

Adama Science and Technology University

School of Humanities and Law

Department of English

(Graduate Program)

**An Investigation into EFL Teachers' Vocabulary Teaching
Strategies: Two secondary and one preparatory
schools in focus.**

MA in TEFL Thesis

By:

Teneja Kidane

**August 2016
Adama, Ethiopia**

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Declaration

I, Mr. Teneja Kidane, a Postgraduate student in TEFL, confirm that this thesis, entitled Investigation in to EFL Teachers' Vocabulary Teaching Strategies: Two secondary and One Preparatory School in Focus, is my own work which has never been submitted elsewhere.

Abstract

The purpose of this study was to examine EFL teachers' vocabulary teaching strategies employed by all the seven teachers of two secondary and one preparatory schools in Basketo special woreda, SNNPRS. Therefore, the researcher used the availability sampling technique; the descriptive survey research design to conduct the study. The availability sampling technique was used because of small number of populations in the schools. And, the researcher employed the three tools whose questions were adapted from the other source mentioned in the appendix (3). To illustrate this, the questionnaire was one of the tools which was prepared and, administered to all the seven teachers of the above mentioned schools. As a result, the data obtained through this technique was tallied, and tabulated in the form of frequency and percentage to analyze it quantitatively. This means that they were used to quantify the data obtained through questionnaire numerically. On the other hand, the data gathered through both observations and interviews were analyzed by using the qualitative method of data analysis all the way through words. The analysis and discussions of the study were also accomplished based on the data collected using the three tools.

Furthermore, the findings of the study show that teachers were inclined to present vocabulary through using direct strategies of teaching than indirect strategies of teaching. Thus, based on the findings of the study, the most frequently practiced direct strategies of teaching English language vocabulary are guessing meanings of words from context, studying parts of speech, asking students to study word lists, asking students to use new words in making sentences, teaching students to study semantic relations, and teaching them to write down new words in their exercise books. However, it can be said that nearly all common vocabularies which can have concrete meanings have to be taught using direct strategies of teaching vocabulary while others those which might not have concrete meanings are supposed to be taught through indirect strategies of teaching vocabulary. For instance, these include extensive reading, watching and listening to audio visual materials, interacting with others and etc. And it also seems that there were factors challenging teachers' practice of vocabulary teaching strategies that need to be solved through concerned bodies correspondingly as troubles hindering the mastery of vocabulary to make effective EFL communication.

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Abbreviations and Acronyms

EFL: English as a Foreign Language

Freq: Frequency

MoE: Ministry of Education

SNNPRS: South Nations, Nationalities, and Peoples' Regional State

Chapter One: Introduction

1.0. Introduction

This section of the research report discusses the historical background of the topic under study from global context to local context, reasons for conducting the study, beneficiaries of the results of the study, some detailed explanations of the statement of the problem, scope of the study, and constraints of the study.

1.1. Background of the Study

English as foreign language or English as second language embrace various vocabulary teaching and learning strategies for classroom instruction. In relation to this, the researcher wanted to enquire EFL teachers' vocabulary teaching strategies in the schools he has been teaching English language. This is because still students are suffering from not only using the language fluently, but also expressing their ideas well.

Nonetheless, nowadays the EFL teaching and learning approach of Ministry of Education of the Federal Democratic Republic of Ethiopian Government has been mainly focusing on the communicative, learner centered, realistic, and meaningful since 1994 with the coming of new government, new education and training policy was published according to the Report on a Future Search Conference of Institute of International Education and Ambo University in collaboration with MoE (n, d. p, 15). Some of the reasons for these are due to students' poor performance in communication and not using the language well; it has been decided as medium of instruction for secondary schools as well as a subject of study since grade one. Consequently, looking at both the local and global history of EFL teaching and learning can provide some sort of invaluable information in line with the contribution of students' word power to communicative language ability.

During the 20th century, a lot of issues had been going round vocabulary teaching and learning process. Thus, a brief look at the history of foreign language teaching and learning in the century could help us see the major issues in vocabulary teaching and learning as well as research insight. For instance, Murcia (1992) as cited in Minda (2003, p. 8) in the first two, or three decades of the century, vocabulary constituted one of the most important parts of foreign

language teaching and learning. The dominant language teaching methods of this time were Grammar translation method, and Reading approach extremely treated direct vocabulary teaching, seal (1982) as cited in Murcia (1991, p.296). The period also marked the beginnings of what came to be known as the "Vocabulary Control movement". The movement was essentially pedagogically inspired research effort intended to determine the lexical content of English language course books. The two important results of this movement were Basic English by C.K. Ogden and I.A. Richards (1930), A General Service List by Michael West (1936). These works were aimed at providing learners with basic minimum vocabulary, selected on the basis of semantic and frequency information. The authors of these works claimed that learners who could manage to learn these words could meet their fundamental communicative needs (Carter and McCarthy 1988). These works, though criticized for their limitations, "playing a major role in determining the lexical content of commercial course books and ESL/EFL readers" Seal (1982) as cited in Murcia (1991, p.297).

In the 1940's vocabulary teaching and learning ineffective out of favor for it was regarded by the leading language teaching methodology of the time, the audio-lingual as something that overburdened the learners' learning capacity and get in the way of the main purpose of language teaching, helping learners master the basic Phonological and Grammatical patterns of the language. Thus, this had devastating effect on the development of vocabulary teaching and research. This state of affairs continued until the 1970's when voices began to be heard against the condition, the regulation of vocabulary to a second position.

However, in the 1980's vocabulary came back into a top place. During this time many course books entirely devoted to vocabulary teaching had been published, particularly by those who opposed the neglect. Examples of these works include Gairn and Red man (1986): working with words; Morgan and Rinvolucir (1986): Vocabulary; Wallace (1987): Teaching vocabulary, and McCarthy (1990): vocabulary. These woks unlike their predecessors came up with explanations about the nature of words and how they can be learned as well as the techniques that could facilitate learning. This recovery of interest in vocabulary was stimulated by three important developments in the theory and practice of foreign language teaching. The first was the belief that formal instruction of structure did not help much second language learners, for learners of their own internal grammar which proceeds in preset stages of more

advantageous to spend instructional time on vocabulary. To emphasize this, Judd (1978) as cited in Minda Mamo (2003, p. 9) says “Instead of spending excessive time in perfecting the syntactical performance of our students, we should begin to work on our students’ vocabulary. Since many of the errors in language rules will only disappear with time, classroom exercises might be devoted to vocabulary enrichment.” The second important development was coming into the view of communicative methodologies which emphasizes language use, rather than the formal study of it. The methodologies stress the importance of empowering students to communicate and one way of achieving this was increasing the learners’ vocabulary. The third one was the difficulty observed among second language learners in their academic studies owing to the small size of their second language vocabularies. Accordingly, it was thought necessary to increase students’ word power. This emphasis on vocabulary inspired research interest and many descriptive and acquisition studies were made.

Besides, “vocabulary is one of the four core components of reading instructions that are essential to successfully teach children how to read. These core components include phonemic awareness, phonics and word study, fluency, vocabulary and comprehension as National Reading Panel (2000) cited in Joan Sedita (2005,p.1). “Vocabulary knowledge is also important because it encompasses all the words we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts. Vocabulary is a unit that holds stories, ideas and content together ...making comprehension accessible for children” Rup lay, Logan & Nichols (1998 &99) as cited in Joan Sedita (2005, p.1).

Besides, students’ word knowledge is strongly linked to academic success because students who have large vocabularies can understand new ideas and concepts more quickly than students with limited vocabularies. According to Chall &Jacobs (2003) as cited in Joan Sedeta (2005, p.1) , the high correspondence in the research literature of word knowledge with reading comprehension indicates that if students do not adequately and steadily grow their vocabulary knowledge, reading comprehension will be affected.

In connection to this, in Ethiopian context, researchers such as Dessie (1988), Moges (1989), Tesfaye (1990), Alemu (1994) as cited in Minda Mamo (2003, p. 3 & 4) indicated that the vocabulary learning situations in Ethiopian schools have several drawbacks. Some of these are lack of attention given to vocabulary and problems with the techniques used in vocabulary teaching and learning. For example, Dessie (1988) in his study found that vocabulary teaching

techniques did not engage students in meaningful learning activities. As a result, both the drop out of the freshman students at Addis Ababa University and reduced performance in other subjects confronted for the reason of poor vocabulary knowledge. Therefore, this study can be a spring board to investigate how vocabulary has been taught in grade nine.

1.2. Statement of the Problem

The researcher intended to investigate EFL teachers' vocabulary teaching strategies in two Secondary and one Preparatory School. Because students in this grade level showed poor vocabulary performance in different aspects of the English language, and there were small number of research works in the area unlike vocabulary learning strategies.

Studies by Dessie (1988), Tesfaye (1990), Alemu (1994) and Moges (1989) as cited in Minda (2003) pointed out that the vocabulary learning situation in Ethiopian schools have several draw backs. These are lack of attention given to vocabulary and the problems related to techniques used in vocabulary teaching and learning. Regarding the effectiveness of the vocabulary teaching and learning techniques used in secondary schools, Alemu(1994) as cited in Minda Mamo (2003,p.3) “ the most frequently used vocabulary teaching techniques in high schools are techniques that often test learners' achievements of vocabulary learning rather than techniques that enable learners to use every opportunity of vocabulary expansion.”

Even though students are able to express their feelings and ideas very little in English with grammar, they can express even nothing without words (Wilkins 1972, p. 111). Moreover, vocabulary is very crucial to develop English language ability for it is one of the most important skills of the language. Therefore, with words, we can express ourselves well and understand ideas of others' as well. This can greatly be achieved through word power ability. With regard to this, Dubin and Olishtain (1994) say that, it is perhaps the issue that having a good word power can enable learners to express their ideas effectively and a method by which they can meet their intended objectives (p. 112).

In addition to the above idea, the importance of good knowledge of vocabulary is not limited to just empowering learners to utilize their mental resources, it also facilitates the learning of other feature of language ...more vocabulary should mean more comprehension of input and more comprehension of grammar as Stieglity (1983, p.71).

Therefore, stieglity underscores, No matter what conceptual framework one uses in regard to ESL instruction, vocabulary development is major element. Every effort should, therefore, be made to support and encourage vocabulary growth (ibid. p. 75).

According to the contemporary English language teaching and learning of Ethiopia, students of almost all grade levels are much more expected to be active in communicative aspects. This is why English language has been taught since grade one. However, today what language teachers consider in our secondary schools is far different. This means that, most students in these grade levels were unable even to express themselves well in English through speaking and other aspects of the language. Therefore, the researcher wanted to look in to vocabulary teaching strategies like vocabulary learning strategies that have been examined by the other researchers mentioned above.

Furthermore, the national English language teaching and learning curriculum stresses on communicative language teaching approach rather than traditional methods that mainly emphasize on teaching and learning language rules and isolated vocabulary items. This is to create students who can involve in meaningful learning situations using the language as much as possible without upsetting at accuracy of structure across the disciplines in the curriculum.

And the study rather differs from the studies mentioned above in that vocabulary teaching strategies were not researched more than learning strategies even if researchers pointed out problems such as lack of attention given to vocabulary, techniques used in vocabulary teaching and learning linked not only to learning strategies but also vocabulary teaching strategies.

1.3. Objectives of the Study

1.3.1. General Objective

This study was mainly intended to investigate EFL teachers' vocabulary teaching strategies implemented in two secondary and one preparatory schools.

1.3.2. Specific Objectives

The study attempted to:

- a. identify vocabulary teaching strategies frequently used by the teachers,
- b. find out the emphasis given to instruction of vocabulary teaching strategies by the teachers, and
- c. look for factors affecting the implementation of various vocabulary teaching strategies.

1.4. The Research Question

The study has tried to answer the following research questions. These are:

- a. what strategies do teachers frequently use in their vocabulary teaching?
- b. how much emphasis do teachers give to instruction of vocabulary teaching strategies?
- c. what factors do affect teachers' use of various vocabulary teaching strategies?

1.5. Significance of the Study

The findings of this study can allow students, teachers and school administrations to create awareness about the effective implementation of vocabulary teaching strategies in developing learners' English language proficiency. Besides, the findings can mainly help EFL teachers to assess the implementation of their vocabulary teaching instructions in their classroom. Moreover, it could also lend a hand to interested researchers in making use of it as a source of information whenever they want to conduct further study in related areas in the field to fill the gap of this research. Furthermore, the findings of the study suggest some practical and suitable dealings and course of action that can help EFL teachers in employing vocabulary teaching strategies.

By and large, this study announces the educational officers and institutes to investigate the educational significance of vocabulary teaching and learning in advancing the language proficiency of the learners of EFL.

1.6. Delimitation of the study

This study is delimited to investigate EFL teachers' vocabulary teaching strategies employed at Grade nine in the two secondary and one preparatory schools in Basketo special woreda, SNNPRS. Thus, the subjects for this study are only bordered to all the seven English language teachers of Grade nine. This is because of the small number of teachers in the two schools.

1.7. Definition of key Terms

Vocabulary is "a list of words with their meanings, in a book for learning a foreign language, and it is also all the words someone knows and, or uses in a language" AS Horn by (2010).

Strategies are "specific 'attacks' that we make on a given problem, and that vary considerably with in an individual" (Brown, 2007, p.132)

Vocabulary teaching is the process of choice and presentation of words (lexis) for learners (Mohammad Taghi Hassani, 2013, vol.1, No. 4)

Direct vocabulary teaching Strategy is a vocabulary teaching strategy by which the attention is given to vocabulary explicitly like vocabulary exercises, studying vocabulary in context and rote learning (Tse Ching Yan 2008, p. 11)

Indirect vocabulary teaching Strategy refers to vocabulary teaching that may be incorporated in to communicative activities such as listening to stories and songs, watching films and Television, role play and group work (ibid, 2008, p. 11)

Consolidating Words Learnt Before refers to increasing the exposure, ways, and opportunities to remember words and their meanings learnt before.

Teaching English as Foreign Language indicates that teaching of English in a non-English speaking region (www.acronymfinder.com/html).

1.8. Limitation of the Study

The study encountered the following constraints when conducting the investigation. First, the researcher thought that the study would have been better if teachers' vocabulary teaching strategies had been studied together with learning strategies. Because this might have enabled the researcher to see how much relation they had, and their contribution to students' word power achievement for effective communication. But, the research was only limited to vocabulary teaching strategies because of time and resource constraints. The other limitation was that the researcher has not made longer classroom observations as it had been done in the regular teaching classes. Besides, teachers had been reluctant in giving the required information in the questionnaire and interview. Thus, these and some other related factors could have affected the validity of findings of the study. On the other hand, the researcher tried to reduce the mentioned limitations in paying great attention to triangulating the data of the three tools.

Chapter Two: Review of Related Literature

2.0. Introduction

This unit deals with the definition of the term vocabulary, vocabulary acquisition concerning components of knowing a word and the incremental nature of vocabulary acquisition. It also discusses direct and indirect vocabulary teaching strategies in presenting new words and consolidating the already learnt words as well as the very rationale of conducting the current study.

2.1. Definition of Vocabulary

There are many different definitions to the word vocabulary in different sources. For example, vocabulary is defined as “the total number of words in the dictionary, and also it is the total number of words someone knows in a language” AS Hornby (p. 1722).

In oxford advanced learners dictionary, vocabulary is defined as all the words that a person knows or uses; all the words in a particular language; the words that people use when they are talking about a particular subject; and list of words with meanings, especially in a book for learning foreign language.

Large vocabulary size knowledge is also the most important input to make effective communication. Hatch (1983) also states that the level of knowing a word is the most significant in the process of learning foreign language because words are the fundamental entities of communication. Lack of vocabulary knowledge on the side of students can lead them to communication break (Gass, 1988).

Nevertheless, EFL teachers finally discovered that helping students increase adequate word power in making efficient communications and reading materials outside the text book are troubles in teaching English (cook, 1996). There may be also teachers who teach vocabulary only by using their past experiences than taking enough training and tips how to teach effectively. Besides, there could be teachers who do not pay good attention in teaching vocabulary by employing effective vocabulary teaching strategies. Concerning the idea, it is high-quality to be rational in investigating how teachers teach vocabulary to certain level of students in the schools and discover if there is common tendency.

Vocabulary knowledge is a key issue as it contains all the words we need to know to address our previous experiences, express our thoughts, ideas and communicate effectively, learn about new concept as well. Also students' word power is highly connected to their academic achievement as those who have a lot of vocabulary can understand and learn new concepts and ideas easily than who do not have adequate vocabulary. There is a sky-scraping need for vocabulary instruction at all grade levels by all teachers (Joan S, 2005, p.1). Vocabulary is the most useful part of learning language because it provides learners with a great deal of meanings of various words in acquiring EFL and, or ESL. Its function is even beyond simply addressing meanings. As result, it can deal with structure or language form, stress, rhythm, intonation, tone of voice, pauses, hesitations or silence; and nonverbal phenomena like kinesthetic features. According to Mc Cathy (1990, p.8) learning a language does not seem to learn only vocabulary as in the following:

Learning a language cannot be only reduced to learning vocabulary, it is also true that no matter how well the student learns grammar, no matter how successfully the sound of L2 are mastered, without words to express a wide range of meanings, communication in L2 just cannot happen in any meaningful ways.

However, vocabulary is usually the least focused and the most mistreated of all aspects of learning L2 (Kennedy & Bolitho, 1984, p. 65). Giving less attention to vocabulary is not only the problem of older grammar but also more current communicative approaches. This means that the importance is rather shifted to structures "functions, notions and communicative strategies" Dubin & Obshtain (1986, p. 111 &112). According to Allen (1983, p.1), Wallace (1988, p.9), Corder, Rossener and Bolitho (1990, p.113), Taylor (1990, p.1), and Willis (1990, p.1_14) students exhibited lack of awareness about the significance of vocabulary as they have observed that there was a great emphasis on structure rather than vocabulary. With regard to this, the above writers found that learners who were given a text of content words are better than those of who were given a text of structural words in understanding what the text is about. Therefore, it is very important for teachers to teach vocabulary by using effective vocabulary teaching strategies to benefit their students more.

2.2 Vocabulary Acquisition

In connection to vocabulary acquisition, authors like Nation (1995) and Schmitt (2000) believe that age, amount of experience, L1, and enthusiasm are variables which have great influence on second language acquisition. However, some acquisition steps are still unclear to people (Nation, 1995). Consequently, there is universally agreed up on theory for acquisition of vocabulary which constitutes all areas until nowadays. Even though there has not been a common vocabulary theory entirely developed, we can simply deal with the common ones.

2.2.1 Components of Knowing a Word

Learning vocabulary is more obscure process than what we plainly find it as it appears. It is somewhat unlike to have the same large numbers of knowledge for every word in a language. Regarding to the current Grade 11 English Text book (2005, p.191 & 192), knowing a word means recognizing whether it has one meaning or several, what it looks like, what it sounds like, its equivalent in mother tongue, what other words it can be used with i.e. which prepositions can go after or before it, which adjectives or adverbs can go with it, whether it is used formally, informally, or neutrally, and what part of speech it is and how it is used in a sentence. Similarly, Linda Taylor (1990, p.1_3) said that word knowledge constitutes the acquisition of the various information which seems to be language universals. Hence, to know a word means to know a range of components of that word.

According to Schmitt and Mc Cathy (1997), word acquisition does not only mean to know the form and its meaning as well. Nation also (2001, p.27) states a model of covering all aspects which are involved in knowing a word. In this model, he puts that knowing a word means knowing its form, meaning, and use in a general sense. When saying about form, it includes spoken form, written form, and word parts. And, with regard to meaning, there is a relation between the form and the meaning, ideas and referent as well as associations to other words. In terms of the use, grammatical functions, collocations and constraints are incorporated including registers and frequency of occurrence of words.

Nation (2001) further classified word knowledge as receptive and productive skills. Receptive vocabulary use concerns the word forms by listening, and reading and recalling its meaning where as productive vocabulary use contains expressing meaning by means of speaking and writing. Learners may try to remember the meaning in their mind and then produce the

expected spoken and written forms. According to him receptive knowledge of a word means that a learner can understand the pronunciation and its written forms as in listening and reading happens. Moreover, he can recognize the word parts that contribute to its meanings. He is able to know what the word signals and understands its meaning in a particular context in which it is appeared as he knows the concept more than the word. It tends to be also clear that he should think other related words as coming across the word. Likewise, the learner has to be able to know if the word is correctly used in a sentence and with which words it can go together.

Lastly, the learner should recognize the occurrences of the word and its context as if it is formal or informal. Nonetheless, in productive knowledge of a word, a learner can pronounce and spell it correctly; he can also express the meaning by using the right word parts and its correct forms. In addition, he should be able to produce the word in dissimilar situations so as to state different meanings. During the production of a word, some related words such as synonyms and antonyms are linked. The learner should also know how to use the word appropriately in a sentence and relate suitable words with it. Eventually, “the learner should be able to decide if the word suits the formality of the context” (Nation, 2001). Nation established some recommends from a research conducted by Waring (1997) regarding both receptive and productive knowledge. But, receptive knowledge is more easily acquired than productive knowledge. Learning vocabulary for productive knowledge demands much time and practice than receptive knowledge. Both Nation and Graffin (1992) also found that productive learning is more difficult than receptive learning. By and large, productive learning is more effective for productive use whereas receptive learning is for receptive use. Then, teachers have to think about the rationale of the lesson and organize tasks of receptive and productive learning systematically

2.2.2 The Developmental Nature of Vocabulary Acquisition

The next step to discussing the different aspects of word knowledge is that “vocabulary acquisition is incremental in nature” Schmitt (2000) as cited in Tse Ching Yan (2008, p.13). He thinks that someone cannot make it full knowledge of a word, for example, meanings, form, collocation and register boundaries at once. The various components of knowing a word can be developed in hierarchical order. To illustrate this, a learner needs to know the meaning of new words earlier than knowing how it collocates with other words.

Schmitt (2000 p.118) considers that a pupil may be acquainted with some concepts of new words like its form and meaning, but most of the studies on acquisition of variety kinds of word knowledge do not have universal assumption. The first step of learning a new word for students may be recalling its pronunciation, or some of its letters. Besides, the more publicity the students have to the word, the more components of the word they recognize and some other meaning commonly sense as well. The rationalization indicates that “some word knowledge aspects develop at different rates than others”.

Henricksen (1999) also believes that the progress of numerous components of word knowledge is incremental in natural world. According to Henricksen, there are three components of word knowledge. These components will be acquired in various areas. First, in lexical components, a learner is able to recognize knowing a word from unsound to partly, and then to accurate level to realize the meaning of the word in a progressive process in which one cannot succeed knowing different facts of word at once. Second, the development of word knowledge is based on the recognition of some lexical components. “These are the meaning, the spoken and written forms of the word, the grammatical feature, collocations, register and associations of the word, and knowing both the productive and receptive knowledge aspects of a word.” In the old assumption, productive knowledge use of a word comes after the learning of receptive knowledge use of that word. However, Melka (1997) believes that the mastery of both receptive and productive knowledge happens along with. This means that there would not be a way of occurring either receptive or productive knowledge one after the other. They happen jointly inevitably.

2.3 Vocabulary Teaching Strategies

This section deals with the foremost familiar types of vocabulary teaching strategies and ways of presenting unknown words and consolidating their knowledge.

2.3.1 Direct and Indirect Vocabulary Teaching Strategies

Vocabulary teaching strategies can be classified into direct and indirect Nation & Newton (1997) as cited in Tse Ching Yan (2008). In a direct teaching, vocabulary is clearly emphasized in line with vocabulary exercises, studying vocabulary using contextual clues and learning by heart. Direct vocabulary teaching is also meant by teaching specific words by which is said to be pre teaching vocabulary, prior to reading a selection, and contains the analysis of word roots

and affixes as Beck, et al. (2002) as cited in Joan Sedita (2005). However, communicative activities such as listening to stories and songs, watching films and television, role play and group work vocabulary learning are included in an indirect strategy.

In contrast, a teacher cannot teach learners all the vocabulary they want to acquire. Therefore, vocabulary instruction also includes indirect vocabulary teaching strategies like making lots of exposure to it, and to have the learners to have much more. Indirect vocabulary teaching also contains encouraging the learners increase their interests for words and satisfaction in their use (Ballmann, et.al.2003). These days, a lot of teachers are influenced by communicative approach of vocabulary teaching (Rodgers, et.al 1996) as cited in Mohammad Taghi Hassani (2013).

Accordingly, reading is a strategy to learn new words when the teacher does not actually pay attention to unknown words in the text. In this case, the learner tries to guess the meaning of a new word using the context rather than s/he needs the teacher for meaning. On the one hand, this way of learning the meanings of new words demands more intellectual endeavor than just getting the meaning from the teacher. Moreover, Hulstijn (1992) as cited in Mohammad Taghi Hassani (2013) believes that a learner better understands incidental word meanings than the already arranged word meanings. As result, in using an indirect vocabulary teaching strategy, students could be more beneficent when they have good quality knowledge of English which can help them to recognize anonymous words. Furthermore, secondary vocabulary teaching is also able to help students consider both the grammatical and collocation behavior of words in contexts.

Knowing a word incorporates not only knowing its translation, spoken and written forms, but also how to use the word communicatively in the context. Consequently, it is clear that an indirect vocabulary teaching strategy is the most essential for learners' vocabulary increase. However, strategies such as reading, writing a piece of text, or presentations, which are commonly said to be an indirect vocabulary teaching strategies cannot probably cover all kinds of students since they want learners to achieve a large vocabulary in mind easily during activities they are given. For this reason, teachers need to teach learners directly because of lower intermediate students. If not, the learner may get confused of learning some vocabulary in prioritizing which of them supposed to be learned earlier. Accordingly, Nation (2002, p.91)

states that especially in lower level of word acquisition, drawing attention to words enhances the chance that learners will remember them later on. It seems to be worthwhile in word learning if the purpose of the lesson is vocabulary acquisition and it is high frequency word, an important word or technical word, or involves useful word parts. Besides, it is very necessary to teach a word directly if it provides an opportunity for word development (Nation, 2001, p.93).

Some traditional ways of presenting new vocabulary items are like techniques of visual, verbal and translation as well as some student _centered approaches, or asking others, dictionary use and guessing from context Gairns & Redman (1986) as cited in Tse Chang Yan (2008). Taylor (1990) states that new words can be presented by using written motivation like nonverbal; picture and ‘realia’ and oral/aural stimulus. She also says that it is very important to give a group of stimuli for students in giving many aspects of the word knowledge. Nation (2001) also suggests that teachers are able to give definitions by acting using body language, showing pictures, objects or diagrams, by translating either in mother tongue or second language, by contextualizing. Moreover, teachers can pre teach large vocabulary by providing dictionary entries for collocations, semantic mapping, affixation, synonyms or the use of classification activities (Tse Chang Yan, 2008, p.12). It is also possible for teachers to practice pronunciation, reading out the listening texts, and other related materials with students. Generally, the vocabulary teaching strategies mentioned are all said to be direct vocabulary teaching strategies. Furthermore, Nation (2001, p.97) states that it is possible to narrow the defect between the learners’ current ability of L2 and some difficulties they are expected to face through direct vocabulary teaching. As result, it can be a way that can facilitate the process of learning.

According to Schmitt (2000), vocabulary activities should be set in both direct and indirect vocabulary teaching strategies based on the learners’ capacity of language. In lower grade levels, learners should be taught vocabulary directly so as to strengthen the most frequent words. The reason is that the words are very essential for genuine language use (Nation, 1995). In contrast, vocabulary in higher level should be taught to the learners through indirect ways because this can create opportunities which can give students various contexts to face words and they can have lots of exposure to consolidate the words in the memory.

Nation (2001) believes that there should be a balance between employing direct and indirect vocabulary teaching strategies. In fact, they can support each other. It is also added that the most frequent words which can have tangible meaning should be taught directly whereas others those which might not have concrete meaning should be taught through extensive reading as a way of teaching indirectly.

2.3.2 Presenting New Words and Consolidating Vocabulary Knowledge

As Gairns and Redman (1986), Taylor (1990), and Nation (2001) state, there are various approaches of teaching vocabulary. For instance, some strategies like nonverbal and verbal are put by Nation (2001). The nonverbal ways of teaching used by teachers are performing actions, showing objects, pictures or diagrams in order to communicate through word meanings. It is also said that nonverbal ways can help to see the figure of meaning so that it is very essential methods of elaborating the meaning of a word. It is an efficient way of teaching vocabulary to let students perform action and using gestures because “association of vocabulary and physical actions have a dramatic effect on memory so that students mostly assign themselves to the learning task by which they can be performing appropriate actions” Carter & Mc Carthy (1988, p.67). Dual training of meanings of words occur when the nonverbal strategy works with verbal explanation Pavia and Desrochers as cited in Tse Chang Yan (2008). The meaning can be stored in both lexically and some sort of illustration. Teachers use verbal strategies such as giving explanation to word in mother tongue, L2, and in giving contextual hints. Translation can be taken as direct and easy to understand since it does not need much time for vocabulary classes. But, this may lead to high reliance on translation which does not enable learners to understand the meaning by their own. Therefore, there will be a little ground to second language learning. According to Richards and Taylor (1992) as cited in Tse Ching Yan (2008, p. 14), there are various ways of giving definition and example such as synonym, antonym, definition analysis, exemplification, taxonomic definition, function association, classification, and grammatical definition. These strategies are also stated by Nation (1990). The analytical definition is the same to definition in concept by Nation. As Nation mentions, “each word in a language has one or two main meanings which are accepted by everybody”. Therefore teachers ought to present these key meaning in defining the words. Furthermore, Nation (1990) suggests giving definition using context needs the learner to find out the meaning of words by understanding the context in which the word appears. Therefore, students can be aware of how

the word is used and with which words it does go together in guessing the meaning. It is a natural way of learning vocabulary for students. Besides, Nation (2001) recommends that teachers can present a lot of vocabulary through an alphabetical list of words or dictionary entries, for collocation, semantic mapping, and analysis of both the form and meaning of a word or using classification activities to categorize both unknown and familiar words in groups. Allen (1983) points out that playing games is also a very essential ways of learning vocabulary because it can create situation that develop vocabulary and serve students acquire words.

Nation (2001) states some ways of vocabulary knowledge consolidation as cited in Tse Ching Yan (2008, p.15); suggests five steps procedure of vocabulary knowledge consolidation. These are: pre teaching of vocabulary, reading out the text containing vocabulary in which its meaning is explained, studying a word independently, and practicing new items in writing activities, respectively.

The second hand cloze also contains three steps as other activities. The first step is to read the material in which the new words appear. The second is to study new words intentionally. The third one is to give the learners a summary text about the already learnt words. Therefore, finally the learners will be able to complete the missing items in a passage which needs to be filled with new words by remembering them.

Moreover, as Jim Scrivener suggests in Bc. Viera Boumova (2008, p. 25 &26), the most popular, or common modern vocabulary teaching strategies are as follows. These are:

- ❖ Matching words with pictures,
- ❖ Checking the meanings of these words in the dictionary,
- ❖ Matching the words with the definitions,
- ❖ Brainstorming words on a set topic,
- ❖ Dividing the words in to two groups (e.g. Food words and hobby words),
- ❖ Labeling the items in a picture with the right name,
- ❖ Completing gapped sentences with words from a list of words,
- ❖ Discussing a topic,
- ❖ Saying which words you expect to be in a text about,

In addition to these methods, the training at Masaryk University provides other ideas, too. These include miming, drawing, or showing flash cards to indicate the memory of a word,

using timelines of percentage, eliciting some words in dialogues or story, letting students get miming from the context, using synonyms and opposites, cross words, riddles, and translation from students for abstract words.

In line with the above idea, Janet Allen (1999, p. 5) points out that teachers should increase and decrease some sort of issues relating to effective instruction of vocabulary. For instance, teachers need to decrease looking up definition as a single source of word knowledge, asking students to write sentences for new word before they have studied the word in depth, the idea that all words in the text need to be defined for comprehension, using context as a highly reliable tool for increasing comprehension, assessments that ask students for single definition.

On the other hand, they should increase time for reading, use varied, and rich text opportunities for students to hear or use words in natural sentence contexts, use of concrete contexts when needed, connecting new words to the already known words, study of concepts rather than single word or unrelated words, teaching strategies that lead to independent word learning, study of words or concepts that will have the biggest impact on comprehension rather than covering many words superficially, and opportunities for making or drawing inferences.

2.4. The Demand for the Current Study

This study was intended to examine vocabulary teaching strategies that are frequently used in presenting new words and consolidating words learnt before. In addition, it deals with identifying factors that influence the implementation of various effective ways of vocabulary teaching strategies. And also it is concerned with finding out teachers' emphasis on vocabulary teaching strategies. Therefore, the researcher wanted to study vocabulary teaching strategies to advantage the learners' vocabulary development for effective communication. This is likely to be taken because of no research work on vocabulary teaching strategies in the schools being researched, and there are also a few in the country as well unlike vocabulary learning strategies. In general, the ineffectiveness of learners in expressing their thoughts and ideas well and unable to listen and understand what others say as well in English language inspired the researcher to study EFL teachers' vocabulary teaching strategies.

Chapter Three: Research Design and Methodology

3.0. Introduction

This chapter provides detailed information of the research methodology which comprises of the research design, the research site, population and sampling, and the research tools that were used to collect data. In addition, it explains the procedures of both data collection and analysis. And, the research used descriptive survey research design that enabled to investigate vocabulary teaching strategies used by teachers in two secondary and one preparatory schools in Basketo Special Woreda, SNNPRS. The research was mainly conducted to find out the vocabulary teaching strategies used by the teacher participants.

3.1. Research Design

The researcher tried to use a descriptive survey research design in the study. In addition to this, quantitative method of research was mainly used because it is more likely to be appropriate method and technique in examining teachers' vocabulary teaching strategies at Grade nine in the two secondary and one preparatory schools of Basketo special woreda, SNNPRS. It also provides opportunities for the researcher to collect and describe the numerical and non-numerical data. On the other hand, qualitative research method helps to collect data through observation and interview to triangulate the data gathered through questionnaire. The quantitative approach helped the researcher to collect much data from questionnaire which can be analyzed through numerically (Abyet al. 2009, p.37). Moreover, particularly the observation checklist provides the researcher with the opportunity to observe the way teachers conduct their vocabulary teaching strategies in the particular classroom setting so that it can increase the reliability and applicability of the research findings including the other tools used in the study.

3.2. Research Site

This study was conducted at Grade nine of two secondary schools and one preparatory school in Basketo Special Woreda, SNNPRS. This was because of students of these schools had confronted problems in their English language proficiency due to different factors. Therefore, the researcher specially wanted to study vocabulary teaching strategies used by the teacher participants. This is to explore the ways that could help enhance the language proficiency of the

learners as if it might have been one of the cases that hindered the learners' success in language teaching and learning.

3.3. Population and Sampling

The researcher employed a comprehensive (available) method of the non probability sampling. This sampling was mainly practical for small number of units; it was because of the inclusion of every unit of the population in the study (Ababayehu A. et.al. 2003, p. 126 & 127). Thus, the only seven teachers of two secondary schools and one preparatory school were all involved in the study. Five of them were teaching only grade nine except for two who were teaching from grade nine to twelve. However, conducting the study in the same grade level is more likely to be better to provide reliable information about the similarities and differences on the strategies employed by the teacher participants in the schools. Nevertheless, the researcher was unable to maximize the number of teacher participants in the study where there were only seven high school English language teachers.

3.4. Instruments of Data Collection

3.4.1. Classroom Observation

The researcher had first seen the class program of each English teacher at staff level before the classes were observed. Then, the researcher got into the classes with the program in the hand and observed strategies employed by the participants to teach vocabulary and help learners remember it. To this end, the observer tried to assess vocabulary teaching strategies of the seven teacher participants based on the checklist (appendix 3). In the checklist, the researcher filled in the two columns containing “yes” and “no” statements of close ended type. And the observation was mainly used to crosscheck if the data gathered through interview and questionnaire regarding vocabulary teaching, and consolidating strategies exhibited or not in the actual classroom teaching and learning setting.

3.4.2. Questionnaire

The questionnaire (appendix 1) was adapted from Tsi Chang (2010), prepared and administered after the lesson was observed. This study used both close and open ended questionnaire. The close ended questionnaire was mainly used to reduce bias, cost and time constraints in processing large data about strategies of teaching vocabulary. And this type of data gathering tool is easier and faster to administer for the researcher. However, an open ended questionnaire allowed the participants to express their own opinions well regarding factors limiting teachers'

use of various strategies of teaching vocabulary. In addition, it helped respondents not to be influenced by a prearranged set of response alternatives, and can freely express views different from the researchers' expectations concerning the data of observation. And this provided the investigator with insights, comments, and explanations that were useful in developing ideas of findings from the observed data of the research (Abebayehu A. 2003, p. 156).

The items of the questionnaire were used by the seven teacher participants of the study to express their tendency on vocabulary teaching strategies. For example, it contains both direct and indirect strategies of presenting vocabulary, and consolidating words learnt before. Moreover, out of 36 questions of the questionnaire, fifteen items from (1-15), and seven items from (16-22) represent direct and indirect strategies of teaching vocabulary respectively. And the remaining items from (23-32), and items from (33-36) represent direct and indirect strategies of consolidating vocabulary respectively. Furthermore, the next part contains one open ended question that wants participants to mention factors that hindered employing various vocabulary teaching strategies.

In general, the questionnaire enabled the researcher to understand how often teachers use and emphasis both direct and indirect strategies of teaching vocabulary, and consolidating words learnt before. In addition, issues that had not been observed in the classroom could have been found through questionnaire for triangulation of the data.

3.4.3. Interview

The study employed semi structured type of interview for cross-checking the data of other tools. Moreover, it was particularly used to enable the seven interviewees to express their thoughts in detail by interacting with the investigator. Likewise, items of the interview were almost similar to the items of observation which are more of general.

3.5. Procedures of Data Collection

At first, the researcher observed strategies of teaching and consolidating vocabulary lessons in the classroom. This was intended to get real data in the actual classroom before the participants were asked to fill in the questionnaire, and given chance to answer the already prepared questions of interview.

Hence, each of the lessons was observed for two times about 42 minutes. This means that, the lessons of one participant were observed at about 84 minutes in total. Meanwhile, in the

classroom the researcher filled in the checklists containing two choices of “yes”, “no” questions. Then, the observed data of each of the seven participants were collected and grouped under direct and indirect strategies of both presenting words, and consolidating words learnt before as well as factors affecting teachers’ use of various vocabulary teaching strategies.

Next, the teacher participants were interviewed to the same type of items to the observation checklist for sustaining the data gathered throughout observing the classrooms. Subsequently, the information gathered by this tool categorized under groups on the basis of question type, and respondents. Eventually, the data collected during observation and interview were given the same set of category as direct and indirect strategies of presenting new words and consolidating the words learnt before respectively as well as factors affecting teachers’ use of various vocabulary teaching strategies. Then, this was analyzed by the researcher to identify teachers’ inclination towards both teaching, and consolidating strategies of vocabulary, and factors affecting teachers’ use of vocabulary teaching strategies.

Lastly, the questionnaire was administered after it had been prepared. The questionnaire was mainly employed to get data for a list of questions that could have been analyzed numerically in frequency and percentage, and then triangulated by the data of observation and interview.

3.6. Data Analysis

The data obtained through observation and interview were grouped in to three categories based on direct and indirect strategies of presenting new words, and consolidating words learnt before as well as factors that hinder using various strategies of teaching vocabulary. And, the data of these two tools, and an open ended questionnaire were analyzed through qualitatively using words since the questions were set to be asked, and addressing descriptions of ideas of respondents as well. Therefore, this could have helped to strengthen the data collected through questionnaire. On the other hand, the data of close ended questionnaire were analyzed by using both frequency and percentage in the form of table after tallied. To mean that, the frequency of each item was put in the table and under each frequency there is a percentage which can be gotten by multiplying each frequency by 100 and then dividing the solution to the total number of respondents (7). This was because of the researcher’s interest to change the numbers in to percentage for further clarity. Eventually, the data gathered through observations and interviews were qualitatively described to triangulate the data of questionnaire.

Chapter Four: Data Presentations, Analysis and Discussions

4.0. Introduction

This chapter deals with data presentation, analysis, and discussions of the study emanated from the three data collecting tools. Therefore, data presentation, analysis and discussions from observation, interview, and an open ended item of the questionnaire will be presented based on qualitative analysis of data. Furthermore, results and discussions from close ended questionnaire will be discussed based on the quantitative analysis of data using percentage and frequency, numerically. As it was clearly stated in the objectives, the main aim of the study is to investigate EFL teachers' vocabulary teaching strategies. And, the practice of vocabulary teaching strategies and factors affecting teachers' vocabulary teaching strategies will be presented in the following sections below.

4.1. Data presentation and analysis

4.1.1. Results from classroom Observation

As it was presented in the methodology part, the researcher observed each participant teachers' class for two times about 42 minutes each lesson. And the total observed time of a participant was 84 minutes. Likewise, all the participants were given equal time of observation as well. And the data was collected by the help of observation checklist (see appendix 3). And the same type of checklist was used for the two observations for a total of seven participants. Therefore, this checklist enabled the researcher to observe each of the two lessons of the seven participants of English language vocabulary teaching strategies, as well as factors that hindered using various teachers' vocabulary teaching strategies.

According to the data of observation all (7) of the participants tended to employ direct strategies of teaching vocabulary and the same number (7) of respondents also inclined to consolidate the already learnt words through directly. However, a majority (4), and a few (2) of the respondents respectively seemed to present and consolidate vocabulary using indirect strategies.

In addition to this, the data gathered through interview confirmed that almost all (6) of the respondents tended to present and consolidate vocabulary through direct strategies. Nevertheless, few (1) of the respondents seemed to teach and consolidate vocabulary using indirect strategies.

From this it is possible to say that teachers do not focus on indirect strategies of teaching and consolidating vocabulary which can provide students lots of opportunities to develop their vocabulary learning through active method which helps for effective communication of English language.

According to the data of observation, here are direct strategies of teaching vocabulary which frequently used by the majority of participants.

4.1.1.1. Most Frequently Used Strategies of Teaching Vocabulary

4.1.1.1.1. Direct Strategies of Teaching Vocabulary

A) Studying Parts of Speech

When observing the lessons, almost all the participants inclined to teach vocabulary by using parts of speech of words. When teachers taught new words, they made the learners categorize the words in the text into groups of nouns, verbs, adjectives and adverbs. For example, all the participants had presented words such as programmed, aerial, remote-control, broadcast, satellite dish, station, column, article, and editor, edit & etc. so that students classified according to the headings. Therefore, this could be reported as a strategy that all teachers commonly employed in their lessons.

B) Using Guessing Meanings from Contexts

As reported above, this was also a strategy that all of the teachers tended to make use of in the classrooms. For example, participant T1 let students guess the meanings of words taken from the text by referring back to the text. The words presented to the class were current account, savings or deposit account, bank loan, paying-in slip and others that to be given definitions based on the information in the text. And all others did the same thing as what the mentioned teacher had done. Regarding this, Nation (1990) suggests giving definition using context needs the learner to find out the meaning of words by understanding the context in which the word appears. And the teachers gave students words like media, literacy, licensed, sovereign, network, economy, and studio, and community which appeared in the passage. Then, the teachers requested the learners to find out meanings from the text and use them in the sentences. Therefore, students should have been aware of how the word is used and with which words it does go together in guessing meanings.

C) Asking Students to Study Word Lists

Regarding this all the teachers implemented this strategy. For example, participants let the learners write down the words like generators, high- rise, congestion, air-conditioning, and solar-power and main water, and use them in sentences by finding meanings of the words. Furthermore, the teachers had given a list of words that to be studied such as, account, balance, cashier, cheque book, credit, to honor a cheque, statement and credit card.

D) Teaching Students to Write down New Words in Their Exercise Books

(Both form and Meaning)

The participants made their students to write down new words in their notebooks. This was made by all of the participant teachers while it was being observed. Moreover, in the other class the teachers presented the words like medieval, located, commerce, extensive and etc. that to be matched with words such as wide or large, middle age, found, buying/selling, and others. And words and definitions which were also presented were like admirer, supporter, citizens, countrymen, act and others which to be matched to their synonyms. In addition, the words celebrate, declare, festival, palanquin, relations and ritual were presented with their meanings like to do something to show that a day is important, to announce, a day for rejoicing, a light bed or chair carried on the shoulders of men, those who belong to the same family, and a ceremony that is always done the same way.

4.1.1.1.2 Indirect Strategies of Teaching Vocabulary

Unlike direct strategies of teaching vocabulary, most of the participants had not frequently employed various types of these strategies. This was because of the low English language proficiency of students. When students have low language ability, it seems to teach them directly so as to enable them understand more with the help of teachers. Even though participants did not employ various indirect strategies, there were few strategies that were frequently used by the participants below.

A. Getting Students to Learn Vocabulary through Group Presentation and Discussion

During the observation, almost all the teachers frequently employed this strategy as indirect strategy of teaching vocabulary. For example, all the participants let learners make use of new words as answers to the questions in group discussion. The questions were like what is a bank? What benefits do customers get from a bank? What do customers keep in a bank? and others

were answered by students using words such as interest, money, a place where money is kept based on the text about money and finance. The other activity in which teachers taught students vocabulary was that the students were asked a list of questions to be discussed and answered in groups by using various vocabulary items. For instance, the questions were like feed me and I live; drink me and I die, and what English word means burning wood when you take away the first letter of the word and others have been answered by the vocabulary items like remember, and fire.

B) Using New Words in Making Sentences

Some of the participants frequently used this strategy by providing students with new words to make their own sentences. . For example, participants let the learners write down the words like generators, high- rise, congestion, air-conditioning, and solar-power and main water, and use them in sentences by finding meanings of the words by themselves. Moreover, the observer saw teachers presenting words like celebrate, declare, festival, palanquin, relations and ritual whose meanings were given in the last lesson in order to be used in the sentences students constructed.

4.1.1.2. Most Frequently Used Strategies of Helping Learners Consolidate Words Learnt Before

4.1.1.2.1 Direct Strategies of Consolidating Words Learnt Before

Participants frequently tended to employ some direct strategies in consolidating the words that were learnt before in the classroom. These are:

A. Word Search Games

As it was observed that all the teachers made the students play word search games on the words learnt before in order to check their understanding of words. To illustrate this, they let students search for words that were indicated by different letters of English in the table horizontally, vertically and diagonally so that students could tell the teacher the words that they thought as they learnt in the previous lessons. For example, the words which were observed and found out from the word search table were account, cheque, cashier, deposit, business, cash, loan, credit, bank, cost, and interest. And, the word search table showing this is given below.

Table 1. Grid of Word search game by which teachers let students to search for words across and down the table

O	P	C	S	U	C	W	N	Z
T	B	A	N	K	H	B	S	A
C	A	S	H	I	E	R	T	D
P	C	H	D	C	Q	V	R	E
F	C	O	S	T	U	Z	B	P
L	O	A	N	X	E	W	Y	O
B	U	S	I	N	E	S	S	S
I	N	T	E	R	E	S	T	I
Q	T	C	R	E	D	I	T	T

Allen (1983) points out that playing games is also one of a very essential ways of learning vocabulary because it can create situation that develop vocabulary and aid students acquire words.

B) Using Semantic Relations with Regard to Words Learnt Before

As seen in the observation of the lessons, all the participants made use of antonyms, and synonyms of words learnt before so as to check students' understanding of the learnt words. For example, it was observed that teachers asked students to tell the antonyms of words, these include supporter, inspired, act, fascination, follow, complimentary, acknowledgement, attainment, foremost and countrymen whose synonyms were learnt before. Likewise, in the other lesson the teachers asked the students to match the words that sound the same and whose different meanings were learnt before as homonyms to the definitions forwarded.

A) Using the Words Learnt Before in Making Sentences

The participants let their learners make their own sentences by using the words that they learnt before. Therefore, they could better remember words learnt before in doing so. To illustrate this, the words celebrate, declare, festival, ritual, sacred and sumptuous were used in making students' own sentences based on their meanings learnt before.

4.1.1.2.2. Indirect Strategies of Consolidating Words Learnt Before

Unlike the direct strategies of consolidating words learnt before, participants' rarely inclined to make use of indirect strategies. Moreover, they should have made use of these strategies for some students who wanted to be good enough to become independent learners. However, the best way to teach vocabulary is still unknown and most teachers and learners have often been unable to choose. This uncertainty is strengthened by textbooks and syllabuses being inattentive in this regard (Schmitt, 2008). Kafipour and Hamzah (2009) as cited in Mohammad Taghi Hassani (2013) have ranked some vocabulary learning strategies based on their using frequency including by monolingual dictionary, guessing meaning from context, studying new words many times, connecting the word to its synonyms and antonyms, using new words in sentences, using English language media taking note or highlighting, studying the sound of a word, making lists of new words, writing paragraphs using several new words, studying the word with classmates, asking classmates for the meaning, checking for L1 equivalence, using physical action when learning a word, talking with native speakers, and asking the teacher to check definition as cited in Mohammad Taghi Hassani (2013, p. 2).

4.1.1.3. Factors affecting teachers' use of Various Strategies of Teaching Vocabulary

Regarding factors affecting teachers' vocabulary teaching strategies, the researcher observed that there were problems that hindered teachers' vocabulary teaching strategies. These are categorized in to three groups as follows.

1. Teacher related factor;
2. Student related factor, and
3. Classroom related factor

In teacher related factor, the researcher observed that almost all of the teachers did not bring any audio visual, and other related materials without students' text book and teachers' guide. Moreover, the teachers frequently did the meanings of words already given with their respective words in the text through teacher centered method, like using their first language instead of the

target language, which do not encourage students to enhance their communicative competency. With reared to student related factor, the researcher observed that students were not actively participating in the teaching learning process, and they also required much help from the teacher in doing activities in the classroom. And, concerning classroom related factor, the researcher observed that large class size was not demanding to teach learners vocabulary through communicative approach of teaching and learning the language.

4.1.2. Results from Interview

The data of interview were also gathered by interviewing all the seven participants. And, it looks like the direct strategies of presenting words were *most likely* employed by almost all (6) of the participants than indirect strategies. The most common of these strategies were using guessing from contextual clues, using parts of speech, using word lists and semantic mapping. Almost all participants tended to say that it was the direct strategy that more likely to be employed unlike indirect strategy which was “*sometimes*” used. However, many of the direct strategies used “*sometimes*” unlike the indirect strategies which were “*rarely*” used except for a few of them. The strategies like getting students learn vocabulary by presentation and group discussions were employed most. The data collected from questionnaires confirmed the same facts.

Relating to consolidation of words learnt before, *almost* both strategies were “*sometimes*” employed by seven teachers based on the interview made with the participants. However, there were a few strategies which were frequently used in consolidating words learnt before. These were using semantic relations, and to let students make use of new words in making their own sentences. There was almost no frequently used indirect strategy of consolidating the learnt words.

The other point of discussion is related to factors that hinder using various strategies of teaching vocabulary. These are:

1. Teacher related factor;
2. Student related factor, and
3. Classroom related factor

Regarding teacher related factor, the data of interview indicate that *almost all* (6) of the teachers responded that they did not teach students using audio- visual, and other related materials which can highly assist students for their communicative skill such as pronunciation and speaking

fluency through interacting with native speakers because of lack of those materials in the schools. And they also replied that they were not in a position of teaching vocabulary indirectly in a communicative way. This was because of the low language ability of the students which leads them to using the first language. In addition, the interview of the interviewees suggested that the preparation of the text material also did not provide them with lots of indirect strategies of teaching vocabulary. Therefore, the situation also forced teachers themselves not mainly to use the target language effectively.

With regard to student related factor, the interviewees pointed out that students were afraid of participating actively in learning English language vocabulary because of their low background ability of English language. Therefore, students demonstrated less interest in easily and freely engaging in the activities of vocabulary in the classroom.

And concerning classroom related factor, *almost all* (6) of the interviewees also said that it was seemed to be challenging to employ indirect strategy of teaching vocabulary in a large class. However, some teacher interviewees commonly forwarded some different factors affecting teaching vocabulary unlike the factors mentioned above. To mention this, the learners text contains most of the direct strategies of teaching vocabulary so that it cannot encourage both teachers and students for improving their speaking skill, and lack of materials to refer various indirect strategies of teaching vocabulary.

From this it can be said that almost all (6) of the participants '*usually*' tended to employ direct strategies of presenting words than indirect strategies. However, regarding strategies of consolidating words learnt before, it seemed that a number (3) of the teachers '*sometimes*' tended to consolidate the already learnt words through directly and a few (3) of the respondents consolidate indirectly.

4.1.3 Results from Questionnaire

Next to analyzing the data gathered through observation and interview, the researcher analyzed the data of questionnaire as presented and discussed below. Analyzing the data of questionnaire from question number 1-15 is sought to address how often teachers employed direct strategies in teaching English language vocabulary in their language classroom.

Table 2: Responses to Direct Strategies of Teaching English Language Vocabulary**Key: always (5), usually (4), sometimes (3), rarely (2), and never (1)**

No	Item Descriptions		Options					
			AL	US	SMS	RA	NV	Total
1	I use mother tongue to explain new words to students	Freq.	1	-	1	3	2	7
		%	14.5		14.5	42.5	28.5	100
2	I ask students to find the meanings of unfamiliar words in Amharic _English dictionary	Freq.	3	3	-	-	1	7
		%	42.5	42.5			14.5	100
3	I ask students to look up meanings of new words in English _English dictionary	Freq.	3	3	1	-	-	7
		%	42.5	42.5	14.5			100
4	I link unknown words to pictures or objects	Freq.	-	2	4	1	-	7
		%		28.5	57	14.5		100
5	I teach learners to guess from context	Freq.	4	3	-	-	-	7
		%	57.5	42.5				100
6	I teach students to study word parts(prefixes, roots, suffixes)	Freq.	3	2	2	-	-	7
		%	42.5	28.5	28.5			100
7	I teach students to study parts of speech	Freq.	1	3	3	-	-	7
		%	14.5	42.5	42.5			100
8	I teach students to study pronunciation and spelling of a word	Freq.	-	2	4	1	-	7
		%		14.5		28.5	57	100
9	I ask students to study word lists	Freq.	-	5	1	1	-	7
		%		71	14.5	14.5		100
10	I get students to use new words in sentences	Freq.	2	1	4	-	-	7
		%	28.5	14.5	57			100
11	I teach students to study semantic relations(synonyms, antonyms, super ordinates (fruits: orange, apple), and hyponyms (dog, cat)	Freq.	1	3	3	-	-	7
		%	14.5	42.5	42.5			100
12	I teach vocabulary by verbal repetition(drill)	Freq.	2	-	-	4	1	7
		%	28.5			57	14.5	100
13	I use word games like word search puzzles	Freq.	-	1	6	-	-	7
		%		14.5	85.5			100

14	I teach students to write down new words (form and meaning) in their vocabulary note book	Freq.	1	6	-	-	-	7
		%	14.5	85.5				100
15	I teach vocabulary by using facial expressions or body gestures	Freq.	-	-	3	2	2	7
		%			42.5	28.5	28.5	100

As it can be seen in item number 1, respondents were asked to express whether they use mother tongue to explain the meanings of new words or not, the majority (42.5%), and (28.5%) of the respondents replied that they explain meanings of new words using the students' mother tongue *rarely* and *never* respectively. Whereas, the remaining (14.5%) of the respondents answered *always* and *sometimes* respectively. From this data it seems possible to conclude that majority of teachers in the study schools do not translate the meaning of new words using students' mother tongue though they use in a rare cases.

Regarding item 2 and 3 in the above table, a number (42.5%) of the respondents replied that they ask students to find out the meaning of new words from Amharic- English and English-English dictionary *always* and *usually* respectively. On the other hand, (14.5%) of the teachers responded that they *never* let students translate the meanings of new words from their Amharic-English and English-English dictionary *never* and *sometimes*. This seems to indicate that the majority of respondents were not teaching the new vocabulary in a contextualized way which can provide students with opportunities of active method of learning the language.

Concerning item 4, (28.5%) and (57%) of the respondents replied that they *usually* and *sometimes* tried to link the meanings of new words using picture or objects respectively. The others (14.5%) of them answered they *rarely* used pictures and objects to teach vocabulary. Therefore, it seems that teachers are aware of the value of using such teaching aid to improve students' vocabulary skills.

As it can be seen in item 5 above, (57%) and (14.5%) of the teachers responded that they *always* and *usually* use guessing strategy when they teach English vocabulary. Similarly respondents answered for item number 6 that they also *always* teach word parts like prefixes and suffixes. Whereas (42.5%) and (28.5%) of respondents teach *usually* and *sometimes*. These data depict that teachers are conscious of the importance of this strategies to teach vocabulary through independent ways of learning new words.

As indicated in item 7, a number (14.5%) and (42.5%) of respondents replied that they teach parts of speech *always*, *usually* and *sometimes* respectively. This means that some teachers are inclined to teach vocabulary through parts of speech which is demanded to improve both language use and usage.

With regard to teaching pronunciation and spelling, under item number 8, few (14.5%) of them teach such contents; however, more than half (28.5%) and (57%) of the teachers responded that they *rarely* and *never* teach such contents during teaching vocabulary.

Hence, we cannot say that teachers in the study schools are effectively teaching vocabularies in improving the students' pronunciation and spelling of the target language.

Regarding items 9, the majority (71%) of teachers responded that they *usually* teach vocabulary through lists of words. Thus, it is said to be teachers are not tended to teach vocabulary in a contextualized way of teaching and learning the new words.

Concerning item 10, more than half (57%) of the teachers responded that they teach learners to use new words in making sentences. Hence, this can be taken as teachers are teaching new words in making sentences without enough and deep understanding of the words in the side of learners.

Regarding item 11, respondents were asked to express whether they teach their students to study semantic relations (synonyms, antonyms, super ordinates (fruits: orange, apple), and hyponyms (dog, cat) or not, the majority (42.5%) of the respondents replied that they teach students to study semantic relations (synonyms, antonyms, super ordinates (fruits: orange, apple), and hyponyms (dog, cat) *usually* and *sometimes*. Whereas, the remaining (14.5%) of the respondents answered *always*. As a result, it can be said that teachers are teaching their students in a way that enables them to relate many words in some sort of relationship which can broaden their proficiency of the target language.

With regard to item number 12, a number (14.5%) of the teachers responded that they *always* use repetition (drill) strategies to teach new vocabularies. On the other hand, the majority (57%) and (28.5%) of them replied that they use repeating (drills) to teach vocabulary *rarely* and never used at all respectively. Therefore, it can be said that teachers are not essentially interested in teaching the pronunciation of new words through verbal drill unlike low Grade level students.

Moreover, in item 13 in the table above, the majority (85%) of the teachers replied that they use different games and puzzles to increase students' vocabulary skills *sometimes* and make the learning interesting. The remaining few (14.5%) of them replied that they implement it *usually*. However, the researcher observed that teachers exposure to prepare and use games and puzzles were limited. This means that teachers are only tended to use games and puzzles from the students' textbook in the expense of their major contribution to the skill of vocabulary development.

As it can be seen in the above table, item number 14, *most* (85%) of the teachers responded that they *rarely* assist students to write new words and their meanings in the students' vocabulary notebook. The remaining, (14.5%) of the respondents answered that they assist their students to write the new words and their meanings for the students' benefit. Hence, from this data one can say that teachers and students do not have the experience of using vocabulary notebook which is helpful to record and learn new words in different times.

Regarding item number 15 above, teachers were asked to respond to their experiences in teaching vocabularies using different gestures and facial expressions to make vocabulary learning interesting. The number (42.5%) of respondents replied that they *sometimes* use facial and gesture expressions when they teach vocabularies. The others (28.8%) of the respondents responded that they *rarely* and *never* use such a strategy at all. Thus, it seems that less than half of teachers are in a position to teach vocabulary in a way that is easy to associate it with their surroundings as visual aids. Nevertheless, this way of teaching vocabulary is very critical to easily link words having concrete meanings to their environment through visualizing the concepts through physical objects.

The following table is intended to show data regarding indirect strategies of vocabulary teaching strategies used by English language teachers.

Table3. Responses to Indirect strategies of Teaching English Language Vocabularies

No.	Descriptions of Items	Options						
			AL	US	SMS	RA	NV	Total
16	I get my students to learn vocabulary by reading extensively							
		Freq.	2	1	2	2	-	7
		%	28.5	14.5	28.5	28.5		100
17	I get my students to learn vocabulary by watching TV, Films,							
		Freq.	-	-	1	4	2	7
		%			14.5	57	28.5	100
18	I get my students to learn vocabulary by listening to songs							
		Freq.	-	-	2	1	4	7
		%			28.5	14.5	57	100
19	I get my students to learn vocabulary by role-plays, dramas							
		Freq.	-	2	-	4	1	7
		%		28.5		57	14.5	100
20	I get my students to learn vocabulary by interacting with native speakers							
		Freq.	-	-	-	1	6	7
		%				14.5	85.5	100
21	I get my students to learn vocabulary by presentation and group discussions							
		Freq.	1	1	3	2	-	7
		%	14.5	14.5	42.5	42.5		100
22	I get my students to learn vocabulary by writing stories and Articles							
		Freq.	-	-	-	6	1	7
		%				85.5	14.5	100

Regarding item 16 in the above table, a number (28.5%) of respondents replied *always*, *sometimes* and *rarely* that they get their students to teach vocabulary by reading extensively, however a few (14.5%) of respondents responded that they *usually* get their students to learn vocabulary by reading extensively. This seems to indicate that majority of respondents get their students to learn vocabulary by reading extensively to encourage students develop learning vocabulary by themselves without much dependency on teacher guided and controlled way of teaching and learning vocabulary.

Concerning item 17, in the table above (57%), (28.5%) and (14.5%) of the respondents replied *rarely*, *never* and *sometimes* respectively that they get their students to learn vocabulary by watching TV, Films. From this, it is possible to conclude that majority of respondents do not get their students to learn vocabulary by watching TV, Films. However, this way of teaching vocabulary is one of the most important ways which enable teachers to teach students vocabulary

through indirectly for developing pronunciation and other speaking skills in more of natural way of teaching and learning the language.

As indicated in the above table, item 18 more than half (57%), and the remaining (28.5%), and 14.5% of the respondents replied that they *never*, *sometimes* and *rarely* respectively get their students to learn vocabulary by listening to songs. Likewise, in item 20 it seems to reveal that most of the teachers are not effective in teaching vocabulary through getting their students to learn vocabulary by listening to songs. Similarly, the data gathered through observation and interview also confirm that teachers do not make use of such audio-visual materials which can particularly enable students learn vocabulary in a natural setting of language learning.

Regarding the above table, in item 19 more than half (57%), and the remaining (28.5%), and (14.5%) of the respondents replied “*rarely*”, “*usually*” and “*never*” respectively that they get their students to learn vocabulary by role-plays, dramas. Likewise, item 21 seems to reveal that most of the teachers do not tend to teach students vocabulary communicatively.

Concerning item 20 in the table above, out of the total number of respondents (85.5%) and (14.5%) replied ‘*never*’ and ‘*rarely*’ respectively that they get their students to learn vocabulary by interacting with native speakers. Moreover, in items 20 and 21 teachers are not effective in making students exposure to interact with native speakers either through watching TV, films, or listening to English songs. Therefore, we can generalize that it seems teachers do not make students exposure to learn vocabulary through audio-visual materials at all which can highly enable students learn vocabulary in a natural setting of language learning for developing their pronunciations and speaking ability.

In the above table, in item 21 a majority (42%) of the respondents replied ‘*sometimes*’ and ‘*rarely*’, and the remaining (14.5%) of the respondents replied ‘*always*’ and ‘*usually*’ get students to learn vocabulary by presentation and group discussions. This seems to be concluded that majority of the respondents employ the above strategy that can enable students to learn vocabulary indirectly which develops their interaction with others through communicative way.

In table 3 above, in item 22 *most* (85.5%) and the remaining (14.5%) of the respondents answered ‘*rarely*’ and ‘*never*’ respectively that they get their students to learn vocabulary by writing stories and articles. Hence, it seems that almost all teachers did not give emphasis to the

strategy which can develop students' confidence of learning the language with more of one's self dependence. Nevertheless, this indirect strategy of teaching vocabulary should more likely to be implemented to let students enhance their communication through using vocabulary in written works by themselves.

As indicated in table 2 and 3 above, a large number of direct strategies of teaching words were 'sometimes' used by the participants whereas a number of indirect strategies were 'rarely' employed. This was also confirmed during the interview that participants of the study said that direct strategies of teaching words were *more* likely implemented in the classroom. On the other hand, indirect strategies were *less* likely employed. Moreover, the researcher also confirmed this data from the results of the observation.

However, there were a number of direct strategies of teaching vocabulary that were '*frequently*' used by the participants. For example, these were using guessing meanings from context, studying parts of speech, asking students to study word lists, teaching students to study semantic relations, and teaching students to write down new words (both forms and meanings) in their notebooks. And few indirect strategies were *frequently* used, such as getting students to learn vocabulary by presentation and group discussion, and providing the learners with new words to make sentences using them.

Besides, the following table contains data related to direct strategies of consolidating English language vocabularies in improving learners' vocabulary knowledge.

Table 4: Responses to Direct Strategies of Consolidating English Language Vocabulary

No	Item Descriptions	Options						
			AL	US	SMS	RA	NV	Total
23	I study the pronunciation and spelling of a word with the students again and again							
		Freq.	-	2	3	2	-	7
		%		28.5	42.5	28.5		100
24	I use vocabulary quizzes	Freq.	1	1	2	3	-	7
		%	14.5	14.5	28.5	42.5		100
25	I use a word list to help students remember words	Freq.	1	-	3	3	-	7
		%	14.5		42.5	42.5		100
26	I ask students to tell me the meaning and pronunciation of new words regularly	Freq.	1	-	5	1	-	7
		%	14.5		71	14.5		100
27	I use picture ,or real object	Freq.	-	1	3	3	-	7
		%		14.5	42.5	42.5		100
28	I use synonyms and antonyms that are linked to the word learnt before	Freq.	2	3	1	1	-	7
		%	28.5	42.5	14.5	14.5		100
29	I use the learnt word in different sentences	Freq.	-	5	1	1	-	7
		%		71	14.5	14.5		100
30	I use reading task that requires students to get new words again	Freq.	-	2	3	2	-	7
		%		28.5	42.5	28.5		100
31	I use listening task that requires students to hear new words again	Freq.	-	-	1	3	3	7
		%			14.5	42.5	42.5	100
32	I ask students to read their vocabulary note book	Freq.	-	1	-	2	4	7
		%		14.5		28.5	57	100

As shown in table above, in item 23 a number (28.5%) of the respondents replied ‘*usually*’ and ‘*rarely*’ that they employ strategies of direct consolidation of teaching vocabulary by studying the pronunciation and spelling of words whereas (42.5%) of them replied that they ‘*sometimes*’ engaged themselves. Moreover, regarding item 24, several (14.5%) of the teachers replied that they prepare vocabulary quizzes ‘*always*’ and ‘*usually*’ and the remaining (28.5%) and (42.5) of them replied that they prepare vocabulary quizzes ‘*sometimes*’ and ‘*rarely*’ respectively.

As item 25 in the above table indicates, the majority of respondents (42.5%) replied 'sometimes' and 'rarely' that they use list of vocabularies to help students remember a number of new vocabularies as direct method of consolidating words learnt before.

Item 26 in the table above shows that majority (71%) of the teachers answered that they 'sometimes' ask students to pronounce the meanings of new words. The remaining (14.5%) of the respondents answered that they 'always' and 'rarely' help students pronounce and know meanings of new words.

Regarding item number 27, the majority (42.5%) of the respondents replied that they use pictures, objects to consolidate the new vocabulary 'sometimes' and 'rarely' and the remaining (14.5%) replied *usually*. Therefore, it seems reasonable to generalize that teachers are not effective in using objects, pictures and other related materials to work on students' vocabulary improvement for communicative competence.

With regard to item number 28, several (28.5%) and some (42.5%) of the respondents answered 'always' and 'usually' respectively that they use word synonyms and antonyms as direct vocabulary consolidating strategy. On the other hand, a few (14.5%) of them responded that they use 'sometimes' and 'rarely'.

As shown in item 29 in the table above, the majority of the respondents (71%) and (14.5%) replied 'usually', 'sometimes', and 'rarely' respectively that they consolidate vocabularies directly in different sentences after students' learnt them.

As indicated in item 30 in the above table, many (42.5%) of the respondents responded 'sometimes' that they present different vocabulary tasks to engage students learn the new language again and again; whereas, a number (14.5%) of the teachers responded 'usually' and 'rarely' respectively as they are experienced in providing students different vocabulary tasks.

Concerning item 31 above, the majority (42.5%) of the teachers replied 'rarely' and 'never' in presenting listening tasks to teach vocabulary; the remaining (14.5%) of the respondents replied 'sometimes' in using listening task to teach vocabulary. Similarly, concerning item 32 in the table above, the number (57%) and (28.5%) of respondents replied 'never' and 'rarely' in that teachers let students read vocabularies from their vocabulary notebook.

The data analyses under table 2 above reveals that teachers do not motivate students to prepare and use vocabulary notebook. The fact that let students listen and read materials might help them develop their vocabulary and pronunciation skills.

The following table contains data related to indirect strategies of consolidating English language vocabularies in improving learners' communicative and vocabulary skills.

Table 5: Responses to Indirect Strategies of Consolidating English Language Vocabulary

No	Item Descriptions	Options						
			AL	US	SMS	RA	NV	Total
33	I regularly use dictation	Freq.	-		1	3	3	7
		%			14.5	42.5	42.5	100
34	I use the word students learned before in my speech in lesson	Freq.	-	2	-	2	3	7
		%		28.5	-	28.5	42.5	100
35	I use speaking task that requires students to practice the new word	Freq.	-		3	1	3	7
		%			42.5	14.5	42.5	100
36	I use writing task that requires students to use new word	Freq.	2	-	-	2	3	7
		%	28.5			28.5	42.5	100

Source: Tsi Chang (2008).

Teachers' response to item 33 in the above table shows that (42.5%) of the respondents replied 'rarely' and 'never' that they are not exposed students with regular practice of dictation which is highly important in maximizing students' vocabulary spelling and reading skills. The others which contain (14.5%) of them responded 'sometimes'.

In item 34 above it also indicates that many of the respondents (42.5%), and (28.5%) responded 'rarely' and 'never' respectively that they do not have experience in teaching the words students learnt in speech. On the other hand, the number of (28.5.5%) of them replied 'sometimes' that they do have experience in teaching the words students learnt in speech.

As it can be seen in the above table, item 35 which covers (42.5%) of the respondents replied that they 'sometime's and 'never', and (14.5%) of them replied 'rarely'. Similarly, the number of

respondents (28.5) responded that they integrate vocabulary with writing skills to let students know the new words; whereas several (42.5%) of them replied that they ‘*never*’ integrate writing tasks to teach students learn a new words. This seems to imply that the majority of English language teachers are not found in a position of teaching vocabularies by integrating with other language skills.

To this end, the results of questionnaire confirmed that it seems that respondents more likely inclined to employ direct strategies of consolidating words learnt before alike the above data. Moreover, the data of interview also reported that participants tended to use direct strategies of consolidating the learnt words.

4.2. Discussions of Direct and Indirect Strategies of teaching vocabulary

Based on the analysis of the data gathered from the three tools, it was found that *almost all* (six) participants tended to employ both direct and indirect strategies of teaching vocabulary. Probably a combination of these two strategies could benefit several different kinds of students.

However, a large number of direct strategies of teaching vocabulary were “*sometimes*” used by almost all the participants. That means a number of them were “*usually*” used rather. These strategies were guessing meanings of words from context, studying parts of speech, asking students to study word lists, asking students to use new words in making sentences teaching students to study semantic relations, and teaching them to write down new words (both forms and meanings) in their note books. Swering (2006) as cited in Praia (2007, p. 18) puts that the direct vocabulary instruction is deductive by which meanings of words are presented through directly and they can be illustrated with examples, using visual aids. Students benefit from this through using the context to determine word meanings and from opportunities to see and hear how words tend to be used (p. 18). Moreover, Blachowicz (2005) as cited in Praia (ibid) points out that direct vocabulary instruction should be definitional information and contextual information about word meanings so that it can be effective for providing information or developing step by step skills.

Nevertheless, vocabulary instruction should be employed intentionally so that students can develop their vocabulary. Because it is advantageous to provide direct teaching for words that

are semantically correlated. For instance, the use of visual aids gets students actively engaged in using and thinking about meanings and in creating relationships among words than isolated vocabulary drills. It is possible to say that different types of words require different types of instruction so that teachers are required to employ various vocabulary teaching instruction with the purpose of learning words in that specific context.

Regarding the indirect strategies of teaching vocabulary, it was confirmed that *almost all* strategies were “*rarely*” used by the participants. For instance, these strategies are namely presented as getting students to learn vocabulary by presentations and group discussions, and writing sentences containing new words learnt before.

However, regarding Sewrling (2006) as cited in Praia (2007), indirect vocabulary teaching encourages deducing word meanings from context by engaging in oral language experiences at elsewhere, or when reading books (p. 22). Moreover, vocabulary growth occurs naturally when students read and listen to each other on a daily basis so that students internalize word meanings in context incidentally. However, this strategy is not suitable to beginners because it needs a high level of word knowledge involvement from students in learning the language.

However, in short channel (1988) as cited in Praia (ibid) indicates that teachers are much more expected to employ a variety of indirect instructions of vocabulary in intermediate and advanced students through extensive reading, listening and speaking since students of this level are most likely to have powerful vocabulary knowledge in comparison with beginner learners of English language. Moreover, Hunt, et al (1998) as cited in Praia (2007, p. 22) indicates that this instruction is effective when students have enough knowledge of vocabulary.

4.3. Discussions of Direct and Indirect Strategies of Consolidating Words Learnt

Before

Concerning the direct strategies of helping learners remember words learnt before, *almost all* the participants were more likely tending to employ. However, the indirect strategies of consolidating the words learnt before were “*rarely*” employed by the participants.

Unlike the direct strategies of consolidating words learnt before it seems that there was not any indirect strategy that was *frequently* used by the participants in helping the learners remember the learnt words.

However, there is a great need for more student centered approaches that improve both the retention and usage in a progressive fashion that goes beyond rote memorization. In addition, memorization is important for vocabulary learning if words cannot be remembered, few are likely to be produced properly. Concerning this, Newton's (1995), as cited in Wei Weishen (2003, p. 7), case study shows that vocabulary items which were unlearned were the words unused in interaction, but there were also some words used which remained unlearned. On the other hand, this is not to deny the useful function of drawing learner's attention to context and raising their awareness of its importance.

Likewise, the old ideology of vocabulary teaching and learning that regards word lists are to strengthen students' vocabulary retention has gradually be replaced by rising evidence that there are neither good nor bad strategies. Therefore, it is an indirect vocabulary teaching strategies which plays one of a great role in developing students' vocabulary through reading, listening and speaking Janet Allen (1999, p. 4 & 5).

It seems that teachers should also identify suitable strategies of presenting new words and consolidating words learnt before for classroom since there are various kinds of students with different language proficiency, backgrounds and learning styles, word knowledge in understanding language, and the number of words that a learner acquired are significantly related to competent language use (Harley, 1995 & Nation, 1993).

All in all, even though teachers were mainly inclined to teach vocabulary using direct instruction, and it was the researcher's position to say the frequent implementation of indirect strategies of teaching vocabulary, different researchers found that there is not good or bad strategies of teaching vocabulary (Wei weishen 2003, p.22). Accordingly, Nation (2001) believes that there should be a balance between employing direct and indirect vocabulary teaching strategies. It is also added that the most frequent words which can have tangible meanings should be taught directly where as others those might not have concrete meaning should be taught through extensive reading as an indirect strategies of teaching vocabulary.

Besides, Wilkins (1972) confirmed that people can still express little meanings without language rules, but cannot convey any meaning without words. If language teachers can understand more about vocabulary teaching strategies and suitable ways to teach vocabulary to a particular level of students, it definitely enhances the learning effectiveness of students. Teachers should also teach vocabulary learning strategies to their students for different contexts so that this in turn could help them to become independent learners of words of the language. For example, indirect vocabulary teaching contains encouraging the learners increase their interests for words and satisfaction in their use (Ballmann, et.al, 2003). According to curriculum development council (2005), it is confirmed that vocabulary should be taught by using different contexts as it increases learners' lexical knowledge when they encounter new vocabulary in different texts.

In connection to this, teachers should not be disregarded for playing a great responsibility in making the condition complimentary for teaching vocabulary beginning from getting ready to the class though there were lack of reference materials, taking paramount share in the classroom where students need much from the teachers, and other constraints too, in the study settings.

Chapter Five: Summary, Conclusion and Recommendation

5.0. Introduction

This is the last chapter of this study which consists of summary of major findings, conclusions and recommendations. In the first part of this section, summary of the major findings is presented about teachers' vocabulary teaching, and consolidating strategies, and factors affecting vocabulary teaching strategies. This is also followed by conclusions of the major findings, and recommendations.

5.1. Summary of Major Findings

The major findings from three tools such as observation, interview, and questionnaire are presented below as follows.

1. Regarding strategies of teaching vocabulary

The findings of the study show that *almost all* teachers *frequently* tended to employ direct strategies of teaching vocabulary. To illustrate this, a number of direct strategies of teaching vocabulary such as using meanings from context, studying parts of speech, asking students to study word lists, asking students to use new words in making sentences, teaching students to study semantic relations, and teaching students to write down new words (both form and meaning) in their exercise books are some of the strategies which were *most frequently* used by the teachers.

Unlike the direct strategies of teaching vocabulary, teachers *less frequently* tended to use indirect strategies of teaching vocabulary like getting students to learn vocabulary by presentation and group discussions based on the data gathered through the three tools. In contrast, a teacher cannot teach learners all the vocabulary they want to acquire. Therefore, vocabulary instruction also includes indirect vocabulary teaching strategies like making lots of exposure to it, and to have the learners to have much more. The indirect vocabulary teaching also contains encouraging the learners increase their interests for words and satisfaction in their use (Ballmann, et.al.2003). These days, a lot of teachers are influenced by communicative approach of vocabulary teaching (Rodgers, 1996 et.al, as cited in Mohammad Taghi Hassani, 2013). Therefore, it seems that teachers are more inclined to teach words through using direct vocabulary teaching strategies which can have less significance in developing learners' English

language speaking proficiency through communicative way of teaching and learning vocabulary.

In general, on the one hand, direct teaching of vocabulary is clearly emphasized in line with vocabulary exercises, studying vocabulary using contextual clues and learning by heart. And, direct vocabulary teaching is also meant by teaching specific words by which are said to be pre teaching vocabulary, prior to reading a selection, and contains the analysis of word roots and affixes Beck, (2002) as cited in Joan Sedita (2005). On the other hand, communicative activities such as listening stories and songs, watching films and television, role play and group work vocabulary learning are included in an indirect strategy.

In relation to this, Curriculum Development Council (2002) as cited in Tse Ching Yan (2008, p.1), teachers are expected not only to aid learners advance the language forms (including vocabulary, text-types, grammar items and structures), communicative functions, and skills of listening, speaking, reading and writing, but also to afford opportunities for putting into practice of these basics in significant contexts. Students can benefit from this type of vocabulary instruction through using contexts in determining word meanings as well as from opportunities to see and hear how words tend to be used. Moreover, visual aids are powerful tools as a direct way of teaching vocabulary and it can make teaching easier for teachers because it is not time consuming in explaining the origin of words. And it is valuable to teachers to teach specific words directly so that they can develop and sustain students' interest and curiosity about words.

2. About the emphasis that was given to vocabulary teaching strategies

The study tried to find that *almost all* teachers were tending to employ many of direct strategies of presenting vocabulary than indirect strategies that mentioned in finding one above. However, they used less number of indirect strategies of consolidating words than the direct strategy. Hence, it can be said that teachers give more emphasis to both presenting new words and consolidating the already learnt words through direct strategies of teaching vocabulary. This is because of their bent to teach learners vocabulary directly.

According to Schmitt (2000), vocabulary activities should be set in both direct and indirect vocabulary teaching strategies based on the learners' capacity of language. In junior grade levels, learners should be taught vocabulary directly so as to strengthen the most frequent

words. The reason is that the words are very essential for actual language use (Nation, 1995). In contrast, vocabulary in senior levels should be taught to the learners through indirect ways because this can create opportunities which can give students various contexts to face words and they can have lots of exposure to consolidate the words in the memory.

In general, Janet Allen (1999) indicated that teachers should increase time for reading, use of varied, rich texts opportunities for students to hear or use words in natural sentence contexts, use of concrete context when possible, study of concepts rather than single unrelated words and connecting them to the already known words, explicit instruction of concepts, teaching strategies that lead to independent word learning, study of words and concepts that will have the biggest impact on comprehension rather than covering many words, and opportunities for making or drawing inferences. However, teachers should decrease looking up definitions from dictionaries as a single source of word knowledge, asking students to write sentences for new words before they are learnt well, the idea that all words in the text need to be defined for comprehension, using context as mainly trusty technique for increasing understanding, and assessments that require the learners for single definition (p. 5).

3. Factors affecting teachers' use of various strategies of teaching vocabulary

As the study pointed out that there were factors that hindered employing various strategies of teaching vocabulary. The finding reveals that factors related to teachers, students, classroom conditions, and others like absence of audio visual materials and lack of enough materials as references for vocabulary teaching strategies in the school were found to be challenges for effective use of vocabulary teaching strategies based on the data gathered through the three tools. In connection to vocabulary acquisition, authors like Nation (1995) and Schmitt (2000) believe that, amount of experience, first language influence, and enthusiasm are variables which have a great influence on second language acquisition. According to Wei Weishen (2003, p. 16), there are weaknesses in teachers' vocabulary teaching strategies. These include narrow dimensions of teaching strategies, constraints in time and familiarity with several strategies, and limitations in the awareness of research findings.

5.2. Conclusions

Based on the findings of the study, it is resulted from the questionnaire that, *most* of the direct strategies of teaching vocabulary are *frequently* used by the teachers according to the data of

frequency and *percentage* in the tables in chapter four above where as *almost all* of the indirect strategies of teaching vocabulary were *sometimes* used by the teachers. Therefore, it is possible to say that teachers should usually make use of *almost all* the strategies of teaching vocabulary in a manner that they suite all the contexts for the intended aims of teaching and learning vocabulary. In addition to this, teachers should also need to pay attention in using indirect strategies of teaching vocabulary. Consequently, these strategies of teaching vocabulary can facilitate learners to develop their vocabulary for communicative competence.

Besides, based on the data of the research, teachers payed more emphasis to teach vocabulary through direct way of teaching which does not encourage learners more for effective communication. Hence, they should more likely need to teach vocabulary through at list in a balanced way accordingly for the better benefit of improving English language communication.

The results of the study also show that there were factors that hindered using various strategies of teaching vocabulary. Consequently, teachers would like to consider the factors in their vocabulary teaching and learning processes so as to make effective way of teaching vocabulary for the purpose of advancing English language proficiency.

In total, the results of the study can provide language teachers with some sort of awareness to improve vocabulary instruction. Teachers, who are also concerned with their students' performance in learning the English vocabulary, can introduce the vocabulary learning strategies and specific techniques to their students by designing valuable tasks and giving significant course works. Besides, considering the effect of culture, class, peer groups, effective teaching methods and classroom teaching atmosphere on vocabulary learning strategies could be very supportive to get better understanding of the relevant strategies.

5.3. Recommendations

Based on the above conclusions, the following recommendations have been made.

1. Teachers should be aware of and make use of various effective strategies of teaching vocabulary from references for different contexts and their frequency of implementation
- Therefore, as an English teacher, it is vital to learn the vocabulary teaching strategies which have a great impact on language learning.

2. The government, the policy makers, the education management bodies, parents of students, and all the stakeholders of education should contribute their part to solve problems hindering using various strategies of teaching vocabulary for language proficiency of their students through taking their part effectively in every aspect.

3. English language curriculum developers should give a great deal of attention in designing language syllabus on various strategies of teaching and learning words regarding factors related to the language background ability of learners, the classroom environment in which both teachers and students are alive, the accessibility of language materials and the situation in which language learning happens so that a beneficial language teaching and learning background could be made and increase as well.

Furthermore, researches could be conducted to make more trustworthy results on teachers' vocabulary teaching strategies.

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Appendices

Appendix1

Adama Science and Technology University

School of Humanities and Law

Department of English (PG)

Questionnaire for English Teachers

General Directions_ The objective of the scale is to investigate the vocabulary teaching strategies of presenting new words and consolidating words already learnt relating to how frequently they are employed in Sassa secondary, and Laska secondary and preparatory school in Basketo special woreda. The findings will be used only for the academic purpose. The data will be confidential and in no way will harm the respondent. Therefore, choose one of the following scales from the given alternatives provided in the table below.

A. Personal Data

Teaching vocabulary is the most relevant aspect in English as Foreign Language teaching learning process. Therefore, the more word power you have, the more fluent your English will become.

The main purpose of this questionnaire is to identify the ways teachers use to teach new vocabulary and help the learners remember the already learnt words in Sassa Secondary, and Laska Secondary and preparatory School. Hence, this study is intended to know the points mentioned below. These are:

1. What vocabulary teaching strategies do teachers frequently use to present new words, and remember the already learnt words?
2. How much emphasis do teachers give in teaching vocabulary through directly and, or indirectly?
3. What factors do limit implementing various vocabulary teaching strategies?

This questionnaire has six pages. Please try to answer all the questions carefully. When you get confused in answering any question, please try to ask the researcher for clarification openly. All the answers for this questionnaire will be treated with a great care and secret and used for only research purpose

THANK YOU IN ADVANCE!

Read each Statement Carefully and Put a Tick (✓) Mark under each Number in the

Key: 5=(Always) 4=(Usually) 3=(Sometimes) 2=(Rarely) 1=(Never)

I.	Vocabulary Teaching Strategies Used o Present and Explain New Words to Learners (Both Direct and Indirect)	Alway s	Usua lly	Sometimes	Rarely	Never
A	Direct Vocabulary Teaching(or, Presenting) strategies					
1	I use mother tongue to explain new words to students					
2	I ask students to find the meanings of unfamiliar words in Amharic _English dictionary					
3	I ask students to look up meanings of new words in English _English dictionary					
4	I link unknown words to pictures or objects					
5	I teach learners to guess from context					
6	I teach students to study word parts(prefixes, roots, suffixes)					
7	I teach students to study parts of speech					
8	I teach students to study pronunciation and spelling of a word					
9	I ask students to study word lists					
10	I get students to use new words in sentences					
11	I teach students to study semantic relations(synonyms, antonyms, super ordinates (fruits: orange, apple), and hyponyms (dog, cat:					
12	I teach vocabulary by verbal repetition(drill)					
13	I use word games like word search puzzles					

14	I teach students to write down new words (form and meaning) in their vocabulary note book					
15	I teach vocabulary by using facial expressions or body gestures					
B	Indirect Vocabulary Teaching(or, Presenting) Strategies					
16	I get my students to learn vocabulary by reading extensively					
17	I get my students to learn vocabulary by watching TV, Films,					
18	I get my students to learn vocabulary by listening to songs					
19	I get my students to learn vocabulary by role-plays, dramas					
20	I get my students to learn vocabulary by interacting with native speakers					
21	I get my students to learn vocabulary by presentation and group discussions					
22	I get my students to learn vocabulary by writing stories and articles					
II.	Vocabulary Teaching Strategies that are Used to Help Learners Remember Words already Learnt (Both Direct and Indirect)					
A	Direct Vocabulary Consolidating Strategies					
23	I study the pronunciation and spelling of a word with the students again and again					
24	I use vocabulary quizzes					
25	I use a word list to help students remember words					

26	I ask students to tell me the meaning and pronunciation of new words regularly					
27	I use picture ,or real object					
28	I use synonyms and antonyms that are linked to the word learnt before					
29	I use the learnt word in different sentences					
30	I use reading task that requires students to get new word again					
31	I use listening task that requires students to hear new word again					
32	I ask students to re read their vocabulary note book					
B	Indirect Vocabulary Consolidating Strategies					
33	I regularly use dictation					
34	I use the word students learned before in my speech in lesson					
35	I use speaking task that requires students to practice the new word					
36	I use writing task that requires students to use new word					

III. What factors do you think can limit using various vocabulary teaching strategies?

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Appendix2

Adama Science and Technology University

School of Humanities and Law

Department of English (PG)

Interview Questions

Dear colleague,

The main purpose of this interview is to get your response on the vocabulary teaching strategies you are employing in your English class. You are, therefore, kindly requested to provide your genuine reaction to the items in the interview below.

1. What are the features and English proficiency of your class?
2. How long do you usually allocate to teaching vocabulary directly, and indirectly? Why?
What do you think about these two methods of teaching vocabulary?
3. Based on your own teaching experience, how do you usually present and explain unknown vocabulary to your students?
4. Based on question 3, why do you think these strategies are useful?
5. How do you usually strengthen meaning of words in students mind?
6. Based on question 5, why do you think these strategies are helpful?
7. Based on question 7, why do you think these learning strategies are useful to students?
8. What factors do you think affecting teachers' use of various vocabulary teaching strategies

Appendix3

Adama Science and Technology University

School of Humanities and Law

Department of English (Pg)

Classroom Observation Checklist

No	Statements	Observation 1		Observation 2	
		Teachers' responses			
		Yes	No	Yes	No
1	The teacher often employs direct vocabulary teaching strategies	7	-	7	-
2	The teacher often employs indirect vocabulary teaching strategies	-	7	-	7
3	The teacher allocates time to teaching vocabulary	5	2	5	2
4	The teacher uses direct ways of presenting vocabulary	7	-	7	-
5	The teacher uses indirect ways of presenting vocabulary	-	3	-	2
6	The teacher uses direct strategies to consolidate already learnt words	7	-	5	-
7	The teacher uses indirect strategies to consolidate already learnt words	-	5	2	5
8	There are factors affecting teachers' vocabulary teaching strategies	7	-	7	-

Source: Tse Ching Yan (2008).