.2%) and 18(20%) of the respondents replied that they undecided and disagree on the prime consideration of vocabulary in EFL classes.

Table4.3.2: Students' attitudes towards vocabulary learning compared with other language skills.

Statement	Yes		No		Total	
	F	%	F	%	F	%
II$_{2.1}$. Do you think that vocabulary learning is as important as learning other language skills?	75	83.3	15	16.7	90	100.0

In this connection, students were asked whether vocabulary learning is as important as learning other language skills. Thus, Table 4.2.2 above confirmed that 75(83.3%) of them believed that vocabulary learning is as important as learning other   language skills; while 15(16.7%) of the respondents didn't believe that vocabulary learning is as important as learning other language skills. From this, we could assume that almost all of the respondents accepted the importance of learning vocabulary via different strategies in EFL classes. Indeed, it seems that it is hardly possible to expect teachers to practice vocabulary teaching strategies in EFL classes in the condition where they had not gained adequate training on vocabulary teaching strategies. Therefore, it can be argued that the students should be exposed to the uses / practices of vocabulary learning strategies in EFL classes.

Table4.3.3: The frequency of students' English teacher practice/use of vocabulary teaching strategies during English class.

Practices of vocabulary teaching strategy	Always		Usually		Sometimes		Rarely		Never		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
III_6. How often does your English teacher practice self selection strategies during vocabulary teaching to enhance your vocabulary self selection?	12	13.3	19	21.1	26	28.9	30	33.3	3	3.3	90	100.0
III_7. When your teacher teaches a vocabulary, how often does he practice task-based teaching strategy in the language classes?	13	14.4	19	21.1	26	28.9	32	35.6	-	-	90	100.0
III_8. How often does your teacher give you opportunities to communicate with him/her and with your peers in English to develop your vocabulary?	12	13.3	19	21.1	27	30.0	32	35.6	-	-	90	100.0
III_9. Since there is no one a best strategy of teaching vocabulary, how much your teacher tries to practice different strategies according to their suitability?	15	16.7	19	21.1	25	27.8	31	34.4	-	-	90	100.0
III_{10}. To what extent your teacher offers you to practice cooperative learning strategy to attract your attention towards the vocabulary lesson?	15	16.7	19	21.1	25	27	31	34	-	-	90	100.
III_{11}. To what extent your teacher teaches you so as to help you figure out the meanings of unknown words on your own through context?	22	24.4	31	34.4	24	26.7	13	14.4	-	-	90	100.0
III_{12}. In teaching vocabulary, how often does your teacher focus on collocation strategies which enable you to develop your vocabulary use?	8	8.9	17	18.9	32	35.6	33	36.7	-	-	90	100.0
III_{13}. During your English class, how often does your teacher facilitate to practice communicative vocabulary learning strategy to enhance your vocabulary knowledge?	11	12.2	18	20.0	28	31.1	33	36.7	-	-	90	100.0
III_{14}. . How often does your teacher use definitional context clue to convey the meaning of words during vocabulary teaching?	13	14.4	30	33.3	25	27.8	22	24.4	-	-	90	100.0
III_{15}. During English class, how often do your teacher practices types of contextual clues to familiarize you with unfamiliar words?	18	20.0	31	34.4	24	26.7	17	18.9	-	-	90	100.0
III_{16}. Since you need to know the correct meaning of a word, how often does your teacher facilitate you to practice meaning in a group with your partners to consolidate the meanings?	11	12.2	21	23.3	25	27.8	33	36.7	-	-	90	100.0

In vocabulary self selection strategy, teachers engage students in the process of vocabulary self-selection. Students work in small groups of three to five, and they read a short passage from the book with the teacher.

They are guided by the teacher to identify a word they wish to select. The teacher demonstrates how to use context and other resources to figure out the meaning of the word (Haggard, 1986).

As can be seen from table 4.2.3, the percentage for item III_{16} (36.7%) is titled to words rarely. This could indicate that the English teachers in Kellem Secondary School do not always/ usually practice self selection strategy to engage students so that they do not get exposed to practice this strategy from a short passage or from the book with the teacher. The students were also asked if their teachers practiced task based vocabulary instruction to encourage them so that they ask questions and express their ideas freely on item III_7, item III_8 and item III_{13} extracted whether or not the teachers gave opportunities to create communicative learning process to the students so that they take responsibility to create a dialogue and communicate with their teacher and their peers for the improvement of their vocabulary use when they learn vocabulary through task based and communicative vocabulary instruction. The percentage for items III_7, III_8 and III_{13} respectively which incline towards rarely; and this would seem to suggest that the teachers do not usually or sometimes play their executive roles which are entertained by these items. Similarly, this is consistent with what the present researcher observed in the classrooms during vocabulary instruction. This is because almost all the teachers were not seen effectively playing their executive roles (as advisor, monitor, organizer, facilitator and so on) in the classrooms. This is why through tasks; teachers can have a number of options for enhancing attention to teach vocabulary. One of such options is to allow learners to work cooperatively to make sense of unfamiliar vocabulary via tasks. Regarding communicative vocabulary instruction, the teacher's role in Communicative Language Teaching especially vocabulary is mainly acting as a facilitator for classroom activities as well as home take assignments to make learners engage in groups or pairs work. Instruction plays an essential role in passing messages and thoughts to learners. Teachers are expected to full fill what is required from them for the benefit of learners.

Item III_9 was designed to obtain information from students if their teacher provides them with different vocabulary teaching strategies in which students are confronted to enhance their vocabulary knowledge and develop their understanding about vocabulary use and then they practice two or more strategies at a time. This also indicates that the English teachers rarely practice different vocabulary teaching strategies as resources of helping students practice

vocabulary use. In responding to teachers interview, item B_2 (See Appendix I), however, the teachers gave an opposite response to this. That is, teachers were asked to what extent they plan vocabulary lesson that contain different vocabulary teaching strategies and practice them so that students could take responsibilities for their own work and practice two or more strategies at a time, their answer shows that they usually use contextual strategy to help their students practice figure out the meaning of unfamiliar words. Similarly, during the entire classroom observations made, few of the teachers rarely tried to practice various vocabulary teaching strategies according to their suitability.

As shown in Table 4.3.3 above, the percentage of item III_{10}(34%) falls in the rarely range; and this would show that the teachers do not always and/or usually try to practice cooperative strategy to organize students into pair or group in order to engage in the tasks and arouse their interest when they teach vocabulary. The above table also shows that the percentage of item III_{16} (36.7%) inclined towards 'rarely'. From this, it could be concluded that teachers do not give due attention to make use of group/ cooperative instruction when they teach vocabulary. The classroom observation result also confirmed this reality.

The students were also asked if their teachers encouraged them so that they figure out the meaning of unfamiliar words through definitional context clues or through different types of context clues (item III_{11}, III_{14} and item III_{15}) elicited whether or not the teachers gave useful text to present them in context and students are more likely to deduce meaning from a 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). So, setting a good context which is interesting, plausible, vivid and has relevance to the lives of the learners, is an essential prerequisite for vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary. The percentage for items III_{11}, and III_{15} are 34.4%, and 34.4% respectively which incline towards 'rarely' and the percentage of III_{14} is 33.3 % this would seem to suggest that the teachers attempted to practice this strategy more than the other strategies to enhance the students strategy to understand the meaning of unfamiliar words and develop their ability to practice how to guess the meaning of new words through these type of contextual clues. Likewise, this is very consistent with what the present researcher observed in the classrooms.

On top of this, in reacting to teachers' interview, item A_2 (See Appendix I) teachers were asked when they teach vocabulary, to which one of the strategies they give priority most of the time so that they could practice them and use them so as to develop their vocabulary knowledge. Thus, their answer shows that they usually practice context strategy as a strategy of helping students practice vocabulary learning strategies.

Table4.3.4: **Students' practical doings and their success in learning English vocabulary**.

Item No17	VHI		HI		AI		LI		NI	
To what extent are you interested in learning English words?	F	%	F	%	F	%	F	%	F	%
	12	13.3	23	25.6	34	37.8	21	23.3	-	-
Item No 18	Always		Usually		Sometimes		Rarely		never	
To what extent are you successful in your vocabulary learning?	F	%	F	%	F	%	F	%	F	%
	10	11.1	18	20.0	26	28.9	30	33.3	6	6.7

Key : VHI= very highly interested, HI= highly interested, AI= averagely interested, LI= less interested and NI = not totally interested

As table 4.3.4: illustrates item IV_{17} that 34(37.8%) and 23(25.6%) of student respondents replied that they were averagely and highly interested in learning English vocabulary respectively. Whereas 21(23.3%) of student respondents replied that they were less interested which means that they have a low interest in learning vocabulary. This may also make them have less confidence in learning English well. The rest 12(13.3%) of them reported as they were very highly interested.

In a similar way, students were asked (item IV_{19}) to what extent they use vocabulary learning strategies in order to enhance their vocabulary use. 30(33.3%), 25(27.8%) and 21(23.3%) of them responded that they used rarely, sometimes and usually respectively. Whereas, 5(5.6%) of them reported as they never use vocabulary learning strategies and 9(10.0%) of them said that they always used different vocabulary learning strategies to enhance their vocabulary use.

Therefore, words need to be presented in their typical contexts, so that learners get a fill for their meaning, their register, their collocation, and their syntactic environments. And 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 (Thornbury, 2004).

4.4. Analysis of Data Obtained through Observation

The analysis and presentation of the data collected through classroom observation is presented below. To fulfill the purpose of the observation, the selected teachers were observed. The data based on the requirement of the classroom checklist (see appendix IV) were collected and the observation was conducted by the researcher. Thus the observation result was presented under here.

Table4.4.1: Teachers' role during vocabulary instruction

Teacher's role during vocabulary instruction	Yes		No		Total	
	F	%	F	%	F	%
I_1. The teacher introduces the students know the objectives of the lesson so that the students direct their attention to vocabulary instruction.	6	46.2	7	53.8	13	100
I_2. The teacher lets the students know the significance of vocabulary learning to their real-life communication	5	38.5	8	61.5	13	100
I_3. The teacher teaches vocabulary consciously to arouse students' attention towards to vocabulary instruction.	4	30.8	9	69.2	13	100
I_4. At the end of the class, does the teacher give home take assignment that invite students to practice vocabulary self selection?	13	100	0	0	13	100

As depicted in Table 4.3 .1the data obtained from classroom observation revealed that 9(69.2%) of the teachers introduced the objective of the lesson so that the students direct their attention to the lesson; whereas, 4(30.8%) of teachers didn't introduce the lesson and they observed while they were presenting the lesson by letting the students see from their text and read the words and try to guess the meaning of the words. 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.

Regarding letting the students know the significances of vocabulary in a real life communication, 5(38.5) of them were interested in letting the students to understand the importance of using vocabulary in real life communication. While more than half of them which means 8(61.5%) of the teachers were not interested in creating an opportunity for communication in line with this, students were very passively asking and answering questions in English. Thus, what the teachers should do is to enlarge readers' situation knowledge, arouse their communicative desire to attain the communicative aim (Yiwei WU,2009). This indicates that the teachers did not practice different vocabulary teaching strategies consciously to arouse students' attention towards vocabulary instruction. In case of giving home take assignment, all teachers gave them at the end of the lesson.

Table4.4.2 : Teachers' practice of vocabulary teaching strategies in EFL classes

Items no	Yes		No		Total	
	F	%	F	%	F	%
II_1. Does the teacher present the words through context?	10	77.0	3	23.1	13	100.0
II_2. Does the teacher employ self selection vocabulary teaching strategies during vocabulary instruction?	4	30.8	9	69.2	13	100.0
II_3. Does the teacher provide task based instruction to utilize vocabulary usage?	5	38.5	8	61.5	13	100.0
II_4. Does the teacher create conducive situation for students to communicate with their teacher and their peers to enhance students' vocabulary knowledge?	3	23.1	10	77.0	13	100.0
II_5. Does the teacher create sentences containing the new words in different sentences to teach words in different	10	77.0	3	23.1	13	100.0
II_6. Does the teacher teach vocabulary through collocation?	3	23.1	10	77.0	13	100.0
II_7. Does the teacher employ Cooperative vocabulary instruction?	6	46.2	7	53.8	13	100.0

In Table4.4.2 above, the classroom observation result indicates that the majority of the strategies expected to be practiced by the teachers were not observed except contextual strategies and types of contextual clues. For instance, under item II_1 and item II_5, 10(77.0%) of the teachers were observed that they practiced contextual strategy.

Next to this, 6(46.2%) of them employed cooperative strategy in the class. In the interview conducted with the teachers, some of the teachers confirmed that practicing all the activities in classroom is difficult. This indicates that the teachers haven't had access opportunity to practice these strategies according to their suitability during vocabulary instruction. The reasons for not applying the strategies mentioned in Table 4.4.2 may be lack of training on vocabulary teaching strategies which has a consistency with the questionnaire item IV_{II} and IV_{III} (see appendix II). Regarding students participation during vocabulary instruction, the students were not observed to take part actively in asking questions in English language. In connection to this, during cooperative or group work, they preferred to use their mother tongue (Afan Oromo) rather than practicing English language. This is also another problem the researcher observed in the class.

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 (77%) of them. They also often practice cooperative teaching strategy (46.2%) 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.

Chapter Five

Conclusions and Recommendations

This chapter presents conclusions and recommendations drawn based upon the presentation, analysis and interpretation of data made in chapter four. This study, as mentioned in the previous chapters, was intended to assess to what extent English language teachers practice vocabulary teaching strategies in EFL classes. 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 are forwarded by the researcher.

5.1 Conclusions

Based on the major findings of the study, the following conclusions are drawn.

The teachers hardly practice different vocabulary teaching strategies during vocabulary instruction. From this, we may realize that the teachers do not persistently practice/ use these strategies during vocabulary instruction.

The teachers frequently used context strategy and whole class organization at the expense of pair and/or group organizations when they taught vocabulary in EFL classes. More importantly, strategies such as vocabulary self selection strategy, task based strategy; cooperative strategy and communicative strategy that promote learners' knowledge of vocabularies in the classroom and/or outside the classroom were rarely practiced during vocabulary lessons by the sample teachers. As a result, students would be unable to develop and make use of the previously learned vocabulary items in their effort of using the language for actual communication

On the other hand, the teachers made it clear that they did not get adequate pre/in-service training on the practical aspects of vocabulary teaching strategies. Therefore, it seemed that there was a gap between the teachers' knowledge on the theoretical orientations of practicing vocabulary teaching strategies in EFL classes.

Likewise, lack of teaching materials on the vocabulary teaching strategies in EFL classes directly or indirectly hampered the practice of vocabulary teaching and learning in EFL classes

In conclusion, it is obvious that different teachers use different strategies in the classrooms. Currently vocabulary teaching practices through different strategies at Kellem high school, however, practice a very limited number of vocabularies teaching strategies appeared to be given a secondary importance by the sample teachers. So teachers were less concerned with the practice of vocabulary teaching strategies compared to other aspects of vocabulary teaching and they focused on contextual strategy which was the most dominantly practiced strategy compared to the other vocabulary teaching strategies. For this reason, students were less interested in learning vocabulary through other strategies which were believed to be fostering better vocabulary knowledge. Since no varieties of vocabulary teaching strategies were practiced at Kellem Secondary School in EFL classes, vocabulary teaching through different strategies has got less attention.

5.2. Recommendations

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

❖ It would be advisable for the teachers to practice vocabulary teaching strategies and implement them as much as possible when they teach vocabulary in EFL classes, because 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 (McCarthy 1990). English language teachers should develop favorable tendency to the primacy of vocabulary in the process of language teaching and learning so that they will be able to consider vocabulary teaching strategies as the major component of their language lessons.

❖ The research findings show that teachers' practices of vocabulary teaching strategies were very limited and this was because of almost all teachers hadn't attended courses on how to apply vocabulary teaching strategies in language classroom. Thus, it would be helpful if teachers got adequate training to bridge gaps between the teachers' knowledge on the theoretical orientations of vocabulary teaching and their practical skills of practicing these strategies in EFL.

❖ The students need to be aware of the advantages of vocabulary learning through different strategies to their daily life so that they become motivated and thereby actively play their roles in the using and practicing of these strategies in teaching and learning process. Students, on the other hand, must promote the sense of autonomous vocabulary learning by practicing intelligent guessing from context and by using vocabulary self collection strategy.

❖ Instructional materials like the reference materials on vocabulary instruction are vital factor in the practicing and implementation of vocabulary teaching strategies and fulfilling the necessary teaching aids for the teachers so that they effectively implement vocabulary teaching strategy in EFL classes is the duties that concern the school administration. Thus, the school administration should exert every effort to provide adequate teaching materials for the teachers.

❖ Creating meaningful learning opportunities in and out of the school is very important for learners to make use of the language. Establishing 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 high school level.

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Appendix I
Jimma University
College of Social Science and Law
Department of English Language and Literature

Interview for Teachers

     Personal Information

Name of the School: _____

Qualification: _____

Year of experience in teaching English language: _____

A. Questions concerning teachers' knowledge and belief on the hypothetical practices of vocabulary teaching strategies in EFL classes.

1. Do you think that practicing different vocabulary teaching strategies are very important to enhance students' vocabulary knowledge? If yes, to what extent?   If not, why?

2. When you teach vocabulary, to which one of the strategies you give priority most of the time? Why?

3. How do you think vocabulary teaching should be practiced?

B. Questions concerning Teachers' Experiences of putting into practice of vocabulary teaching strategies.

1. To what extent you plan vocabulary lessons that contain different vocabulary teaching strategies and practice them?

2. To what extent you give chances to students so that they take responsibilities for their own to use strategies and practice them at different time?

3. Is there anything that you complain about the teaching learning process of vocabulary in different strategies? If yes, what was it?

     Thank you!

JIMMA UNIVERSITY

SOCIAL SCIENCE AND LAW

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

TEACHERS' QUESTIONNARIE

Dear teachers:

I am presently making an assessment of the practice vocabulary teaching strategies in grade nine and ten EFL classes. The following questionnaire is therefore designed to gather relevant data for the study from you. Therefore, you are kindly asked to fill in the questionnaire, honestly and carefully. The questionnaire has different questions which are mainly focusing on the practices of different vocabulary teaching strategies while introducing vocabulary lessons. Please note that your answers should be based on what you really do but not based on what you wish you could have done or should have been. You are not required to write your name.

Thank you in advance!

Part one

Background information

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

1. Sex: M ☐ F ☐

2. Age:

A) 20-25 ☐ B) 26-30 ☐ C) 31-35 ☐ D) 36-and above ☐

3. Marital status A. Single ☐ B. married ☐ C. divorced ☐ D. widowed ☐

4. Qualification A) College diploma ☐ B) Degree (BA/ BED) ☐ C) Masters (MA) ☐ ☐

Other, please state

5. Subject you teach:

A. English ☐ B. Afan Oromo ☐ C. Amharic ☐ D. Other ☐

6. Total year of service as a teacher:

A) 1-5 years ☐ B) 6-10 years ☐ C) 11-15 years ☐ D) 16-20 years ☐ E) 21 and above years ☐

II. Questions about teachers' belief and knowledge on the theoretical practice of vocabulary teaching strategies in EFL classes.

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

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

Nº	Statements	Scales				
		5	4	3	2	1
1	Foreign language teaching is basically a matter of teaching its vocabulary.					
2	In English language teaching, practicing vocabulary teaching strategies is the most important aspect to focus on compared to grammar, writing skills, speaking skills, etc.					
3	I always realize that vocabulary teaching has to be given prime consideration in the class.					
4	When I teach a vocabulary, I always use different strategies to help students understand the meaning and recall it for future use.					
5	In teaching vocabulary, strategies which enable learners to remember words once they are learned are very essential.					

2. Have you ever taken adequate training about vocabulary teaching strategies while you were in college/ university?

    A. Yes   B. No

III. Questions concerning teachers' experiences on practice of vocabulary teaching strategies.

Instruction: The following questions are about how often you practice different vocabulary teaching strategies in your English class. Read each question carefully and put an "X" under each number in the table below.

Note that: 5=always   4=usually   3=sometimes 2=rarely   1=never

Practices of Vocabulary Teaching Strategies	5	4	3	2	1
6. How often do you practice self selection strategies during vocabulary instruction?					
7. When you teach a vocabulary, how often do you practice task-based teaching strategy in your language classes?					
8. How often do you give opportunities to your students to communicate with you and with their peers in English to develop their vocabulary?					
9, Since there is no one best strategy of teaching vocabulary, how much you try to practice different strategies according to their suitability?					
10. To what extent you practice cooperative teaching – learning strategy to attract students' attention towards the vocabulary lesson?					
11. To what extent do you teach students so as to help them figure out the meanings of unknown words on their own through context?					
12. In teaching vocabulary, how often do you focus on collocation strategies which enable students to develop their vocabulary use?					
13. During your English class, how often do you practice task-based vocabulary teaching strategy to enhance your students' vocabulary knowledge through different tasks?					
14. How often do you practice definitional context clue to convey the meaning of words during vocabulary teaching?					
15. During English class, how often do you practices types of contextual clues to familiarize students with unfamiliar words?					
16. Since students should know the correct meaning of a word, how often do you facilitate them to practice meaning in a group with their partners to consolidate the meanings?					

IV . The following questions are intended to obtain some information about what students do to learn English vocabulary.

17. To what extent do you think your students are interested in learning vocabulary through different strategies?

A. very highly interested   B. Highly interested

C) Averagely interested   D. less interested

E) Not interested at all

18. To what extent do you think students are successful in vocabulary learning through different strategies?

A) Very highly   B) Highly   C) Averagely   D) Less   E) Not effective at all

V. Questions about factors that hinder the practice of vocabulary teaching strategies in EFL classes, if any. Please write your response in the space provided below.

   I.   Problems related to teaching materials

        a. _____

        b. _____

        c. _____

        d. _____

        e. _____

   II.   Problems related to school

        a. _____

        b. _____

        c. _____

        d. _____

        e. _____

   III.   What do you suggest for the practical promotion of vocabulary teaching strategies at high school level to enhance students' vocabulary knowledge?

JIMMA UNIVERSITY

SOCIAL SCIENCE AND LAW

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Questionnaire to be Filled in by Students

Dear Students: I am conducting a study on "**An Assessment of the Practice of Vocabulary Teaching Strategies in EFL classes: Kellem Secondary School grade nine and ten English teachers in focus.** Therefore, you are kindly asked to fill in the questionnaire, honestly, genuinely and carefully. I like to stress that the information you provide is completely confidential used by the researcher only. For that matter, you don't have to write your name.

Part I

Background information

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

1. Sex: M ☐   F ☐

2. Age:

A) 12-15 ☐   B) 16-20 ☐ C) 21-25 ☐ D) 25-and above ☐

3. Grade   10☐   9 ☐

II. The following questions are based on your beliefs of vocabulary learning and the theoretical practice of vocabulary learning strategies during EFL classes.

Instruction: Show to what extent you agree with the following statements based on your belief and experience of vocabulary learning strategies by putting an "X" under each number in the table below.

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

Nº	Statements	Rating Scales				
		5	4	3	2	1
1	Foreign language learning is basically a matter of learning its vocabulary.					
2	In English language learning, vocabulary is the most important aspect to focus on compared to grammar, writing skills, speaking skills, etc.					
3	I always realize that vocabulary learning has to be given prime consideration in the class.					
4	When I learn a vocabulary, I always use different strategies to understand the meaning and recall it for future use.					
5	In learning vocabulary, strategies which enable me to remember words once they are learned are very essential.					

2. Do you think that vocabulary learning is as important as learning other   language skills?

 A. Yes   B. No

Part III.

Instruction: The following questions are based on how often your English teacher practices/uses these vocabulary teaching strategies during your English class. Read each question carefully and put an "x" under each number in the table.

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

Practices of Vocabulary Teaching Strategies	5	4	3	2	1
6. How often does your English teacher practice self selection strategies during vocabulary teaching to enhance your vocabulary self selection?					
7. When your teacher teaches a vocabulary, how often does he practice task-based teaching strategy in the language classes?					
8. How often does your teacher give you opportunities to communicate with him/her and with your peers in English to develop your vocabulary?					
9, Since there is no one a best strategy of teaching vocabulary, how much your teacher tries to practice different strategies according to their suitability?					
10. To what extent your teacher offers you to practice cooperative learning strategy to attract your attention towards the vocabulary lesson?					
11. To what extent your teacher teaches you so as to help you figure out the meanings of unknown words on your own through context?					
12. In teaching vocabulary, how often does your teacher focus on collocation strategies which enable you to develop your vocabulary use?					
13. During your English class, how often does your teacher facilitate to practice communicative vocabulary learning strategy to enhance your vocabulary knowledge?					
14. How often does your teacher use definitional context clue to convey the meaning of words during vocabulary teaching?					
15. During English class, how often do your teacher practices types of contextual clues to familiarize you with unfamiliar words?					
16. Since you need to know the correct meaning of a word, how often does your teacher facilitate you to practice meaning in a group with your partners to consolidate the meanings?					

IV. The following questions are intended to know what you practicably do in learning English vocabularies. Please circle the letter(s) of your choice.

17. To what extent are you interested in learning English words?

A. Very highly interested   C. Averagely interested

B. Highly interested   D. Less interested

E. Not interested or all.

18. To what extent are you successful in your vocabulary learning?

A. Very highly successful   C. Averagely successful

B. Highly successful   D. Less successful

E. Not success at all

19. How often do you use different vocabulary learning strategies to increase your vocabulary knowledge?   A. Always   B. Usually   C. Sometimes   D. Rarely   E. Never

20. If you have any comment that you want to give regarding the practice of vocabulary teaching strategies in your English classroom, please write your comment in the blank space given here under.

_____
_____
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_____

Thank you for your cooperation!

Yuuniversiitii Jimmaa

Kolleejjii Saayinsii Hawaasaa fi Seeraatti

Damee Barnoota Afaan Ingilizii fi Og-barruu

Bar-gaaffii Barattootaaf Qophaa'e

Kabajamtoota barattootaa,

Hunda dura yerooo keesssan sagantaa kanaaf oolchuuuf heyyamamoo ta'uu keessaniif guddaan isin galateeffadha. Waraqaan gaafannoo kun kan qophaa'e odeeffannoo qorannoo fi qu'annoo mata duree **shaakala tooftaalee jechoota afaan Ingilizii ittiin barsiisuu irratti madaallii gaggeeffamu** (An assessment of the practice of vocabulary Teaching strategies in EFL classes) jedhu irratti ragaa fi odeeffannoo walitti qabachuun fala barbaacisu tokko kennuudhaaf kan yaadame dha. Deebiin keessan icciitiidhaan qabameee hojii qo'annoo qofaaf kan oolu malee barsiisaa keessan madaaluuf waan hin taaneef sodaafi shakkii tokko malee yaada keessan akka gumaachitanan isin gaafadha

Gumaacha keessaniif galatoomaa!

I. Odeeffannoo dhuunfaa armaan gadii mallattoo (X) gargaaramuun guuti.

1. Saala: M ☐   F ☐

2. Umurii:

A) 12-15   ☐   B) 16-20   ☐ C) 21-25   ☐ D) 25 fi isaa ol   ☐

3. Kutaa   10 ☐   9 ☐

II. Gaaffiwwan armaaan gadii ilaalcha fi shaakala tooftalee jechoota barsiisuu daree barnoota Afaan Ingilizii keessatti irratti hundaa'a.
.
Qajeelfama: himootni armaan gadii ilaalchaa fi muuxannoo tooftaalee jechoota barachuu irratti hundaa'u waan ta'eef, hangam akka itti walii galte mallattoo (X) jedhu kana lakkoofsa himoota jala kaa'ii agarsiisi.

Hub: 5= ciminan itti walii gala   4= waliin gala   3= waliin hin galu   2. = ciminaan itti walii hin galu   1. = keessaa hin qabu

lak	yaadawwan	safartuu				
		5	4	3	2	1
1	Afaan biyya alaa barachuu jechuun hundeedhumaan jechoota isaa barachuu jechuu dha					
2	Afaan Ingilizii barachuu keessatti, jechi(vocabulary)n yeroo seerluga, barreessuu, dubbachuu fi caqasuu waliin madaalamu baayyee barbaachisaa dha					
3	Yeroo barnoota daree keessatti jechaaf ilaalchi duraa akka kennamu qabu nan hubadha.					
4	Yeroon jecha baradhu, yeroo hundumaa hiikaa isaa hubachuufis ta'e fuula duratti yaadachuuf tooftaalee adda addaan gargaaramun gaarii dha.					
5	Jechoota barachuu keessatti, ergan baradhee booda jechoota san yaadachuudhaaf tooftaaleen adda addaa barbaachisoo dha.					

2. Jechoota barachuun akkuma ogummaalee afaanii kanneen biroo barbaachisaaa dha jettee ni yaadaa? A. eeyyee   B. miti

III. Yaadonni armaan gaditti dhiyaatanii jiran, wayitii barnoota afaan Ingilizitti barsiisaan keessan hangam tooftaalee jechoota barsiisuu gargaarama kan jedhurraatti fuulleffatu. Kanaaf, gaaffilee sana qalbiin erga dubbistee booda mallattoo "x" kana kaa'uun deebisi.

Hub: 5=yeroo hundaa 4= yeroo baayyee 3= yeroo tokkotokko 2= darbeedarbee 1= tasumaa

	Gaaffiwwan	safartuuwwan				
lak	Itti gargaarama tooftaalee jechoota barsiisuu	5	4	3	2	1
6	Wayitii barnoota jechaa(vocabulary)tti, barsiisaa Afaan Ingilizii keessan hangam tooftaa jechoota ofiin filachuutti gargaraaramanii dendeetti jechootaa keessan gabbisuuf yaalii taasisu?					
7	Barsiisaa keessan yeroo jeshoota barsiisu, hangam tooftaa hojii irratti hundaa'e(task based) gargaarama?					
8	Barsiisaan keessan dandeettii jechootaa keessan cimsuuf hangam akka isa waliin afaan ingiliziitiin haasaa gootaniif carraa isiniif kennu?					
9	Tooftaan jechoota barsiisuu inni baayye filatamaa ta'e waan hin jirreef, barsiisaan keessan hangam tooftaalee adda addaa akkaataa barbaachisummaa isaanitti itti gargaaramuuf yaalaa?					
10	Barsiisaan keessan hangam tooftaa waliin barachuu isin affeeruun yaada keessan gara barnoota jechaatti luuccessuu?					
11	Barsiisaan keessan hangam akka isin hiikaa jecha tokkoo galumsa isaarraa baasuu dandeessaniif isin barsiisu?					
12	Wayitii barnoot jechootaatti, barsiisaan keessan hangam tooftaa jechoota waliin deeman irratti xiyyeeffachuun dandeettii jechootaa keessan gabbisuuf yaalu?					
13	Wayitii Afaan Ingiliziitti, barsiisaan keessan akka isin waliin haasaa gootanii beekumsa jechootaa horataniif hangam haala isiniif mijeessu?					
14	Wayitii barnoota jechootaatti, barsiisaan keessan hangam tooftaa akkataa galumsa jechootaa gargaaramuun hiikaa jechootaa isiniif ibsaa?					
15	Wayitii Afaan Ingiliziitti, barsiisaan keessan hangam akaakuu akkaataa galumsa jechootaa gargaaramuun jechoota haaraa ta'an waliin wal isin barsiisaa jiraa?					
16	Ati hiikaa jechaa sirrii ta'e beekuu barbaadda, barsiisaan kee immoo hangam akka ati hiriyyaa kee waliin hiikaa jechootaa walliitti fiddanii ilaaltaniif haala mijeessaa?					

IV. Gaaffileen armaan gadii hangam akka ati wayitii barnootaa jechoota afaan ingilizii barachuu keessatti qabatamaatti waan ati gootu hubachuuf kan karoorfame dha. Kanaaf, filannoo aramaan gadii keessaa tokko filadhuutii itti bari.

17. Jechoota afaan Inglizii barachuudhaaf hangam fedhii qabdaa?

A. baayyee baayyisee   C. gidduu galeessa

B. bayyee   D. muraasa

E. tasumaa fedhii hin qabu.

18. Jechoota afaan Ingilizii barachuu keessatti hngam milkooftee jirta?

A. baayyee baayyee   C. gidduu galeessa

B. baayyee   D. muraasa

E. waan tokkollee

19. Daandeetti jechootaa kee dabalachuuf hangam tooftaalee jechoota barachuutti dhimma bahaa jirta? A. yeroo hundaa   B. yeroo baayyee   C. yeroo tokko tokko   D. darbee darbee

E. tasumaa

20. Tooftaalee jechoota Afaan Ingilizii barsiisuu ilaalchisee, yadda dhuunfaa kee kennitu yoo qabaatte, bakka duwwaa arammn gadiirratti barreessi.

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Appendix V
Jimma University
College of Social Science and Law
Department of English Language and Literature

Classroom Observation Check list

	Behaviors to be observed during the practice of Vocabulary Teaching Strategies	Reponses																								
		T1		T2		T3		T4		T5		T6		T7		T8		T9		T10		T11		T12		T13
		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
I	Teacher's role during vocabulary instruction																										
1	The teacher introduces the students know the objectives of the lesson so that the students direct their attention to vocabulary instruction.																										
2	The teacher lets the students know the significance of vocabulary learning to their real-life communication																										
3	The teacher teaches vocabulary consciously to arouse students' attention towards to vocabulary instruction.																										
4	At the end of the class, does the teacher give home take assignment that invite students to practice vocabulary self selection?																										

II	The practices of Vocabulary Teaching Strategies in EFL class	Responses																								
		T1		T2		T3		T4		T5		T6		T7		T8		T9		T10		T11		T12		T13	
		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
1	Does the teacher present the words through context?																										
2	Does the teacher employ self selection vocabulary teaching strategies during vocabulary instruction?																										
3	Does the teacher provide task based instruction to utilize vocabulary usage?																										
4	Does the teacher create conducive situation for students to communicate with their teacher and their peers to enhance students' vocabulary knowledge?																										
5	Does the teacher create sentences containing the new words in different sentences to teach words in different types of context clues? (Like explanation, definition, synonyms etc)																										
6	Does the teacher teach vocabulary through collocation?																										
7	Does the teacher employ Cooperative vocabulary instruction?																										

III	Students' Roles during vocabulary instruction																											
1	Do students actively participate in cooperative learning and communicate with each other in English language?																											
2	Do students take part in asking questions and answering willingly?																											
3	Do students actively participate in the classroom tasks during vocabulary lesson?																											

Key: T+1, 2,3--- represents code of teachers. For example T1= teacher one,   T2= teacher two,

T3= teacher three,T4= teacher four , T5= teacher five, T6= teacher six etc

 1= represents first observation and 2= represents second observation,