

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH LANGUAGE

ASSESSING VOCABULARY TEACHING TECHNIQUES USED BY
ENGLISH LANGUAGE TEACHERS IN ENGLISH CLASSROOM:
THE CASE OF KILTU KARA PREPARATORY SCHOOL

M.A THESIS

By

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THE CASE OF KILTU KARA PREPARATORY SCHOOL

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Assessing Vocabulary Teaching Techniques Used by English Language Teachers
in English Class Room: The Case of Kiltu Kara Preparatory School

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BIOGRAPHICAL SKETCH

The researcher was born on August 23, 1976 E.C in West Wollega Zone, Oromia Regional State. He attended elementary and secondary school education at Kiltu Kara Elementary, Junior Secondary and Nedjo High School respectively. He then joined Adama College of Teachers Education and graduated with Diploma in English in 1996 E.C and graduated with B.Ed. Degree in English in 2001E.C from Arba Minch University. He then joined School of Graduate Studies at Adama University in 2006.

DECLARATION

I, the undersigned declare that the thesis, entitled: Assessing Vocabulary Teaching techniques Used by English Language Teachers in Kiltu Kara Preparatory school of grade eleven, West Wollega Zone Oromia Regional State and submitted in the partial fulfillment of the requirement for the degree of Masters of Arts(Teaching English as a Foreign Language) complies with the regulations of the University and meets the accepted standards with respect to originality and that all sources of the materials used for this thesis have been dully acknowledged.

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ABBREVIATIONS AND ACRONYMS

EFL	English as a Foreign Language
FL	Foreign Language
L1	First Language
L2	Second Language
TL	Target Language
TEFL	Teaching English as Foreign Language
VSS	Vocabulary Self-Selection Strategy
TBI	Task Based Instruction
IPA	International Phonetic Alphabet

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ABSTRACT

The purpose of this study was to assess vocabulary teaching techniques used by English language teachers to improve students' vocabulary knowledge. To this end, qualitative and quantitative methods were used to conduct the study. The subjects of the study were 100 Grade 11 students and three English language teachers of the same class. Simple random sampling technique was used for students to select the subjects of the study; whereas, non-probability sampling technique, particularly availability sampling was employed for teachers since their number was manageable. Four data collection tools were used: namely observation, questionnaire, interview and textbook analysis. Observation was used to see the classroom teaching-learning process. Questionnaire was prepared for hundred students and three English language teachers to gather information regarding some basic concepts of vocabulary teaching, learning and other related issues. Textbook analysis was made to see vocabulary teaching techniques incorporated in the student's textbook. The result indicated that teachers give less emphasis on the teaching of vocabulary compared with other language skills. They employ very few techniques repeatedly. This repetition of limited techniques on the one hand minimizes the students' motivation to learn vocabulary, on the other hand, it hinders the teachers themselves to address the diversified needs of the learners; and as a result, the students might be unable to succeed in their academic endeavor. The researcher's observation result also seemed to reveal that students were less supported by their teachers regarding their word knowledge. EFL textbook of grade eleven incorporates different vocabulary teaching techniques such as: definition, word forms, synonyms, context clues and pronunciation. However, the attention given to Vocabulary teaching techniques such as vocabulary network, collocation, spelling, hyponym, picture interpretation and vocabulary self collection strategies were not sufficient. Thus, it is suggested that teachers should give proper emphasis on the teaching of vocabulary through various techniques.

**KEY TERMS: VOCABULARY, TECHNIQUES, ASSESS, STRATEGIES
PRACTICE**

CHAPTER ONE

1. Introduction

1.1 Background of the Study

For a long period of time, grammar was viewed as the main task in second language teaching. Mastery of grammatical structures was the main goal in second language acquisition. The Grammar-Translation Method dominated second language teaching. On the contrary, vocabulary teaching and acquisition were of relatively minor importance. Vocabulary development was approached as some kind of auxiliary activity and, often through memorizing de-contextualized word lists. The relatively minor importance attached to lexical knowledge and context was visible in the scant attention paid to it by second language researchers and teachers in the last decade.

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

It is undeniable that vocabulary is central to language and is of paramount importance to a language learner. Through words we convey our ideas and understand the ideas of others. The effectiveness of this transaction seems to be highly dependent on our knowledge of vocabulary. The following statement about the relationship between grammar, and vocabulary demonstrated by the British linguist Wilkins in (1978:111) argues that” Without grammar, there are few things we can express; while without vocabulary, there is nothing we can express.” Wilkins verifies the importance of vocabulary in communication. Insufficient vocabulary or vocabulary difficulties will result in communicational barriers or failures. Without the mediation of vocabulary, no amount of grammatical or other types of linguistic knowledge can be employed in second language communication or discourse.

Therefore, teaching vocabulary has a significant role in language teaching, since words play an important role in expressing our feelings, emotions, and ideas to others during communication. In the absence of vocabulary, communication will not occur. Indeed, neither

literature nor language exists without vocabulary (Harmer, 1991). On top of this, vocabulary is a primary concern for language teachers, applied linguists etc to focus on. The techniques that teachers mostly practice in their language classes has a bearing on their vocabulary knowledge or help them to be able to communicate through reading, speaking and writing on the basis of good command of vocabulary (Anderson and Nagy, 1992).

1.2 Statement of the Problem

Wallace (1987) stated that for many years, vocabulary learning and teaching has not been given due attention. Today, the importance of vocabulary for language teaching is admitted by all second language theorists and practitioners. Although it was believed that vocabulary could be taught only in isolated word lists for a long time, nowadays there are lots of ways to teach vocabulary. The most common idea among them is the crucial importance of vocabulary in communication and in language teaching. It is believed that the more words we know, the more fluently we can communicate (Schmitt 2000, Coady & Hucking 2000, Richards & Renandya 2002). In order to communicate, therefore, there must be knowledge of sufficient amount of its vocabulary without which communication is almost impossible.

Bury, (2002:13) stated the comparative necessity of vocabulary for the communicative function by saying, "If students spend most of their time studying grammar, their English will not improve very much." This means that they will see maximum improvement if they learn more words and expressions. They can say very little with grammar, but they can say almost anything with words. Thus, vocabulary is the flesh of a language while grammar is the skeleton. In order to be able to use the language productively, students must know certain amount of vocabulary, not only for communicating orally, but also for writing.

Despite this fact, however, vocabulary, in comparison to the other features of language, has been the most neglected area in second/foreign language teaching- learning and research. Wallace (1987:9) says: "In modern linguistics, vocabulary was given little or no attention as an area of investigation and could not be objectively studied," Thus, vocabulary remained the least studied aspect of language as a whole. In addition, Gairns and Redman (1986:1), for example, state the issue in the following manner. "In recent years, vocabulary has not received the recognition it deserves in the classroom." The researcher too believes that this is also true in the Ethiopian context where grammar based language teaching has been dominating the English classes which might have resulted in the present low language

proficiency of students. This neglect of vocabulary in foreign language class seems to have been the cause for the difficulty witnessed among the learners in our preparatory school to express themselves and participate in class discussions. Teachers complain that they face a problem in teaching EFL effectively, due to the students' lack of proficiency in the English language. The students are handicapped both in their awareness and use of vocabulary items in various and related contexts. Thus, there seems to be an urgent need to identify some of the modern vocabulary teaching techniques so as to facilitate them in handling of the crucial and complex vocabularies that the students encounter in their different subjects.

Recently, however, the techniques of English vocabulary teaching have been changing in an attempt to find better ways of imparting vocabulary knowledge to learners of English as a foreign language. This is evidenced in the growth of interest in L2 vocabulary acquisition research and in the publication of many course books exclusively devoted to the teaching of vocabulary. We have now many vocabulary teaching and learning techniques that are intended to enhance students' learning. As such, presently the prominent issue regarding vocabulary teaching is not one of the neglect, though the issue of neglect is not yet completely resolved, but of the "appropriate" application of the techniques in developing students' lexical competence. (Read, 2000; Barcroft, 2004).

Different researchers have conducted a variety of studies related to vocabulary in Ethiopian context, but little attention was given to what extent language teachers practice different vocabulary teaching techniques in general. In line with this, Dessei (1988), Tesfaye (1990), Alemu (1994) Berhane (1998), and Getnet Gidey, (2008) attempted to conduct their research on vocabulary teaching. Though these researchers attempted to look in to vocabulary teaching in EFL classrooms, none of them attempted to look at the extent to which English language teachers practice different techniques in vocabulary teaching at preparatory school level. And to the knowledge of the researcher, there has not been any research carried out on assessing the practice of vocabulary teaching techniques at Kiltu Kara preparatory school. For example, Tesfaye (1990) and Dessei (1988) conducted their research on "An evaluation of the effectiveness of current vocabulary teaching method." Their study concluded that the training has brought significant difference in the performance of students; that is the experimental groups have been benefited .Similarly; Berhane (1998) conducted a study on, "An exploration of vocabulary teaching in primary schools." His findings show that pictures, picture cards, blackboard drawings and real objects are more frequented and effective

techniques of vocabulary teaching in grades one and two. And Alemu (1994) conducted a study on ‘Teachers’ attitude towards awareness raising approach to vocabulary teaching.’ And his findings showed that teachers could modify their attitudes in a fairly short period of time.

Getnet Gidey, (2008) conducted a study that dealt with the relationship between language achievement and vocabulary learning strategies: the case of high and low achiever students in Gondar college of Teachers’ Education. The aim of his study was to investigate vocabulary learning strategies used by high and low achiever students at Gondar college of Teachers’ Education. His finding shows that there was a relationship between vocabulary learning strategy use and language learning achievement. Getnet Gidey’s study did not incorporate English language teachers vocabulary teaching techniques.

The major difference between this study and the above mentioned studies is that the current study has focused on the aspects of assessing techniques of vocabulary teaching; it has focused on the frequency to which teachers practice techniques of vocabulary teaching and to what extent teachers involve their students in every opportunity through which they can be exposed to different vocabulary learning-teaching strategies. It also has dealt with what techniques are incorporated in the textbook to teach vocabulary.

Having recognized the problem of vocabulary teaching at Kiltu Kara preparatory school and the existing research gap, the researcher was interested to assess how often English language teachers practice different vocabulary teaching techniques in EFL class with particular reference to Kiltu Kara preparatory School.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study is to investigate the vocabulary teaching techniques English language teachers use to enhance their students’ vocabulary knowledge in Kiltu Kara Preparatory School.

1.3.2 Specific Objectives

The specific objectives of this study are to:

1. Recognize the techniques used by teachers to improve students' vocabulary Knowledge.
2. Determine whether vocabulary teaching techniques are practiced in EFL classes.
3. Distinguish vocabulary teaching techniques incorporated in grade 11 textbook.
4. Identify whether the vocabulary teaching techniques incorporated in the textbook are exhaustive.

1.4 Research Questions

The following research questions were formulated to address the problem in the course of the study.

1. What vocabulary teaching techniques do Grade 11 teachers use to improve students' vocabulary knowledge?
2. How often do teachers formally practice vocabulary teaching techniques in EFL class?
3. What are the vocabulary teaching techniques incorporated in grade 11 textbook?
4. Are the vocabulary teaching techniques incorporated in the students' textbook exhaustive?

1.5 Significance of the Study

A number of authorities, such as Rivers (1982), Kelly (1986) and Bright and Mc Gregor (1978) have pointed out the importance of teaching vocabulary in the English language in order to arm students with the salient means of tackling linguistic problems that could impede their understanding on any material they come across. However, due to inadequate recognition and identification of the immediate needs of English language, the techniques by which vocabulary could be effectively taught seems not to have been given due attention in Ethiopian preparatory schools. As a result, Students face problems in listening, reading comprehension, writing and speaking appropriately both in their English classes and outside the school. Therefore, the study:

- Would seem to provide awareness on the immediate recognition and urgent recommendation for the implementation of vocabulary teaching techniques in preparatory English courses because preparatory English equip students with the necessary vocabulary knowledge that could enable them to internalize essential concepts.
- Would provide guidance and give feedback to preparatory English course designers and textbook writers, so as to include the implementation of Modern Vocabulary teaching techniques in the teaching materials.
- Would improve the teaching and learning vocabulary in preparatory schools and meet students' specific needs since the effectiveness of students learning vocabulary highly depends on the techniques used by their teachers.
- Would help to better realize that vocabulary is no less important than the other aspects of linguistic knowledge and hence is worth full to learn it.
- Will moreover be used as an input for further studies that could be conducted in the area.

1.6 Scope of the study

The study was delimited to vocabulary teaching techniques employed by English language teachers to enhance their students' vocabulary knowledge in FL classroom. It was delimited to only Grade 11 English language teachers and students of Kiltu Kara Preparatory school. Kiltu Kara Preparatory school is found in West Wollega Zone; Oromia Regional State, at a distance of 643-km away from Adama. One of the reasons to delimit this study to Vocabulary Teaching Techniques is because , it is one of the techniques that is used for the implementation of active teaching and learning approach and at the same time, language

subjects are among the subject area which requires strategies that help the learners to maximize their communication skill.

1.7 Limitation of the Study

It should be stated that the study had gone through some limitations due to limited sample population of the study and inability to address all grade levels in the school. The study was based on one 100 grade 11 students and three English language teachers of the same class. The data from hundred students may not represent all English language learners of the school in particular and other secondary and preparatory schools in general. In addition, the setting of this study was limited to one preparatory school; this is because there is only one preparatory school in our district. Therefore, the findings may not be generalized to all secondary and preparatory schools since all the data sources are limited to only grade eleven. In addition, the number of observation taken during the course of the study was limited to three classroom observations per participating teacher. Three observations may not be enough to reflect the full extent of the different participants' vocabulary teaching techniques. Therefore, researchers interested in conducting further studies regarding vocabulary teaching techniques in EFL classrooms should design more general studies in which participants are observed over the course of one academic year rather than one semester so as to provide clearer explanations about the vocabulary teaching techniques teachers employ in their EFL classrooms.

CHAPTER TWO

2. Review of Related Literature

2.1 Introduction

The purpose of this chapter is to review some relevant literature on the practice of vocabulary teaching techniques, the importance of vocabulary in language teaching and learning, some of the vocabulary teaching techniques and to give theoretical explanations.

2.2 What is Vocabulary?

As Stahl (2005) puts it, “Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits in to the world.” Vocabulary knowledge is not something that can ever be fully mastered; it is something that depends and expands over the course of a life time. Krashen (1993: 55) emphasized by saying that vocabulary is the basic for communication. Moreover, he noted that if acquirers do not recognize the meaning of the key words used by those who address them, they will be unable to participate in the conversation. He also pointed out that if they wish to express some idea or ask for information, they must be able to produce lexical items to convey our meaning. There are several types of vocabulary. For example, our listening vocabulary is made up of all the words we hear and understand. Our speaking vocabulary includes all the words we use in everyday speech. Our reading vocabulary is made up of the words in print that we recognize or can figure out.

2.3 Historical Background of Vocabulary Teaching

The teaching of vocabulary has passed through several unsettled periods in the different methods of foreign language teaching. Sometimes it used to be given a pride of place and other times it was forgotten. According to French (1983), vocabulary teaching had been a great deal of concern in the 1930s (vocabulary control movement) before it became a neglected aspect of foreign language teaching programmes in the 1940s, 1950s, 1960s and early 1970s (Carter and McCarthy 1988: 40).

None of those language teaching methods which came into existence succeeding one another from the Grammar Translation Method to the Communicative Approach (GTM and CLT here after) provided vocabulary teaching a place of recognition it must have deserved. The GTM aimed at fostering accuracy and mastery of explicit grammatical rules left “students to learn the necessary vocabulary themselves through bilingual word lists, which made a bilingual

dictionary an important reference tool” Schmitt (2000:12). The Direct Method too was characterized by having no interest in the importance of vocabulary teaching. The proponents used to believe that vocabulary would be acquired naturally through interactions during the direct manipulation of the language in the classroom (ibid). This seems to discredit the necessity of explicit vocabulary teaching at all. The emergence of CLT methods in the 1980s marked the paradigm shift in the history of language teaching from structure-based (grammatical accuracy) to meaning-focused (fluency) approach. At this time it could be reasonable to expect that vocabulary would be given a major place of interest in language teaching, because words, not grammar, are basically carriers of meaning.

The same line of thought was also maintained by Richards and Rodgers (2001:132) in that “the building blocks of language learning and communication are not grammar ... but lexis, which is words and word combinations...” The old misconception that vocabulary would take care of itself seems to be improving if not forgotten at all. Nation (2001) also comments that vocabulary seems to come back once again on the agenda of foreign language teaching which was arguably neglected for a number of years. The following section, therefore, deals with some of the common techniques of vocabulary teaching which were borne by the revolution of language teaching.

2.4 An Overview of Techniques of Vocabulary Teaching

An effective vocabulary teaching programme involves two approaches: intentional and incidental instructions. In a comprehensive review of research on incidental vocabulary teaching mostly in the first language context, Krashen (1989) concluded that incidental vocabulary teaching achieves better results than explicit or intentional vocabulary teaching. However, when it comes to an FL/SL teaching and learning, it tends to be less effective in that learners have limited exposure to the target language. In the process of L1 vocabulary acquisition where learners have rich source of the language data, incidental learning with no uncertainty plays a fundamental role in helping learners pick up new words every day. But it is less significant for FL vocabulary learning particularly for beginners and pre-intermediate students whose reading ability and experience is very low. In this connection, Nation (2001:149) and Schmitt (2000: 151) concluded that only small amount of incidental vocabulary learning occurs from reading.

Gu (2003:35) also specifies, “Incidental learning to be more effective for native speakers and intermediate and advanced L2 learners who have acquired the receptive skills of reading and listening. Even for these learners, the usefulness of incidental learning does not exclude the use of intentional learning strategies. Hence it may be argued that both approaches, incidental and intentional, are more effective than either of them.” Recent studies of L2 learners, Paribakht and Wesche (1997), Schmitt (2000), Zimmerman (1994), generally indicated that a combined approach is more essential than incidental vocabulary learning alone. The next part of the paper explores some of the basic techniques of vocabulary instruction in terms of these two approaches.

2.4.1 Definition plus Collocation

Definition and collocation are both essential techniques of vocabulary teaching. Definition is the commonest way of communicating meaning during speaking and writing. A study of sixteen Biology and Chemistry lectures by Flowerdew (1992), cited in Nation (2001), reflected that about twenty definitions per lecture were made. This study shows that definition is a major technique of conveying the meaning of words and terminologies not only in language classes but also in other disciplines too. French (1983:46) also stated that: “Defining words by means of other words is a technique needed by teachers.” To meet its purpose genuinely, however, researchers such as Ellis (1995), Chaudron (1982), and Mckeown (1993) in Nation 12 (2001), recommended that definition has to be specific, direct, unambiguous and simple. Definition composed of words and phrases as difficult as the target vocabulary item to be defined may be counter-productive. It is, therefore, a technique that requires skills and expertise of teachers.

While definition is concerned with establishing a single word’s meaning, collocation takes definition for granted and is concerned with the words that typically appear together with the target vocabulary. Words are not randomly put together to form strings and phrases. There is always a choice of one lexical item over the other in terms of its collocability. McCarthy (1990:13) explains the importance of collocation as: “The relationship of collocation is fundamental in the study of vocabulary; it is a marriage contract between words, and some words are more firmly married to each other than others.” Similar to the author’s point of view, I believe that teaching vocabulary is not merely presenting new words to the students. The students must know how the words work together with other words to perform meaningful communication. For example, we talk about heavy rain but not heavy sun, or we

say that we make or come to a decision, but we don't do a decision. So, heavy rain and make a decision are often referred to as collocations and we say that heavy collocates with rain. Therefore, it can be concluded that definition followed by collocation provides meaning and how the word is used in productive skills (writing and speaking).

As Nattinger (1988) stated that the meaning of a word mostly depends on the other words that it collocates with; by the help of these collocates the learner keeps the words in memory and can easily infer the meaning from the context. He also argues that the notion of collocations is extremely important for acquiring vocabulary but its potential has not been fully utilized. Similarly, Chan & Liou (2005) explained that teaching of collocations in English foreign language classes did not get enough attention; as a result, students learning English as a foreign language are weak in collocation use.

2.4.2 Sense Relation

Basically, vocabularies of a language are not isolated entities. They are naturally related to each other in different systems. Morgan and Rinvulcri (1986 and 2003) believe that vocabulary learning is a matter of realizing this relationship. A large number of words in any language share significantly different types of semantic relationships, and the mental lexicon are believed to function not in the form of word lists but as networks of these relationships. Due to this, vocabulary teaching in terms of these meaning relations is maintained to promote the storage, memory and retrieval of words for actual use. The typical relationships of words discussed below are: synonymy and antonym

2.4.3 Synonym

According to Gairns and Redman (1986), McCarthy (1990), and Carter and McCarthy (1988), synonymy is sameness of meaning between two or more words of the same grammatical category. Particularly as Gairns and Redman stated, synonymy is a fast and effective technique of explaining the meaning of new words. Carter and McCarthy (1988) also argue that teachers and students employ synonymy as a convenient means of communicating the meaning of words because the words are highly interchangeable. Synonymy as a teaching technique may enhance effective communication and prevents communication breakdown for the fact that it provides rich source of vocabulary to talk about specific issues. In the real situation, when a student fails to remember the required word during communication, either communication ceases to proceed or he/she strives for

continuing the speech by paraphrasing, which Wallace (1982:9) refers to it as ‘repair strategy’, in a relatively understandable manner. But unable to retrieve the right word will put the learner in a state of stress and confusion. As it was noted in chapter one, Wallace (1982) expressed this inability to remember 14 words one needs to communicate his/her feelings as the most threatening experience to the learner. Therefore, the argument is that the teaching of vocabulary has to be oriented in the way it enables the learner to have a rich and automatic access of words during actual communication (the road to fluency).

One of the ways, perhaps the most common one, to help this immediate memory of words, Schmitt (2000:132),” is grouping words together based on meaning similarity.” The underlining principle is that the previously learned vocabulary item which is already part of the learner’s mental lexicon will serve as a hook to the fresh word so that it will not be forgotten. Newly learned words lacking this connection, however, are prone to forgetting. In spite of the prime importance of organizing lexical items based on sameness of meaning (synonymy) has some limitations and a caution has to be made against. It is certain that pairs or group of words such as: begin/start, below /beneath/ underneath, toilet/ lavatory, to mention some, are good examples for synonymy.

However, linguists like Carter and McCarthy (1988) believes that absolute interchangeability of two synonymous words is rare. For example, when it is right to say: ‘The baby began /started crying’, it is unacceptable to say: ‘I couldn’t begin my car; battery is low’. The implication is that two words with the same meaning cannot be interchangeably used in every context. Hence, students too should be aware of this limitation

2.4.4 Antonym

Antonym, defined as oppositeness of words, is another way of organizing vocabulary items. The meaning of words in addition to sameness of meaning can be determined by other words with opposite sense. In this regard, Nation (2001) argues that words can be organized in to a specific lexical category by the semantic relation of antonyms. It has to be stressed that the objective of treating words under any organizing principle is to promote the learners’ understanding of meaning and memory of words better and easier. The study of isolated lists of words puts the learner into a more mechanical and artificial situation where memory is hardly easy.

However, when pairs of words such as: hot/cold, tall/short, sweet/sour,/sad/happy, thin/fat, etc. are presented, the learner would be benefited in that an attempt to recall one side will result in the memorization of the other. In dealing with pairs of words with opposite meaning, there must be a good deal of attention to the point of degrees of oppositeness.

4.4.5 Hyponymy

In addition to the sense of sameness and oppositeness, words can be studied in terms of the relationship of inclusion. Some specific words (e.g. green, blue and red) can be viewed in relation to other general term, colour or still more general one, painting (Ur 1996). The idea is that part of the meaning of specific words is contained by the general term, technically called super ordinate word. McCarthy (1990) states that many course book writers directly or indirectly use this frame work as a strategy of organizing vocabulary items (see p.19 for details). These techniques discussed under sense relationship of words (synonymy, antonym and hyponymy) are

only some of the strategies by which the meaning of one word is explained in terms of other words. Although other types of sense relations exist (e.g. polysmy = the relationship of a word to many different meanings, meronym = whole-part relation), synonym, antonym and hyponymy are by far the most frequently used ones by teachers and textbook writers (McCarthy 1990, Nation 2001). The last vocabulary teaching technique, perhaps a more advanced from of sense relation, we need to see is vocabulary network.

2.5 Vocabulary Network

The principle of vocabulary network, also known as word web, word map, mind map, word association, explains that beyond sameness, oppositeness and inclusion of meanings of words, there is an intricate and complex interconnection or network among group of words. McCarthy (1990) writes that semantic relationship in terms of synonymy and antonym tends to simplify the complex nature of the mental lexicon. According to Schmitt (2000), words are not stored in the mind in isolated pattern, but in an organized and systematic manner. That organization is conveniently explained as association or network. The mental lexicon, how words are stored in the mind, is metaphorically described as “a dictionary, a thesaurus, an encyclopedia, a library, a computer” all of which refer to a principled organization of facts (McCarthy 1990:34). In making use of vocabulary network technique, Harmer (1991:165) suggests that a word item, for example, ‘HOUSE’ is selected and given in a box at the centre of a sheet of paper and students are encouraged to build a network of arrows connecting it to many possible words that have semantic association any way. See a more complicated

network for the word 'BEDROOM' in Gairns and Redman (1986: 97). Below is given a simple example of word network (Ur 1996: 69).

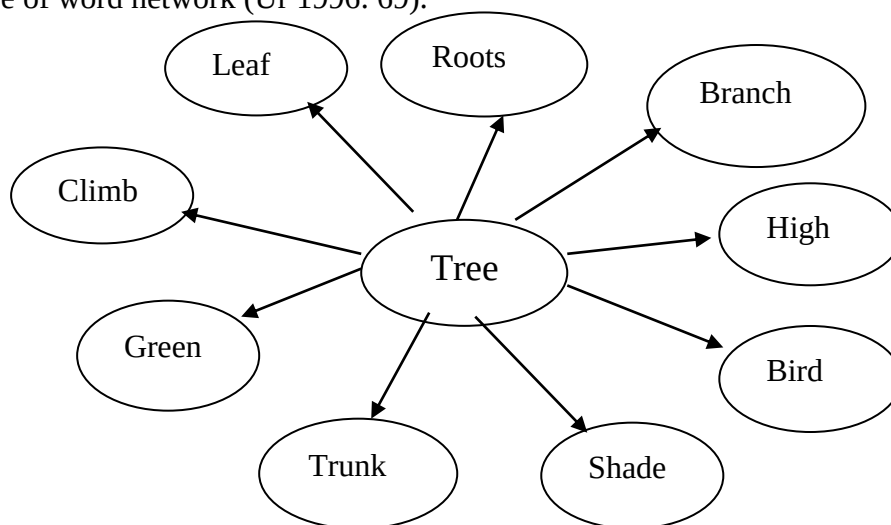


Fig 2.1: Diagram showing word association

The vocabulary network technique is believed to function as a convincing framework of organizing lexical items. Carter and McCarthy (1988:441) state: “Knowing a word means knowing its place in a network or associations with other words in a language.” In a study of vocabulary learning strategies, Ellis (1994:553) generally concluded that “Any attempt to form an association involving the target word aided retention.”

2.6 The Complex Nature of Vocabulary Knowledge

The common conception of FL/SL learners is that learning a word is calculated as learning the form plus the meaning of the word. In spite of this simple calculation, Schmitt (2000:5) warns that “the potential knowledge that can be known about a word is rich and complex.” From an exploration of different literatures, Nation (2000:3), Nation (2001:27), Schmitt (2000:5), Wallace (1982:271), the following aspects are generally identified as elements of word knowledge. These include: meaning, spelling, pronunciation, grammar, collocations, register, associations and frequency. Basically it is realized that to be able to say ‘I know a word,’ one has to master all these components of word knowledge.

However, practically the acquisition of all these components appears to be too difficult. Of course, Cook (2001: 62) writes that “Nobody completely knows every aspect of a word.” It should be stressed that at least they cannot necessarily be learned at the same time. The

acquisition of all aspects is perhaps possible only through a long time of practice and interaction with the language. In relation to this, Schmitt (2000:5) writes “vocabulary acquisition must be incremental.” Moreover, lack of the knowledge of all aspects does not seem to completely hinder the use of a word at least in receptive skills (listening and reading skills).

Nation (2000:35) appears to simplify the learning burden of a word when he summarizes all those aspects into three dimensions: meaning, form and use. It could be for this reason that textbooks and classroom instruction of vocabulary tend to emphasize on these variables. And more narrowly, Schmitt (2000) notes, “ Meaning is the most obvious kind of word knowledge.” However, the stress on meaning should not be at the expense of overlooking the vitality of form (written and spoken) plus the actual use of the word. The basic question that inevitably comes to our mind is, therefore, how learners manage to acquire FL vocabulary in spite of this complex nature. The proceeding section of this chapter deals with the different types of vocabulary learning strategies employed by learners

2.7 Word Consciousness

Playing with language is an essential component of language development. Word consciousness is the knowledge of and interest in words. Word conscious students enjoy learning new words and engage in word play, they know and use many words, and are aware of the subtleties of word meaning and of the power words can have (Graves, 2004). According to Graves (2004), “If we can get students interested in playing with words and language, then we are at least halfway to the goal of creating the sort of word- consciousness students who will make words a lifetime interest.” Word consciousness is not an isolated component of vocabulary instruction; it needs to be taken in to account each and every day (Scott and Nagy, 2004). A number of oral and written word games can serve to promote word consciousness, including puns, limericks, Hink- pinks, crossword puzzles, jokes, riddles, and anagrams (Stahl, 1999).

2.8 Dictionary Use

Instruction in dictionary use that focuses on having students look up words and use information from their definitions to write sentences does not provide students with the guidance they need to make dictionary use an efficient independent word-learning strategy. This is not to say, however, that dictionaries are not important aids to word learning. In fact,

the more students are exposed to dictionary definitions, the better their word learning (McKeown, 1985). As Scott & Nagy (1997), the crucial point in using dictionary is that students receive instruction in how to use what they find in a dictionary entry so that they are able to translate the cryptic and conventionalized content of definitions into usable word knowledge.

This instruction includes modeling how to look up the meaning of an unknown word, thinking-aloud about the various definitions in an entry, and deciding which the most appropriate definition for a particular context is.

2.9 Teaching Word Parts

As stated by (Anderson, 1984,) about 70 % of the English words derive from Latin, French, or Greek, and about 22 % from German. Furthermore, the language is large, with nearly one million meaningful bases, including words, idioms, figurative language, prefixes, roots, and suffixes that we can't overlook. One way teachers might do this is through meaning – bearing morphemes, such as roots, prefixes and suffixes. Approximately 88,500 distinct root families of words appear in school texts (Credible, incredible, credibility, credulous), and about 60 % of the words encountered on varied text books may be deciphered by analyzing the morphemes inside the word and the context in the surrounding sentences (Nagy and Anderson, 1984). Students can acquire the meaning of word parts by inference as they read. However, although such a strategy may be part and parcel of normal reading, many students-even high school students are unaware that breaking words into their parts can be a way to determine their meanings. In addition, students often do not know the meanings of common word parts A number of lists are available that contain hundreds of word parts (Prefixes, suffixes, and Greek and Latin roots) Although such lists may be useful, it is not possible or even fruitful to teach each element. It seems more reasonable to teach the most commonly used elements, and accompany this with the teaching of a general strategy for breaking words into parts. One such strategy is to teach students to combine word part information with the sentence context.

2.9.1 Prefixes

Students benefit from learning the most common prefixes (Graves, 2004). Teaching the most frequently occurring prefixes can contribute a lot for vocabulary learning.

2.9.2 Suffixes

The most frequently occurring suffixes in printed school English are inflectional endings such as noun ending (-s, -es), verb endings (-ed, -ing, -en), and adjective endings (-er, -est) (White et al., 1989). In general, even young students use these endings in their oral language. Therefore, middle school and older students should have few problems learning and using them. There are at least a dozen derivational suffixes that appear frequently in words (Ebberts, 2004). Derivational suffixes (such as -y, -ly, -ial, and -ic) appear in fewer than a quarter of all the words that contain suffixes, but they can also be useful to teach. Comprehension of relatively infrequent words such as exponential and unwieldy can be aided by knowledge of meaning of the -ial and -y suffixes. The length of some suffixed words can occasionally overwhelm students who are less able readers. Learning to recognize the letter patterns that make common suffixes can help these students to distinguish root from suffix, thus reducing the size of the word and allowing them to focus on relevant information within the word (Adams, 1990). Activities such as these are a natural extension to decoding instruction that teaches students to look at chunks of words.

2.9.3 Roots

When students encounter unknown words, they can break them into prefixes, suffixes, and familiar English roots, and combine the information this analysis reveals with conceptual information they find in the context. In addition to their prefixes or suffixes, content words contain Greek or Latin roots. Researchers and educators are divided as to whether it is profitable to students to teach these roots. Some argue that the modern meanings of words (especially the most common derived words) often do not reflect the meanings of their historical roots, and those readers- particularly young students- might be misled by a literal translation of root to meaning (Nagy & Anderson, 1984). For example, knowing that *-mort* refers to death may help students to figure out the meaning of mortal or immortal, but it probably does not help them to determine the meaning of mortgage or mortify.

On the other hand, having student's elaborate basic information makes it more memorable. Therefore, teaching roots may make new words more memorable by adding a story to their definition. The solution may be to make a distinction between using word parts as an independent reading strategy and using word parts as a word-study tool. When students encounter new affixed words during independent reading, they will find it useful to be able to take off prefixes or suffixes and identify the word that remains. But to help poor readers not to be overwhelmed by long words, teachers may need to teach them how to use this strategy.

Clearly, there are benefits to be gained from teaching students to break words into their different parts as a strategy for determining the meanings of unknown words.

2.10 The Vocabulary Self –Collection Strategy (VSS)

A review of the research on vocabulary instruction conducted by Harmon and Hedrick (2005, p.275) led them to claim that struggling readers learn vocabulary when teachers “encourage independent learning by allowing students to self-select terms to be studied.” They pointed to VSS as an approach to encourage students to select and study words that they feel are important to learn. Research conducted by Calderon et al. (2005) with English language learners demonstrated that, in addition to teaching vocabulary before reading, their discourse around the text after reading leads to students’ vocabulary development. The Vocabulary Self-Collection strategy (VSS) is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class. The strategy was first introduced by Haggard (1982, 1986) and since then has been adapted for various grade levels and instructional contexts. Students select words from their readings that are new and interesting, use the context and other resources to determine the meaning of the words, and nominate the words to be learned by others in the group or class.

Therefore, in the selection of vocabulary, the teacher must be sure that the words or phrases chosen can be immediately incorporated into the students’ linguistic range. Stahl (2005,p.95)stated, “Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world.”Beyond definitional knowledge, meaningful vocabulary helps students’ create relationships among and develop their vocabulary by fostering word consciousness and interest in words.

In addition, Readence et.al(2001) also state that the purpose of Vocabulary Self -Collection Strategy (VSS) is to help students to generate a list of words to be explored and learned and to use their own prior knowledge and interests to enhance their vocabulary. Therefore, VSS should be introduced before reading and used by students during and after reading. VSS has been used with intermediate, middle, and secondary students within cooperative group settings, but the strategy may be modified for students in the secondary grades as the teacher directs and guides them through the process. High school students would benefit from the use of VSS after group read-aloud, when they return to the book to select new and interesting words.

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

2.10.1 Implementing the Vocabulary Self-Collection Strategy

The implementation of teaching strategy is an important part in the teaching process. Teacher can implement teaching strategy and find out whether the strategy is appropriate for the students or not. If the treatment of the strategy can make the students enjoy to study and it can enlarge their knowledge, so the strategy is successful. On the other hand, if the students feel bored and it cannot increase their comprehension during and after the class, so the teacher has to find another appropriate strategy. Without the implementation of teaching strategy, it is impossible that the teaching goal will be achieved. The implementation of Self-Collection Strategy in teaching vocabulary for high school students can increase the students' vocabulary mastery. Vocabulary Self-Collection Strategy (VSS) is a strategy to teach vocabulary by using the student ability in collecting and generating words list and it emphasizes on the students personal experiences and general knowledge. The students are allowed to find out the words based on their daily experiences, the words that they find in their own environment related to the topic given by the teacher. So the students should figure out kinds of communication that they and other people that they know and use every day and the list of words that deals with communication. Then, the students try to determine the meaning of the words as best as they can base on the context.

As Haggard (1986) mentioned some steps in implementing Self Collection Strategies (VSS), teachers introduce the purpose of VSS to students and they tell students that they will be expected to find new and interesting words from their readings that they will learn through a group nomination process. Then, after teachers model how to select and nominate important words from the readings, teachers show why the word they selected is important by providing a strong rationale. For example, they may show students that without knowing the word, they

may not understand the sentence or surrounding sentences. These steps help students engage in the process of vocabulary self-selection. Students work in small groups of three to five, and they read a short passage from the book with the teacher. They are guided by the teacher to identify a word they wish to select. The teacher demonstrates how to use context and other resources to figure out the meaning of the word. Together, the students and the teacher engage in a discussion on developing a reason for nominating their word, and each small group moves to nominate one word for learning. Students use their own charts to write the word, the sentence from the text in which the word was found, the meaning, and the reason for selecting the word.

2.11 Context Strategy

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

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

grammatical structures (Thornbury, 2002). Most of the words acquired through incidental reading are learned through context. Students learn from context by making connections between the new word and the text in which it appears. They also learn new words through repeated exposures, gaining more comprehension of a word's meanings and functions by seeing it several times in different contexts. To develop reading efficiency guessing from context is useful. Therefore, the ability to guess the meaning of a word without referring to a dictionary saves time and allows the reader to continue reading without interruption.

Research indicates that contextual word teaching is more effective than non-contextual word teaching (Biemiller & Boote, 2006). Therefore, in teaching vocabulary, it is important to provide meaningful learning experiences for students. One way of nurturing vocabulary development and retention is to teach words in context. Divorcing words from their surroundings decreases the likelihood of comprehension and retention and it was emphasized that new vocabulary should only be met in sentences and meaningful contexts (Richards and Rodgers 2001). So, setting a good context which is interesting, plausible, vivid and has relevance to the lives of the learners, is an essential prerequisite for vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary. Maintaining the context and making sure the language surrounding the context is easy to comprehend, the teacher should start eliciting the target vocabulary. Elicitation ensures that the learners work towards understanding the meaning as this is more likely to help them remember and recall the vocabulary taught. Moreover, elicitation also makes the classroom more learners centered, and helps the learners make connections between the old and the new.

As Tudor (2001, p. 15) puts it, "Guessing from context is not always possible, due to the learner's limited ability but also due to varied text construction. Texts range drastically in contextual quality. Due to the reality that students will encounter texts that are not context rich, teachers must offer both contextualized and de contextualized vocabulary learning activities. In other words, teaching vocabulary to guess the meaning of the unknown vocabulary does not mean that the word has been inferred correctly. Yet, guessing is still practical and beneficial as it provides learners with words in meaningful context rather than in complete isolation." The researcher also believes that learners could be shown the different ways in which the meaning of an unknown word can be inferred from authentic contexts or in the use of short contexts. When vocabulary is taught to guess the meaning of new word from

the context, then the reading text should match with students' ability level. If the text is too difficult, it will not be helpful. Rather, it may even bore them out. Therefore, setting a good context which is interesting, plausible, vivid and has relevance to the lives of the learners, is an essential prerequisite for vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary.

2.12 Task Based Instruction Strategy

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

2.13 Communicative Language Teaching Techniques in Vocabulary Teaching

Vocabulary teaching in CLT focuses on meaning rather than form as it aims at achieving effective communication. Teachers are expected to create a suitable language environment so that learners use the language for problem solving. This motivates learners to pick up the language since they practice by considering actual situations and introducing their background experience. Therefore, in the CLT classroom much vocabulary is not taught in the form of wordlist of isolated words any more, but taught in authentic contexts. Vocabulary teaching focuses on developing communicative proficiency rather than commanding the forms of the target language. Communicative Language Teaching based on many modern humanistic and communicative theories is effective in English vocabulary teaching and learning in many aspects:

1. CLT makes learners acquire vocabulary knowledge naturally, rather than learning intentionally. Apart from it, the modified target language input which is gotten from

conversational interactions between the teacher and learners enables them to get better understanding of vocabulary knowledge

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

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

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

5. CLT makes learners adopt the responsibility to their own learning and encourages them to discover the forms and structures of target language for themselves. (Finocchiaro & Brumfit, 1983:127)

Similar to the author's point of view, the researcher believes that in the communicative approach, language learning is seen primarily as 'learning to communicate', and the goal of the approach is the acquisition of communicative competence, which enables second language learners to use the target language for communication effectively and appropriately. It stresses the need to allow students opportunities for authentic and creative use of the language.

2.13.1 The Role of CLT in Vocabulary Instruction

As Richards (2006) states in the principles of CLT, the students learn to communicate by negotiating meaning in real context. The teacher's role in Communicative Language Teaching especially vocabulary is mainly acting as a facilitator for classroom activities as well as home take assignments to make learners engage in groups or pair work. Instruction plays an essential role in passing messages and thoughts to learners. The ways in which CLT treats vocabulary is in such a way that learners can easily grasp the meaning of new words from the context. To do this, communicative practice that lets learners to use the language should be employed in the classroom. Thus what teachers should do most importantly is to arouse the students' communicative consciousness, activate their communicative motivation. (Yiwei WU, 2009). CLT involves equipping students with vocabulary, structures and functions, as well as strategies to enable them to interact successfully (Pororellana, 2011). To

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

- Encouraging wide reading-students learn new words by encountering them in text, either through their own reading or by being read to. Increasing the opportunities for such encounters improves students' vocabulary knowledge, which, in turn, improves their ability to read more and more complex text. In short, the single most important thing you can do to improve students' vocabularies is to get them to read more
- . •Exposing students to high-quality oral language -Increase the quality of the oral language to which students are exposed let them hear spoken English that incorporates more of the vocabulary and syntax typical of written and particularly literate English.
- Promoting word consciousness -word-conscious students enjoy learning new words and engaging in word play. They know and use many words, and are aware of the subtleties of word meaning and of the power words can have (Texas Reading Initiative, 2002, p. 11)

2.13.2 Teacher Roles in CLT Vocabulary Teaching

In CLT, the teacher has two main roles: the first is to facilitate the communication process between all participants in the classroom and between these participants and the various activities and texts .The second role is to act as an independent participant within the learning-teaching group .The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher: first, as an organizer of resources and as a resource himself, second, as a guide within the classroom procedures and activities. A third role for the teacher is that of researcher and learner, with much to contribute in terms of the nature of learning and organizational capacities (Breen and Candlin, 1980: 99). The role of the teacher is not only that of a resource and lecturer but also a facilitator, an organizer, a guider and more important a creator of environment in which learners learn.

2.14 Social Strategies

Social strategies refer to the interaction of the language learner with his/her classmates and teachers to obtain word meaning. Language being a social behavior requires two or more people to communicate and communication is a function of the active participation of the communicators. Language learners very often use social strategies namely, asking questions, cooperating with peers, interacting with more proficient users of the language and native speakers when the opportunity is obtained (Oxford 1990 and Schmitt 2000). Informants

usually explain meanings in terms of synonymy, paraphrase or L1 translation. Social strategies, for example, discussing word meaning in a group, are important not only to determine initial meaning but also to consolidate word knowledge (Schmitt 2000).

2.15 Grammatical Structures

Most of the time learners are observed to be at a loss because they get confused by the amorphous nature of words. They find a word used as a verb in a certain context, and as an adjective in another context and often consider it to be a word totally unfamiliar to them even if they may know it in one of the two forms. Due to such impediments their understanding could be hampered. Such problems could be avoided if learners are familiarized with the different grammatical structures and word classes that are common in the English word formation.

As for the ways of mastering vocabulary Nasr (1982:65-66) Quotes stated:

To be aware of how words can be built up from various parts of speech is one way of master in the vocabulary by changing the form of a word. The words which can be called 'content' words consist of the names of 'things' (or nouns the names of 'actions'(or verbs) and name of 'qualities' (or adjectives or adverbs).

In this way nouns could be produced from verbs by adding 'al, -ance, -ment, -ion -age, th, -ant -ee, etc., From adjectives by adding - 'ness, -ity, -th) etc. verbs can be produced from nouns such as - 'joy = enjoy, throne= enthrone, head= behead, friend =befriend.' Adjectives can be produced from nouns as 'hair= hairy ,dirt=dirty, mist=misty ,man= manly, child= childish, boy = boyish, colony= colonial, brute= brutal, etc.'; and from verbs as 'broken, chosen, learned, living, passing, dependent, consistent, laughable enjoyable, etc.

Bright and McGregor (1978) as well support the ways of teaching vocabulary by familiarizing learners with these, various patters into which words are categorized so as to accelerate their vocabulary mastery.

Bright stated that vocabulary is increased by giving examples of a derivation pattern and asking the students to build derived words by analogy or expansion of words through families of words from given basic ones. For example, nouns such as faith, doubt and their adjective forms-faithful and doubtful could be given and students could be asked to make the adjective forms of cheer, hope, use, help, basket, mercy, etc. In the same manner a class of words which are produced from basic words could be given and learners could be asked to produce the whole family of some basic words. For example: reason - reasonable, unreasonable-

reasonably- reasonableness, profit - profitable- unprofitable - profitably- profitableness and basic words like work, hope, care, depend, argue, etc. could be given to produce their class words.

Bright and McGregor have also said:

A large part of the unfamiliar vocabulary learner will meet when he starts reading above the simplified English level will consist of words related in different ways to words he already knows. So, the learner needs to be pushed to mature productive use of nouns that are related to verbs and nouns that are related to adjectives; verbs related to nouns and adjectives; and adjectives that are related to nouns and verbs

These relations are marked by suffixes of various nature such as denial, reversal; departure, exposure; flattery, forgery; acquaintance attendance; accomplishment, achievement; obscurity, perplexity; collisions, conversion drainage, leakage; claimant, accountant, etc., for persons and mixer, roller etc. for things, are nouns from verbs; and nouns related to adjectives marked by suffixes-stillness, slipperiness; capacity, seniority, etc, In like manner, verbs related to nouns and adjectives are words such as besiege, bedevil, enrage, entangle, etc.; and sicken, enable, moisten, embitter, etc.

Adjectives related to nouns and verbs are like messy, chilly, leisurely, beastly, bookish, devilish; ancestral, ceremonial; etc.; broken, suspended, etc. Thus, as it is proved from the researches that were done by many investigators and supported by the above mentioned educators and methodologists, there are various dependable techniques of vocabulary teaching-learning. Learners vocabulary study would be greatly facilitated and expanded vastly as well as strongly if they follow these modern strategies of mastering vocabulary.

2.16 Explicit Instruction of Specific Words

Explicit instruction of specific words and their meanings can contribute greatly to the student's vocabulary development in particular and their knowledge of the language in general. According to Allen (2006:11), there are five possible reasons for incorporating explicit vocabulary instruction in her teaching. These are to:

- increase reading comprehension
- develop knowledge of new con

- improve range and specificity in writing
- help students communicate more effectively and
- develop deeper understanding of words and concepts of which they were partially aware.

To deepen students' knowledge of word meanings, specific word instruction should be robust (Beck McKeown, & Kucan, 2002). Explicit vocabulary instruction is critical for English language learners because students encounter different key technical terms that are difficult to understand.

Readence, et.al (2001:148) cautioned that, "If there is one thing which contributes most heavily to the burdens of learning technical vocabulary, it is the simple lack of direct instruction." For them, teachers frequently assume that students will automatically assimilate new words just because they are introduced in textbook assignments. According them, this is a mistake, while they stressed that incidental learning of word meanings may occur with narrative, story-type material, even across cultures... this will, more than likely, not occur with textbook material. Explicit instruction is especially important for students whose exposure to the vocabulary of Standard English is limited. To be effective, explicit vocabulary instruction should be dynamic and involve a variety of techniques.

2.17 Pictures / Imagery

New words can be learned by studying them with pictures of their meaning instead of definition. Researches (Kopstein and Roshal 1954 and Webber, 1978 cited in Schmitt, 1997) reveal that pairing L2 words with pictures has been show to be better than pairing them with their L1 equivalents. Imagery has been shown to be more effective than mere repetition for reading passages and sentences. It is also suggested that it could well be more effective for vocabulary too.

CHAPTER THREE

3. METHODOLOGY OF THE STUDY

This part of the thesis focused on research design, research setting, source of data, sampling techniques, data gathering tools, and data analysis procedures.

3.1 Research Design

The study produced data and assessed on English language teachers' vocabulary teaching techniques to enhance students' vocabulary knowledge of Kiltu Kara preparatory School. In this study, descriptive survey research method was used because it is a research method that is used to assess information about condition, situations and events that occur in the present by using both quantitative and qualitative data collection. Descriptive research is designed to obtain information concerning the current status of phenomena in particular place.

3.2 Research Setting

The study was conducted at Kiltu Kara Preparatory School with particular reference to grade eleven students in West Wollega Zone, Oromia Regional State. This school was selected for the study because there has not been any research that targeted the school and the selected grade level in the area of vocabulary teaching techniques. The underlying premise of the selection of the school was due to the relative proximity of the location of the school to the researcher.

3.3 Sources of Data

The study was conducted at Kiltu Kara preparatory School in West Wollega Zone. Hence, the data sources of this study were grade eleven students and three English Language Teachers teaching at this level. Grade 11 English language textbook was also evaluated to achieve the stated objective.

3.4 Population and Sampling Techniques

Gathering data from the whole population in research is not manageable because of limited resources. There were 600 grade eleven students in ten sections. So, for the purpose of the study, ten students were selected from each section by applying systematic random sampling technique. Thus, 100 students were selected from 600 total populations to fill the questionnaire. For the teachers, non-probability sampling techniques, particularly availability sampling was employed since their number was manageable-only three.

3.5 Methods of Data Collection

In order to achieve the objectives of the study, classroom observation (direct observation), questionnaire, interviews for teachers and textbook analysis were selected to prove the internal perspectives of the research subjects. These data gathering tools were expected to provide the researcher with supportive evidence for the validity of the research findings.

3.5.1 Questionnaire

A questionnaire which consists of ‘26’ closed ended items was designed for both the sample teachers and students. All the items for the teachers and students were basically the same in terms of content although some could be worded slightly different. The questionnaire had three sections with three respective instructions. Section one comprised ‘9’ items focusing on some basic concepts of vocabulary teaching- learning, whether the vocabulary teaching techniques incorporated in grade (11) text book are suffice; and other related issues of language teaching and learning. The second section comprised ‘7’ items on how frequently the common vocabulary teaching techniques discussed in chapter two were applied in the subject schools. The third section comprised ‘10’ items focusing on what vocabulary teaching techniques do grade (11) English language teachers practice to improve students’ vocabulary knowledge.

In addition, the teachers were asked to answer two open-ended items based on their belief and experience. For the sake of clarity and to avoid misunderstanding, the students’ questionnaire was translated in to Afan Oromo. The researcher adapted the questionnaire from Gashaw (2008) by making the necessary modifications. The questionnaire was prepared on the basis of Likert scale which has five-point scales.

3.5.2 Administration of the Questionnaire

After gathering the sample students in a separate room of the school, the researcher distributed the questionnaire to the students and explained the objective of the study. He administered 26 closed ended questionnaires to 100 students of the school. Finally, all the copies were obtained completely. Totally, the administration of the students’ questionnaire took the researcher about 2 hours. However, except one of the teachers, the other two were not able to return the questionnaire on one day. They were allowed to take home and complete it. Hence, the teachers brought the remaining four copies on the next day. Eventually, the responses from both the teachers and students were tallied and tabulated.

To shorten the number of tables that can be obtained if teachers' and students' responses were tabulated separately, the items were reformulated maintaining the content the same and this helped the researcher to reduce the potential of having 6 tables to about 3. It has also been found more useful as it displays the differences and similarities of responses of teachers and students on each item very easily.

3.5.3 Observation

According to Best and Kahn (2006), observation gives the firsthand account of situations under study, and when combined with other data collecting tools, it allows us a holistic interpretation of the situations which are being studied.

Direct observation was used to observe the classroom teaching learning process. The reason for using direct observation is that the researcher believed that observing the actual teaching learning process would enable the researcher to get the authentic data. Thus, the researcher prepared classroom observation check list (Appendix-V) in order to collect and substantiate the results that were obtained through questionnaire, interview, and the textbook analysis. The checklist focused on vocabulary teaching techniques that the teachers were employing while teaching vocabulary lessons, the way how the teachers develop students' self-learning to improve vocabulary knowledge. Teachers were observed three times for about '40' minutes with the help of checklist. The observation checklist was prepared to identify the presence or absence of some selected techniques that are implemented in the actual classroom instruction. The check list was prepared based on the research questions in part one and the review of related literature under part two and its format was adapted from (Nolasco and Arthur, 1988).

3.5.4 Textbook Analysis

Teachers are directed by the textbook in their English classes. The range of techniques they implement may be a function of the extent to which the textbook leads itself to use them. Similarly, the manner in which vocabulary items are developed in the material may encourage or discourage students to make use of different vocabulary learning strategies. Therefore, to obtain a more comprehensive data on this issue, the students' textbook was analyzed by the researcher to see the nature of the current vocabulary teaching techniques incorporated in grade 11 English textbook. The analysis was made in terms of check list (appendix IV) on vocabulary content coverage and the degree to which it encourages teachers and students to use the common teaching techniques and learning strategies discussed in the

previous chapter. In addition, an attempt was made to investigate whether there is any sort of recycling lexical items as a strategy of consolidating learners' knowledge of the previously learned word items. However, it should be stressed that the textbook analysis was not intended to consider such other things as learnability, frequency, usability, difficulty, etc. of lexical items which has to call for another line of research.

3.5.5 Interview

This data collecting instrument was preferred to get adequate information, free discussion, and response that cannot be obtained through other data collection instruments. According to Nunan (1988), the interview is suitable for the descriptive study for two reasons. First, interview can be employed for securing relevant data. Second, the respondents with whom the interview was conducted were few in which case interview is appropriate

The purpose of using the interview is to verify whether some of the information obtained from the questionnaire is accurate, and to elicit more reliable information from the interviewees as they describe their own practical vocabulary teaching techniques. It is believed that, therefore, better evidence could be obtained if teachers were invited to tell the researcher in a face to face communication about what they do in teaching vocabulary. The researcher employed semi- structured interview which has similar contents with the questionnaire. In light of this, '5' items of interview questions were prepared only for the teachers since they are limited in number-only three. The interview took averagely about '40' minutes and it was conducted in the selected school compound for one day (March 29/2009). The procedure of interviewing was held through note taking while the interviewee was explaining his ideas qualitatively.

3.6 Methods of Data Analysis

The data gathered through structured questionnaire was organized and analyzed by using quantitative method. Whereas, the data gathered through observation, open ended questions for teachers and interview were organized and analyzed using qualitative method of data analysis. Hence, descriptive statistical method was employed to analyze quantitative data using statistical tools such as percentages. In addition, with respect to their characteristics, the data was organized by using tables and charts. Moreover, the reports of the qualitative data collated through observation, open ended questions and interviews was analyzed and interpreted.

The analysis was made in terms of percentages. Scores that lie on scales 'strongly agree' and 'agree' are taken as 'agree' and scores that lie on scales 'disagree' and 'strongly disagree' are taken as 'disagree'. This is because the difference of the level of agreement between each pair is not believed to significantly affect one's actual engagement in the real practice of teaching and learning. Similarly, scores which lie on the scales 'Always' and 'usually' are interpreted as 'frequently' and understood as contributing a positive effect on learners' vocabulary acquisition. The basic assumption in this regard is that a kind of skill that is practiced frequently or most often is highly likely to result in a favorable success of language learning whereas the same kind of skill that is practiced only 'sometimes', 'rarely' and 'never' is either less effective or not effective at all.

The data obtained through classroom observation was analyzed qualitatively based on the assumption that if a certain technique is employed in the observations, it was described as observed technique and a technique implemented in none of the instructions is obviously not observed technique. In addition, the observed and non-observed techniques each teachers concerning was indicated by percentage. The results of the data sources were analyzed and interpreted according to the issues raised under each research question to hypothesize what kinds of vocabulary teaching techniques teachers should be familiarized with in addition to those addressed in the English textbook and what techniques are used by the teachers for students self-learning. Furthermore, the data obtained through open-ended questionnaires, observation and textbook analysis was analyzed qualitatively using typological and hermeneutical qualitative data analysis method. This method helped the researcher to arrange the data in classes, patterns, themes, and other kinds of groups of data (John Lofland and Lyn Lofland, 1995).

CHAPTER FOUR

4. Presentation of Data and Analysis

This study aimed at assessing the extent to which EFL teachers practice vocabulary teaching techniques in teaching English at Kiltu Kara preparatory School. To collect relevant data for the study, interview, questionnaire, classroom observation and textbook analysis were employed. Accordingly, the results and discussions of teachers' and students' responses, teachers' and students' beliefs and experience of vocabulary teaching and learning, teachers' practices of vocabulary teaching techniques; and the frequency of vocabulary teaching techniques implemented by teachers compared with the classroom observation, interview, and textbook analysis were assessed.

4.1 Analysis of Data Obtained through Interview

4.1.1 Teachers' Response Concerning their Personal Information

The teachers in the study have had experience in teaching; for instance, two out of three teachers (66.7) have taught English for more than twenty years and all of them have first degree in English language.

4.1.2 Teachers' Practice of Vocabulary Teaching Techniques in EFL Classes.

There were three teachers who participated in detailed interview. Regarding item 1, "The role of vocabulary in language teaching," All of them said that vocabulary is central to language and is of paramount importance in language teaching. For instance, one of the three participants confirmed that, "Without vocabulary we cannot convey our ideas and understand the ideas of others." The second participant teacher stated that, "Vocabulary is not only essential for communicating orally, but also for writing and reading. The students can write a better piece of writing if they know more words and, of course, they can read quickly and understand a reading text." The third participant teacher claimed that, "Vocabulary is important aspect of English because if students know more vocabulary, they can understand what they read and hear, and then write and speak."

Concerning item 2, "Can you list the vocabulary teaching techniques that you actually use in your classroom?" One of the three teachers reported that he employs different Vocabulary teaching techniques such as grammatical structure, collocation, definition, word forms, spelling, context clues and antonyms. The second participant teacher stated that he employs

Vocabulary teaching techniques such as translation, collocation, definition, word forms, context clues, synonyms and antonyms. The third participant teacher confirmed that he employs Vocabulary teaching techniques such as, collocation, definition, word forms, context clues, synonyms and hyponyms. However, the researcher didn't observe while they apply all the above vocabulary teaching techniques except definition, word forms and synonyms frequently in their actual classroom. The text-book analysis also revealed that definition, word forms and synonyms are the most predominantly used in the students' textbook. Similarly, in the questionnaire of the students (item-25), majority of the students replied that the only vocabulary teaching techniques frequently practiced by their teachers are definition, synonyms and word formation. From this it is possible to conclude that teachers wouldn't use different vocabulary teaching techniques in their actual vocabulary teaching techniques according to their suitability.

The teachers were also asked, to which one of the techniques they give priority during vocabulary instruction (item-3). Two of them replied that they give priority to context clues while the other said that he gives priority to context clues and definition. According to their response, they said that practicing context clues is helpful for students and teachers since they can practice it from their experiences and textbooks easily. Context clues can be used in different sentences in order to indicate different meanings of words in different sentences; in which teachers can provide students different sentences according to its suitability. However, this analysis of data gathered through interview doesn't shown consistent results with the findings of the questionnaire, item-17, classroom observation and textbook analysis.

Concerning item '4' which says "Do you think the vocabulary teaching techniques incorporated in the students' textbook are exhaustive?" all of them replied that, "Even though there are some techniques; the text doesn't invite teachers to use different vocabulary teaching techniques. The teachers' guide also doesn't give any clue and encourage teachers to use different vocabulary teaching techniques except providing definitions of words." One of the participant teachers claimed that, "Some vocabulary teaching techniques like mind-maps and collocation techniques implied in the textbook are presented without practical examples." Therefore, one could possibly draw that the attention given to different techniques in grade eleven textbook was not exhaustive.

Regarding item (5), all of the participant teachers mentioned that the main factor which hindered them to practice different vocabulary teaching techniques is the restriction which the Ethiopian Ministry of Education imposes on teachers to use its curriculum as the only resource to teach English. One of the participant teachers explained that, “The obligation of having to stick and teach everything in the Ministry’s curriculum pressurizes us. We don’t have a separate class for vocabulary/ we don’t have the opportunity to only focus on teaching vocabulary. The other two teachers stated how the District Educational Bureau sends supervisors from time to time to check whether they are following the syllabus assigned or not, and whether or not they are teaching what are expected to teach according to a pre-planned schedule. They added, “Teachers understand that concentrating on the assigned material is very crucial for students to pass exams so as to move to the next grade level. This is very important for every teacher because teachers are judged to be effective or ineffective according to their students’ results. Thus, covering the materials assigned by the Ministry of Education on time is very important to ensure that students are ready for their final exams. This is the reason why teachers go over most of the vocabulary in order to cover the Ministry of Education’s assigned Curriculum to which they are restricted.” In addition, the teachers confirmed that the following problems hindered them to practice vocabulary teaching techniques in EFL teaching and learning process:

- Lack of reference materials on vocabulary teaching techniques,
- Insufficiency of the different vocabulary teaching techniques incorporated in the students’ English textbook,
- Lack of adequate training, workshops and seminars on vocabulary teaching techniques

4.2 Teachers’ and Learners’ Awareness of Vocabulary Teaching and Learning

People concerned with the study of vocabulary acquisition intend to be keen on the importance of vocabulary learning in the process of acquiring FL. It is commonly believed that language learning is simply a function of vocabulary learning. In this specific study too, an attempt was made to determine whether the sample teachers and learners believe that language learning is just a matter of learning its vocabulary.

4.2.1 Analysis of Data Obtained through Questionnaire

Table 4.2.2 Teachers' and Students' Awareness of Vocabulary Teaching and Learning

No	Items	Scales	Teachers' response	Students' response	
			Frequency	Frequency	Percentage
1	Foreign language learning is a matter of learning its vocabulary.	Strongly agree	–	33	65
		Agree	1	32	
		Disagree	1	15	25
		Strongly disagree	1	10	
		Neutral	–	10	10
	Total		3	100	100%
2	In English language teaching, vocabulary is the most important aspect to focus on compared to other language skills	Strongly agree	1	59	83
		Agree	–	24	
		Disagree	2	8	13
		Strongly disagree	–	5	
		Neutral	–	4	4
	Total		3	100	100%
3	Vocabulary teaching has to be given prime consideration in English class	Strongly agree	1	21	36
		Agree	1	15	
		Disagree	–	36	59
		Strongly disagree	1	23	
		Neutral	–	5	5
	Total		3	100	100%
4	When I teach a word in the text, I use different techniques.	Strongly agree	1	33	61
		Agree	–	28	
		Disagree	2	16	30
		Strongly Disagree	–	14	
		Neutral	–	9	9
	Total		3	100	100%

Vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically; and, therefore, something to be taken into consideration both in Second and Foreign Language Teaching (McCarthy 1990). Table 4.2.2 depicts items that were designed to know teachers' and students' views concerning the teaching and learning of vocabulary. Both teachers and students were asked whether they agree with the idea that foreign language teaching is a matter of teaching its vocabulary (question 1).

Their response showed that two of the teachers seemed to disagree with the exaggerated role of vocabulary in foreign language teaching and learning, which is in contrary with their response of interview item '1'. Unlike the teacher's response, most of the students (65%) were inclined to agree with the idea. The difference in point of view of teachers and students on the role of vocabulary in language acquisition could inevitably affect teachers' and students' level of attention paid for vocabulary teaching and learning in different ways.

Horn bury (2002:13) Stated that," If students spend most of their time studying grammar, their English will not improve very much." They will see maximum improvement if they learn more words and expressions. They can say very little with grammar, but they can say almost anything with words. Thus, vocabulary is the flesh of a language while grammar is the skeleton. In order to be able to use the language productively, students must know certain amount of vocabulary, not only for communicating orally, but also for writing.

Like item (1), two of the teachers also did not agree with the claim that, "In English language teaching, vocabulary is important aspect to focus on compared to other language skills." (question, 2). On the contrary, most of the students (83%) agreed with the idea of giving priority for the teaching of vocabulary in the classroom. Thus, this discrepancy on the focus of vocabulary teaching and learning implies that teachers give fewer emphases to techniques of vocabulary teaching.

Moreover, the response of teachers (two) and students (59%) reveal that unlike the sample students who believe vocabulary is not given the attention it deserves in their school, the teachers appear to agree with the idea that vocabulary is given the attention it deserves in the sample school (question 3).Therefore, we can possibly realize that Compared to the other aspects of language, vocabulary is not yet given the attention it deserves.

Teachers of the sample school were also asked whether they use a variety of techniques to teach a word's meaning that enable students to recall the word for future use (question 4). All of them (three) agreed as they employ different techniques to teach a word's meaning. But the students are hardly satisfied with the techniques that are repeatedly used by the teachers. In addition, the researcher didn't observe while they apply different vocabulary teaching techniques except definition, word forms and synonyms frequently in their actual classroom. (Interview question item -1, research question, item-25, and text book analysis, Appendix-iv)

In teaching vocabulary, it is good to establish a link between the word and the meaning using different techniques depending on the word to be taught. Using vocabulary teaching technique is obviously an essential element in language teaching. In order to equip the learners with vocabulary knowledge, they should be made aware of the importance of using vocabulary teaching techniques. Therefore, the importance of implementing different techniques in teaching vocabulary in the ESL/EFL class room helps the learners attempt to connect ideas and associations. Therefore, it is worth examining the effective way of teaching vocabulary and suggesting some techniques to improve learners' vocabulary acquisition (Morra & Camba, 2009). Siyanova and Schmitt (2008) stress that; teachers should make fundamental changes in their vocabulary teaching techniques by focusing on different techniques.

From the above given data, we can possibly realize that teachers in the sample school seem not to have fully realized the role of vocabulary in students' language learning and they did not also emphasize vocabulary teaching in their classes. Although they support the idea of using explicit and implicit ways of vocabulary teaching, this does not guarantee their use of the techniques in the actual classroom context. The Ministry of Education would also need to conduct seminars and workshops to enlighten the teachers about the effective vocabulary teaching techniques instruction as viewed in the current literature. This will help the teachers in the sample school to revise their instructions in order to give the proper emphasis for the teaching of vocabulary.

**Table 4.3 Teachers’ and Students’ Self Reflection about the Practice of
Vocabulary Teaching Techniques Used in their English Classes**

No	Item	Scale	Teachers’ Response	Students’ response	
			Frequency	Frequency	Frequency
5	Discuss the meaning of the same word in different sentences	Strongly agree	1	10	35
		Agree	2	25	
		Disagree	–	25	60
		Strongly disagree	–	35	
		Neutral	–	5	5
	Total		3	100	100%
6	Use collocation techniques Which enable students to develop their vocabulary use	Strongly agree	1	8	20
		Agree	1	12	
		Disagree	1	38	74
		Strongly disagree	–	36	
		Neutral	–	6	6
	Total		3	100	100%

Continued from the Preceding Table

7	Lack of vocabulary problem affects students to speak and write in English.	Strongly agree	1	55	79
		Agree	1	24	
		Disagree	1	8	15
		Strongly disagree	–	7	
		Neutral	–	6	6
	Total		3	100	100%
8	Vocabulary is the most difficult aspect in teaching and learning English.	Strongly agree	–	11	25
		Agree	1	14	
		Disagree	1	38	72
		Strongly disagree	1	34	
		Neutral	–	3	3
	Total		3	100	100%
9	Vocabulary teaching has been given sufficient coverage in the currently used textbook.	Strongly agree	–	11	30
		Agree	1	19	
		Disagree	1	39	68
		Strongly disagree	1	29	
		Neutral	–	2	2
	Total		3	100	100%

Questions number 5 to 9 were designed to see the perception of the vocabulary teaching techniques used among the English language teachers of the sample school. Both teachers and students were asked to express their self-reflections.

The sample teachers were asked whether they make their students to discuss the meaning of the same word in different sentences (question 5). All of them (three) confirmed that they use this technique frequently. On the contrary, (60%) replied that they are not ordered to do so. Moreover, the researcher's observation result also strengthens the students' position.

Concerning item 6, two of the teachers confirmed that they always practice how words go together to enhance students vocabulary use. However, most of the students (74%) confirmed that collocation is used only occasionally. As Nattinger (1988) stated the meaning of a word mostly depends on the other words that it collocates with; by the help of these collocates the learner keeps the words in memory and can easily infer the meaning from the context. He also argues that the notion of collocations is extremely important for acquiring vocabulary but its potential has not been fully utilized.

Similarly, Chan & Liou (2005) explained that teaching of collocations in English foreign language classes did not get enough attention; as a result, students learning English as a foreign language are weak in collocation use. Rather than teaching vocabulary as single lexical items which causes a lexical incompetence on the part of learners, students must be made aware of the necessity of acquiring collocations (Farghal & Obiedat, 1995; Fan, 2009). Therefore, it is possible to conclude that the absence of collocation in vocabulary teaching can be one of the sources of learners' limitations of using English for communication.

Regarding (question 7), two of the participant teachers and most of the students (79 %) agreed with the idea that lack of vocabulary is the problem that hinders students not to speak and write effectively in English classes. Despite teachers' positive view point, the researcher didn't observe while they inspire learners to use words in their speech and writing, which is in contrary to the teachers' response of interview item-1. Thus, it could be drawn that lack of vocabulary hinders students not to speak and write effectively in English classes in addition to influencing their performance in the other school subjects.

The common conception of FL/SL learners is that learning a word is calculated as learning the form plus the meaning of the word. In spite of this simple calculation, Schmitt (2000:5) warns that, “The potential knowledge that can be known about a word is rich and complex.”

Despite the fact that vocabulary knowledge is complex (item 8), the subjects of the study did not agree on the point that vocabulary is the most difficult aspect in teaching and learning English. In this respect, it may be said that teachers and students lack the basic understandings of the complicated nature of vocabulary teaching and learning and its absence in fact is a chief problem for communication. Such misconceptions could, therefore, impede teachers and students to put the required effort in the process of vocabulary teaching and learning.

The participant teachers were also asked to reflect on the vocabulary content of the textbook they were currently using (item, 9). The result indicates both teachers and students confirmed that vocabulary teaching is not given in-depth coverage and words which were presented in one part of the material seem not recycled in the other parts, which would be the answer for the third research question in this study. Investigation of the textbook reveals that there are 1248 vocabulary items across 12 units. Although this is not a small figure, few of the words are systematically represented in the other parts to help learners consolidate words they learned earlier.

Table 4.4 Teachers Response whether they had taken Ample Training, Workshops and seminars on Vocabulary Teaching Technique

Item	Yes		NO		Total	
	F	%	F	%	F	%
Have you ever taken adequate Training, Workshops and seminars on vocabulary teaching techniques while you were in college/ university or in-service program? If no, why not?	1	33.3	2	66.7	3	100

Adequate training, Workshops and seminars are an essential means to make language teachers aware of the principles of practicing or using vocabulary teaching techniques; and it is also a means to improve teachers' knowledge of vocabulary teaching techniques in EFL classes. Thus, the teachers' knowledge of practicing vocabulary teaching techniques along with the other skills will enable them to practically implement different vocabulary teaching techniques in the actual EFL classes which in turn improves students' vocabulary knowledge.

As Table 4.4 above shows, 1(33.3) of the research participants reported that he has got certain knowledge of vocabulary teaching techniques from reference material, but not through training and workshop. The rest 2(66.7) of the respondents reported that they haven't got adequate training, Workshops and seminars on vocabulary teaching techniques while they were at university /college or in-service program. When the teachers were asked the reason, they said that most University/Collage language courses are designed to teach the general methodology or procedure of language teaching, not to teach particular language skills such as vocabulary teaching techniques. From this, one could possibly draw that the majority of the teachers may not properly practice and implement effective vocabulary teaching techniques in EFL classes.

Table 4.5 Teachers' Experiences of Practicing Vocabulary Teaching

No	Practice of Vocabulary Teaching Techniques.	Scale	Teachers’ response	Students’ response		Observation result			
			Frequency(F)	Freque n- cy(F)	Perce- ntage (%)	Obser- ved		Not Observe d	
						F	%	F	%
10	How often do you practice self selection as vocabulary teaching technique to convey the meaning of words during vocabulary teaching?	Always	1	–	8	–	–	3	100
		Usually	1	8					
		Sometimes	1	22	9				
		Rarely	–	48					
		Never	–	22					
	Total		3	100	100%				
11	When you teach vocabulary, how often do you practice task-based teaching technique in your language classes	Always	–	12	31	F	%	F	%
		Usually	1	19					
		Sometimes	1	21	69				
		Rarely	1	34					
		Never	–	14					
	Total		3	100	100%				

Continued from the Preceding Table

12	How often do you use CLT as vocabulary teaching technique to develop students' vocabulary knowledge?	Always	1	18	38	F	%	F	%
		Usually	1	20					
		Sometimes	1	26	62				
		Rarely	–	24					
		Never	–	12					
	Total		3	100	100%				
13	How often do you encourage your students to read different texts to improve their vocabulary knowledge?	Always	1	11	29	F	%	F	%
		Usually	1	18					
		Sometimes	1	21	71				
		Rarely	–	30					
		Never	–	20					
	Total		3	100	100%				

Vocabulary Self-Selection strategy (VSS) is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class (Haggard, 1986). In this regard, item (10) in Table 4.5 above was designed to ask if the teachers practice self selection as vocabulary teaching technique to teach the meaning of words during their English classes. Unlike the teachers' response who replied that they did practice self selection, majority of the students (92%) replied that their teachers didn't practice self selection as vocabulary teaching technique. During the observation sessions, the researcher didn't observe while the teachers were practicing self selection as vocabulary teaching technique to develop students' vocabulary use. To sum up, item 10 seems to indicate that the respondents in the English Department of Kiltu Kara Preparatory School did not frequently practice self selection as vocabulary teaching technique during vocabulary lesson.

Task-based language teaching can make language learning in classrooms closer to the natural route and may reach a higher rate of language acquisition because it provides learners with a clear communicative goal, interaction is needed to reach the goal, and comprehensive input can occur, and then language acquisition is facilitated (Wang, 2006). So through tasks, teachers can have a number of options for enhancing attention to learn vocabulary. One of

such options is to allow learners to work cooperatively to make sense of unfamiliar vocabulary via tasks. In addition, words used meaningfully by other members of the group would result in better recognition of words eventually.

However, in replying to item 11, both teachers and students confirmed that they didn't frequently practice task-based vocabulary teaching techniques 66.6% and 69% respectively. The actual classroom observations (66.6%) also reveal that teachers rarely practice task-based vocabulary teaching techniques in EFL class. From this it is possible to deduce that teachers are not initiating students to develop their vocabulary knowledge through tasks.

Regarding classroom communication item 12, 2(66.6%) of the teachers confirmed that they practice communicative language teaching as vocabulary teaching techniques to maximize the communicative competence of the learners. But this is not supported by the textbook analysis; since most of the teachers didn't practice CLT as vocabulary teaching technique. In addition, (62%) of the students confirmed that their teachers didn't practice CLT as vocabulary teaching techniques in EFL classes. Even if learners do not have enough knowledge of the language structures, an adequate knowledge of vocabulary helps them to maintain a certain degree of communication (Wallace, 1982). Classroom observation on the other hand proved that only 1(33.3%) of the teachers rarely practiced this technique in the classroom. From this, it is possible to deduce that the majority of the students were not given opportunities to perform communicative activities and practice the communicative competence in the classroom; that is, language forms were not addressed within a communicative context. This implies that learning was not related to the pupils' daily lives, which would advocate the pupils' motivation; and teachers didn't integrate the views of CLT into vocabulary teaching in their lessons.

Item 13 was designed to ask the sample teachers about encouraging students to practice different reading texts so as to improve their word knowledge. In answering the question, two of the teachers replied that they encourage their students to different reading texts in order to improve their word knowledge. Despite the teachers' response, the students (71%) replied that they are not guided by their teachers to practice an extensive reading so as to improve their vocabulary knowledge. It is true that the material contains about sixteen reading texts each of which is followed by vocabulary sections after some comprehension exercises. Hence, in most instances, the vocabulary lessons are topic based. After reading a text,

students were required to look at the vocabulary items written in bold letters in the reading passage and match them with their definitions which are given under the vocabulary sections. However, some textbooks have already been given answers by the former students which hindered the present learners to apply meaningful effort in the process of learning. In addition, the students are not willing enough to bring their textbooks into their classes. Therefore, students were forced to read a text in groups of three or four students on a single material. This is against the principle of reading which is regarded as silent but active process of reading takes place when an individual learner is vigorously communicating with the text for a wide range of purposes. The researchers' observation of the subject students' reading experience, however, did not reflect that kind of active engagement in guessing meanings of words efficiently.

Continued from the Preceding Table

14	How often do you promote student's word consciousness by letting them play with different word games from the textbook?	Always	–	8	17	F	%	F	%
		Usually	1	9		–	–	3	100
		Sometimes	1	19	83				
		Rarely	1	50					
		Never	–	14					
	Total		3	100	100%				
15	How often do you encourage your students to use dictionary as an independent word learning technique?	Always	1	14	36	F	%	F	%
		Usually	–	22		1	33.3	2	66.7
		Sometimes	1	29	64				
		Rarely	1	28					
		Never	–	7					
	Total		3	100	100%				
16	When you teach specific words, how often do you explain meanings of words in terms of other general word that contain part of the meaning of the specific words?	Always	–	6	14	F	%	F	%
		Usually	1	8		1	33.3	2	66.7
		Sometimes	1	42	86				
		Rarely	1	31					
		Never	–	13					
	Total		3	100	100%				

Moreover, the teachers were also asked whether they promote students' word consciousness by letting them play word games (question 14). The students were also asked whether they are encouraged to play with words in their English classes. On this point however, two of the teachers and the students (83 %) confirmed that this technique is applied occasionally in their classes. The researcher's classroom observation result (100%) also confirmed that teachers didn't implement this technique in the actual EFL classroom. The textbook analysis also revealed that playing with words is the least technique (0.8) incorporated in the students' textbook.

From the above interpretation, it is possible to deduce that the sample teachers don't engage students into different reading activities which are crucial in improving student's word knowledge. Moreover, the teachers also failed to make use of word consciousness activities that can promote their students word learning. Word conscious students enjoy learning new words and engage in word play (Texas Reading Initiative, 2002). One way to promote word consciousness is to point out examples of vivid descriptions, interesting metaphors, similes and other forms of figurative language, and plays on words. This shows that teachers should take the advantage of opportunities to develop student interest in words, the subtle meanings of words, how to have fun with words, and how words and concepts are related across different contexts in the students' reading.

In order to encourage English language learners to improve their vocabulary knowledge, in addition to teaching meanings of different words, teachers are expected to equip their students with a variety of techniques that will enable learners to unlock meanings of unknown words by themselves.

The use of dictionary is the second major self learning strategy learners go for discovering the meaning of new words. Research indicates definition and examples about the actual use of a word in a dictionary enable learners to successfully use new words in their own sentence meaningfully (Gu 2003). Apart from meaning, a good dictionary obviously provides a lot of information about a word including spelling, pronunciation, synonymy, antonym, collocation, etc.

Using a dictionary is an important skill for all students in English language classrooms. Teachers should model how to use a dictionary and have dictionaries as much as possible. Although not everyone agrees about the effectiveness of looking up words' meaning in a dictionary, students need to know as there are various techniques like using context clue,

synonyms and antonyms when they find an unfamiliar word that affects their understanding of a passage (Fisher, Rothenberg, & Frey, 2007).

In this regard, the teachers were asked whether they show their students how to use dictionary to figure out unfamiliar words that students encounter (question15). The students were also asked whether they are directed by their teachers to use dictionary as one technique of understanding meanings of unknown words. In answering this question, two of the teachers confirmed that they do not show their students how to use dictionary. Similarly, the students (64 %) also supported the answers of their teachers by disclosing that their teachers don't teach them how to use dictionary as one vocabulary learning technique. Only one teacher was noticed by the researcher (33.3%) while he was teaching his students how to use dictionary as one option of unlocking meanings of unknown words.

Dictionary meanings of words are another helpful vocabulary teaching technique incorporated in grade (11) textbook to discover new words; but only on (page 109). This page simply states what is incorporated in dictionaries like the head word, pronunciation, spelling, parts of speech, grammar and the example sentence. Neither the teachers' guide nor the students' textbook guide both teachers and students how to use dictionary but it simply guide teachers to put certain words on the blackboard and order students to find their meanings in the dictionary. It was also observed that teachers didn't encourage students to have English Dictionary in their reading practice at home; which would allow them to improve their reading skills, and practice the use of the International Phonetic Alphabet for pronunciation, all of which resulted in the betterment of their reading, writing and oral communication

Thus, students have to be trained how to use a monolingual dictionary effectively. The above textbook analysis on the use of dictionary meaning implied that, EFL learners may only focus on the direct meanings of the above words due to bare context of the new words that are presented in the text-book. Therefore, developing teachers' awareness of the importance of students' using dictionaries in learning is of paramount. In addition, EFL teachers have to focus on various techniques of vocabulary teaching like exposing learners to wide reading, grammatical structure and contextual clues to find meanings of words. Based on the textbook analysis and the above responses; one can easily conclude that EFL learners may only need dictionary to dig out the direct or explicit meanings of new words. However, the researcher argued that the use of dictionary is undeniably of paramount in learning new words even if EFL textbook may not properly designed in a way that meet EFL learners need in relation to dictionary meaning.

**Table 4.6 Vocabulary teaching techniques Implemented
by the Subject Teachers in EFL classroom**

N0	Item	Scale	Teachers’ response	Students’ response		Observation result			
			Frequency	Frequency	percentage	Observed		Not Observed	
17	Guessing from context	Always	1	26	48	F	%	F	%
		Usually	1	22	52	1	33.3	2	66.7
		Sometimes	1	22					
		Rarely	–	18					
		Never	–	12					
	Total		3	100	100				
18	Synonym	Always	1	38	82	F	%	F	%
		Usually	1	44	18	3	100	–	–
		Sometimes	1	9					
		Rarely	–	7					
		Never	–	2					
	Total		3	100	100				
19	Antonym	Always	1	14	32	F	%	F	%
		Usually	1	18	68	–	–	3	100
		Sometimes	1	22					
		Rarely	–	26					
		Never	–	30					
		3	100	100					
Total									

4.6 Techniques of Vocabulary Teaching

After realizing teachers' and learners' tendency about the basic concepts of vocabulary teaching and learning, the researcher attempted to inspect the type and effectiveness of techniques used by the subject teachers in their vocabulary teaching.

Context clues are indicators of the meaning of a word. Such clues may be in the sentence that contains the word or somewhere else in the text within close proximity (Stahl, 1999). Consequently, practicing different types of context clues during vocabulary teaching which is used to highlight textual clues that lead to the meaning of the target word is of paramount. This will enhance students' capability to recognize textual clues. Clues include synonyms, definitions, antonyms, and examples. In this regard, teachers and students were asked how frequently they use types of context clues during vocabulary instruction (Item 17). Two of the teachers confirmed that they encourage their students to use context clues. However, (52%) of the students replied that they are not guided by their teachers to use context clues. In the textbook of students, contextual word teaching techniques are implicated in the form of reading passage and matching the new words written in bold letters to their meanings. Even though the teachers reported that they had given priority to context clues (interview question; item-3), the researcher didn't observe the frequent encouragement given by the teachers to inspire the students to use contextual information to unlock the meanings of words that are found in the reading passages of the students' textbooks. In addition, the researcher didn't observe the teachers applying different types of context clues so as to make the learners familiar with the new words and help them understand the meaning of new words easily from the context in which they are presented.

Based on the current literature and the above responses, it is possible to generalize that contextual clue in word teaching plays a predominant role in teaching new words as the words are presented and accompanied with contexts. Students' interest to learn new vocabulary is greatly motivated further if they try to use the different types of context clues to figure out the meanings of unfamiliar words by themselves, rather than being guided by their teachers. Thus, teachers are expected to let the students confront the passage and estimate the meanings of unfamiliar words in order to develop students' self-reliance and confidence

It seems that the teachers in the sample school are focused only on delivering their lessons rather than equipping the learners with independent word learning strategies (except the over use of very few techniques). This could possibly be one cause for the students' dependence on their teachers which in turn discourages their independent learning. Therefore, the teachers are expected to revise their instructions in order to incorporate techniques that enable learners

to determine the meanings of unknown words by themselves so as to promote students' academic success.

Similarly, Graves (2000) notes that if students are to be successful in understanding unfamiliar vocabulary in their reading, they need to learn about words not simply acquire new words. Instruction that supports independent word-learning strategies guides students in how to go about determining the meanings of unknown words by themselves.

According to the percentage of teachers (66.7%) and learners (82%) (question18), synonym (sameness of words) emerged to be one of the top frequently used techniques in the subject school. This could come from the fact that teachers, students and textbook writers are traditionally fond of demonstrating new vocabulary items in terms of other words with the same meaning. Similar conclusion was arrived during observation in that teachers seem to be keen on synonymy as they often insist on getting students list down as many synonyms as possible for a word being taught. Similarly, when it comes to the vocabulary content of the material and respective techniques to be potentially used, about 8.9 % of the words are taught by using the techniques of synonym. This is because; it is always easy for teachers and students to come up with synonyms during guessing instead of defining the target vocabulary.

Nation (2001) argues that words can be organized in to a specific lexical category by the semantic relation of antonyms. It has to be stressed that the objective of treating words under any organizing principle is to promote the learners' understanding of meaning and memory of words better and easier. The study of isolated lists of words puts the learner into a more mechanical and artificial situation where memory is hardly easy. However, when pairs of words such as: hot/cold, tall/short, sweet/sour,/sad/happy, thin/fat, etc. are presented, the learner would be benefited in that an attempt to recall one side will result in the memorization of the other.

With regard to antonym as a technique of vocabulary presentation, it is less frequently used compared to synonym. From the table above (item19), teachers tend to claim that they use antonym somewhat repeatedly but students' state that it is used only sometimes (68%). The researcher too did not observe the use of antonym in the school in all the three sessions of observations.

It was an enviable inquiry to the researcher how this significant difference appears between teachers and students using the same material. Hence, an attempt was made to see the textbook whether there is any opportunity of using antonym as a technique of organizing

vocabulary lessons. Unlike teachers response under interview question 2; the textbook analysis revealed that few of the vocabulary lessons require the application of antonym: only 0.8% (appendix V) .Therefore, it may be stated that, in spite of the positive claim given by different scholars, antonym is used either rarely or hardly any in the subject schools both of which are insufficient for vocabulary acquisition.

Continued from the Preceding Table

20	Using pictures or diagrams	Always	–	4	12	F	%	F	%
		Usually	1	8	88	–	–	3	100
		Sometimes	–	28					
		Rarely	1	42					
		Never	1	18					
	Total		3	100	100				
21	Provide examples and non- examples	Always	1	28	66	F	%	F	%
		Usually	1	38	34	2	66.7	1	33.3
		Sometimes	1	11					
		Rarely	–	13					
		Never	–	10					
	Total		3	100	100				
22	Using techniques such as spelling, translation and social learning as vocabulary teaching techniques?	Always	1	13	22	F	%	F	%
		Usually	1	9	78	–	–	3	100
		Sometimes	1	32					
		Rarely	–	40					
		Never	–	6					
	Total		3	100	100				
23	Encouraging students to recognize grammatical structure to improve students' word knowledge?	Always	1	8	19	F	%	F	%
		Usually	–	11	18	1	33.3	2	66.7
		Sometimes	1	29					
		Rarely	1	33					
		Never	–	19					
	Total		3	100	100				

All techniques of vocabulary instruction may not be equally useful for different types of words. Certain words can be better conveyed through verbal techniques and some others may require visual displays. It is important for teachers to use audio-visual materials such as picture vocabulary cards, and exercise vocabulary cards which can widely replace the need for flashcards. the use of audiovisual material is of outmost importance in the EFL classroom, due to the fact that because of the overspread use of audiovisual technologies in daily life,

students are used to receiving so much audiovisual input from so many different sources at high speed that teachers have to try to use as many visual aids as possible to keep student's attention, in addition to helping vocabulary memorization. In this connection, there was a concern to know whether pictures vocabulary cards/diagrams could be used by the subject teachers' (item 20). The percentage of teachers (66.7%) and students (88%) seem to point out that visual aids are not generally used normally. Although no picture was employed during observation, it was found that pictures are used to present only 0.6% of the vocabulary items in the material.

To make the meaning of unknown words clear, the English language teachers can provide their students with possible examples of words. This technique seems similar with giving synonyms and antonyms of words, but it is different in that it gives more explanation of the unknown words. The sample teachers were asked whether they give the examples of new words for their students (question 21) and the students whether they are provided with the examples of unfamiliar words they encounter. In answering this question, two of the teachers (66.7%) and the students (66 %) agreed that this technique is used frequently in their English classes. In the same way, the researcher's observation result showed that this technique was applied most of the time.

The fact that different vocabulary items do not necessarily require the same technique of teaching raised an interest of realizing the extent to which the subject teachers implement a wide range of techniques (item 22). Two of the teachers claim that they use different techniques most of the time, whereas most of the students (78%) replied that only limited techniques of instruction are used. However, a retrospective analysis of techniques that were reported to be used commonly denotes that vocabulary instruction is dominated by only few techniques such as definition, word structure, and synonym. During observation, similar techniques were recognized to be used repeatedly. An exploration of the vocabulary content of the students' textbook and potentially suitable techniques of teaching also revealed that definition, word formation and synonym are likely to be used regularly. However, translation, almost none, pictures (0.8%) and social strategies (asking teachers and classmates as vocabulary teaching techniques are less likely used.

Even though developing learners' autonomous vocabulary learning is an essential strategy in the acquisition of the massive vocabulary size of ESL/EFL and despite the fact that language learning is in principle a social phenomenon, the little importance attached to social strategies by the subject population would probably slow down the process of vocabulary acquisition. Therefore, it may be concluded that it is unlikely that the subject students have learned most of the 1248 word items of the vocabulary lessons of their material.

A similar result is obtained about the implementation of grammatical structure in the subject school. As the table depicts (item 23), the percentage of teachers (33.3%) reflects that grammatical structure is used frequently; whereas most of the students (81%) replied that it is rarely used. In any case, it appears that grammatical structure is almost unknown to both teachers and students as a technique of vocabulary instruction. The researcher was interested in exploring the textbook to arrive at a conclusion whether the neglect of grammatical structure in the subject schools is resulted from lack of teachers' skills or the material doesn't incorporate such kind of vocabulary teaching instruction. As a result, it was obtained that only (5.7%) of vocabulary has been designed based on grammatical structure. However, it should be made clear that students must be familiarized with the different grammatical structures and word classes that are common in the English word formation.

Continued from the Preceding Table

N0	Item	Scale	Teachers' response	Students' response		Observation result			
			Frequency	Frequency	percentage	Observed		Not Observed	
24	Word association (vocabulary network)	Always	–	14	33	F	%	F	%
		Usually	1	19	77	1	33.3	2	66.7
		Sometimes	1	28					
		Rarely	1	25					
		Never	–	24					
	Total		3	100	100				
25	using definition to explain the meaning of words during vocabulary teaching	Always	1	38	86	F	%	F	%
		Usually	1	48	14	3	100	–	–
		Sometimes	–	5					
		Rarely	1	6					
		Never	–	3					
	Total		3	100	100				
26	Encouraging students to recognize structure of words like prefixes, suffixes, and roots?	Always	1	29	66	F	%	F	%
		Usually	1	37	34	1	33.3	2	66.7
		Sometimes	–	11					
		Rarely	1	13					
		Never	–	10					
	Total		3	100	100				

The principle of vocabulary network, also known as word web, word map, mind map, word association, explains that beyond sameness, oppositeness and inclusion of meanings of words, there is an intricate and complex interconnection or network among group of words. According to Schmitt (2000), words are not stored in the mind in isolated pattern, but in an organized and systematic manner. That organization is conveniently explained as association or network. The mental lexicon, how words are stored in the mind, is metaphorically described as “a dictionary, a thesaurus, an encyclopedia, a library, a computer” all of which refer to a principled organization of facts (McCarthy 1990:34).

Scholars on the area argue that vocabulary items do not exist in the learners' mind as isolated entities but in the form of association or vocabulary network where an attempt to recall one word item immediately triggers the retrieval of other related words. In this regard, it was tried

to determine whether word association is used in vocabulary instructions in the subject schools to facilitate learners' memory (Item 24). Both teachers (66.7%) and students (77%) tend to display that vocabulary network or word association is used less commonly. Class observation (66.7%) also shows that word association seems to be totally a neglected technique of vocabulary instruction in the subject schools. It is also understood that a few of the vocabulary lessons in the textbook explicitly require the technique of word association. Nevertheless, word association doesn't necessarily require specific instructions from the textbook but it depends very much on the creativity of individual teachers.

Teachers and students were also asked how frequently they use definition as vocabulary teaching technique during vocabulary instruction (Item 25.) As it can be seen from the table above, (66.7%) and (86%) of teachers and students appear to indicate that definition is used frequently. The result obtained from observation also revealed that definition is marked as being used usually. Similarly, other aspects of word knowledge such as grammatical structure, spelling, vocabulary self selection strategy, collocation and hyponym should also be given sufficient attention apart from definition. Such positive orientation to the necessity of different aspects of word knowledge could serve as an impetus for effective teaching and learning of vocabulary. However, observation of vocabulary lessons in practice revealed teachers do not seem to be conscious of other components of word knowledge except definition. An analysis of the vocabulary content of the textbook and the type of word knowledge emphasized shows, 30.6% of the words are given for definition, 18.8% for practicing word structure (forms), 8.9% for synonym, 8.1% and 7.8% for context clues and pronunciation respectively; but hyponym (1%), spelling (0.8%), playing with a game (0.8%), collocation (0.03%) are known to be the least stressed aspect of vocabulary knowledge (Appendix IV).

Nevertheless, as it was explained in chapter two, vocabulary instruction solely based on definition may help learners acquire the meaning but hardly enable them to use the word item in the real communication system. An integration of collocation to definition provides that prime opportunity of using the target vocabulary with other words in harmonious relation, which McCarthy (1990) says marriage contract, and enable learners to attain effective communication in writing and speaking. Therefore, its absence in vocabulary teaching can be one of the sources of learners' limitations of using English for communication.

Even though the coverage given for pronunciation as vocabulary teaching techniques in the students text book is suffice (7.8%), it is observed that teachers practice it very rarely. Teachers didn't well prepare themselves to teach how words are pronounced. In addition, it was observed while two teachers pronounce the word "Stopped" in two different ways. The first teacher pronounced it as, "Stopped" whereas the other pronounced it as "Stopt"

Consider another example from the students' text book (Page 102)

A4.5 Speaking: Pronunciation, Rhythm

Exercise 1. Match the rhythm pattern on the left with the phrases on the right. Practice saying and clapping them.

What should I do?

A. o O o O o

Do you think I should?

B. o o O o o O O

You ought to go home.

C. O o o O

You must be careful.

D. o O o O

You'd better not.

E. o O o O O

I'd advise you to say 'no'.

F. o o O o O

It was observed that the teachers simply matched the rhythm pattern with the phrases. None of them was observed while they were practicing saying or pronouncing the word. From the above text book analysis, it could be drawn that teachers should get the awareness of International Phonetic Alphabets. Therefore, they would give emphasis on teaching pronunciation and the phonetic sounds of the English language according to the International Phonetic Alphabet (IPA) which most modern dictionaries of all languages use nowadays.

As it is well known, most of the English language words are derived from the Latin and Greek roots. This being true, it is unquestionable that teaching students to recognize different parts of a word can promote their word learning.

Bearing this in mind, the researcher asked the sample teachers whether they encourage their students to use word part information in order to understand the meanings of new words (question 26). The students were also asked whether their teachers teach them to recognize the different parts of a word like prefix, suffix, and root to unlock its meaning. All of the teachers (three) said they teach their students to use word part information to understand the meanings of unknown words that they encounter. Even though the textbook has got ample

instances of word formation, some of the students (34%) didn't agree with their teachers' responses by saying that they are not directed by their teachers to split words into different parts to understand the meanings of words. In this regard, the researcher also tried to observe whether teachers encourage students to make use of word part information by dividing words into prefix, suffix, and root. However, in contrary to the teachers' response, only one teacher was observed while they teach word formation skill. The other two teachers were observed while they simply match the prefixes and suffixes with their meanings.

As depicted under textbook analysis and the above responses, it is therefore, possible to say that the students need to have the knowledge of word formation skills in order to analyze, categorize and breakdown words into components to find meanings of words easily. Based on the textbook analysis and the students' response; therefore, it is possible to deduce that teaching word formation skill helps EFL learners to divide and understand the unknown or complex word meanings from the morphological context in which new words are presented. This word teaching technique creates an opportunity for students to identify the prefix, suffix and root word meanings based on the original word meanings. Furthermore, students will analyze, categorize and classify the meanings of new words based on the knowledge of word parts and will use the prefixes and suffixes of the root words appropriately.

In line with item 27 and 28, of the teachers' questionnaire (Appendix II), the respondents were asked to mention the most effective vocabulary teaching techniques teachers can use to improve students' vocabulary knowledge. They replied that as teachers especially at high school levels, we are expected to teach vocabulary in a manner that is explicit and direct for our students. They added that frequently, we provide students with the vocabulary they need but fail to teach them how to access that vocabulary and make the words their own. Teachers need to focus on ways to help their students own the words teachers believe they need from each of their content areas. Furthermore, teachers would help students how to learn vocabulary by using context clues, word parts, pictures, grammatical structure, and synonyms.

Concerning item 28, they replied that students would own the words when they can use words in a variety of ways. When students are able to-and choose to-incorporate new vocabulary into their writing and speaking, then as teachers, we can infer that students truly understand the vocabulary they own. They added that dictionaries can lead to word ownership. However, teachers need to explicitly teach students how to use these tools to

develop the skills needed to make use of context clues, word parts, and dictionaries. Furthermore, rich dialogue and experiences allows students to develop vocabulary by accessing their prior knowledge before reading content. When students have the opportunity to use their prior knowledge, they exhibit an increase in vocabulary and content knowledge. In addition, students show their understanding as they interact with difficult content material. It was observed that teachers were reluctant to implement techniques such as pronunciation, CLT, and pictures that are suggested by course book writers.

Reported and Observed Techniques of Vocabulary Instruction

As explained above, three observations of each participant's class were completed in order to compare what the teachers reported doing in their classrooms to teach vocabulary and what they actually do during class time. Mismatches (discrepancies) between reported methods of instruction and observed methods of instruction are discussed below.

It is apparent that there are some clear discrepancies between the participating teachers' perceptions regarding the vocabulary teaching techniques they believe they employ and the observed techniques that they actually use in their actual classrooms. For instance, one of the three participant teachers reported that he employs different Vocabulary teaching techniques such as collocation, spelling and antonyms. But there were no occasions in which he employed these techniques in the observed classrooms. The second participant teacher also stated that he employs Vocabulary teaching techniques such as translation, collocation, and antonyms. However, the researcher didn't observe while he was employing these techniques to develop students' word knowledge. What is more is, the sample teachers confirmed that they employ vocabulary teaching techniques like grammatical structure, vocabulary self-selection strategies, social learning strategies, word association and hyponyms. But the collected data indicates that none of the participant teachers seemed to teach their students these strategies as vocabulary teaching techniques. They used very basic techniques such as definition, word forms, and synonyms. During classroom observation, similar techniques were recognized to be used repeatedly.

It is important to note here that the existence of the above mentioned mismatches doesn't mean that the various techniques mentioned by the participating teachers are totally neglected in their classrooms. Rather, the discrepancies confirm that the reported techniques are not as integral to the teachers' vocabulary teaching techniques as they claimed.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study was designed to assess English language teachers vocabulary teaching techniques with particular reference to Kiltu Kara Preparatory School. The study was intended to assess vocabulary teaching techniques used by English language teachers to enhance students' vocabulary knowledge, to find out vocabulary teaching techniques incorporated in the English textbook of grade eleven. For the trustworthiness and credibility of the study, related literature was reviewed and discussed.

To achieve the intended objectives of the study, qualitative and quantitative method were used in conducting the study. The subjects of the study were one hundred grade eleven students and three English language teachers of the same class. Simple random sampling technique was used for students to select the subjects of the study; where as non-probability sampling techniques, particularly availability sampling was employed for teachers since their number were manageable.

To gather the data for the study, four data gathering tools were employed. These are: observation, questionnaire, interview, and textbook analysis. Direct observation was used to see the actual classroom teaching-learning process. Questionnaire was prepared for hundred students and three English language teachers to gather information regarding on some basic concepts of vocabulary teaching, learning and other related issues. Textbook was analyzed to see the vocabulary teaching techniques that are incorporated in the students' textbook.

To sum up, the participants in the study all grant vocabulary high significance in their philosophy of teaching which is compatible with the importance assigned vocabulary teaching in recent literature. However, through the analysis of data collected with interviews, questionnaire and observations, the researcher identified that there are some discrepancies between what the teachers said that they do and what they actually do in their actual EFL classrooms.

5.2 Conclusions

Based on the findings, the following conclusions have been drawn

- ❖ The teachers that are found in the sample school seem to be less concerned with the teaching of vocabulary compared to other aspects of language teaching. Their primary focus seems to be on the teaching of other language skills other than vocabulary. However, teaching vocabulary should be a priority and it must not be overshadowed by the generalized idea that teaching grammar is more important. The importance of empowering students with techniques for learning vocabulary from a high school will help them throughout their studies. Vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically; and, therefore, something to be taken into consideration both in Second and Foreign Language Teaching (McCarthy 1990). Thus, it can be concluded that we as teachers can help students by providing them with a body of language based on a grammar frame dressed with different sorts of lexical chunks, which can be used to complete different tasks.
- ❖ Similar to the students' response, the sample teachers were not observed while they apply different vocabulary teaching techniques. They frequently use definition, word forms and synonyms. In addition, the teachers were not observed while they equip their students with independent word learning strategies that would enable the learners to attack the meanings of unknown words by themselves. This in turn discourages the students' self-learning and forces them to be dependent only on the lessons that are delivered from their teachers.
- ❖ EFL textbook of grade eleven incorporates different vocabulary teaching techniques like definition, word forms, synonyms, context clues and pronunciation. However, the attention given to Vocabulary teaching techniques like vocabulary network, collocation, spelling, hyponym, picture interpretation and vocabulary self collection strategies were not sufficient. As a result, students might not learn different words in a circumstance of word net to make academic progress.

- ❖ The sample teachers also replied that they haven't got adequate workshops and seminars on the current and effective techniques of teaching English vocabulary as well as learner strategies for acquiring new vocabulary items. This implies that there is a gap between the teachers' knowledge on the theoretical orientations of practicing vocabulary teaching techniques in EFL classes. Therefore, it seems that the majority of the teachers may not properly practice and implement effective vocabulary teaching techniques in EFL classes.

- ❖ The participant teachers mentioned that they are restricted to use the Ministry of Education curriculum as the only resource to teach English. They explained that: the obligation of having to stick and teach everything in the Ministry's curriculum pressurizes them. It is observed that teachers are supervised whether or not they are teaching what they are expected to teach according to a per-planned schedule. They are forced to cover the materials assigned by the Ministry of Education on time so as to ensure that students are ready for their final exams. Likewise, lack of teaching materials on the vocabulary teaching techniques would directly or indirectly hamper the practice of vocabulary teaching and learning in EFL classes.

- ❖ It was observed that the majority of the students were not given opportunities to perform communicative activities and practice the communicative competence in the classroom; that is, language forms were not addressed within a communicative context. Thus, it is important to mention that teachers should treat the teaching of vocabulary not only at the level of vocabulary teaching techniques and applying them as an isolated issue, but as an integral part of the group of contents that help the development of communicative skills of the learners.

- ❖ The currently in use textbooks of grade 11 English have shallowly touched grammatical structures as a technique of vocabulary teaching. However, it should be made clear that students must be familiarized with the different grammatical structures and word classes that are common in the English word formation.

- ❖ In general, different researchers have conducted a variety of studies related to vocabulary worldwide and in Ethiopian context, but little attention was given to what extent language teachers practice different vocabulary teaching techniques. Similarly, vocabulary teaching techniques were given a secondary importance by the sample teachers of Kiltu Kara Preparatory school. It was observed that teachers were less concerned with the practice of different vocabulary teaching techniques except the frequent use of very limited number of vocabulary teaching techniques such as definition, word forms and synonym. This implies that students didn't get ample opportunities in learning vocabulary through other strategies which were believed to be fostering better vocabulary knowledge.

5.3 Recommendations

Based on the above conclusions, some recommendations to take in consideration for future studies could be:

1. Since language learning is mainly the result of acquiring sufficient amount of its vocabulary, English language teachers should develop favorable tendency to the primacy of vocabulary in the process of language teaching and learning so that they will be able to consider vocabulary teaching as the major component of their language lessons. In addition, they are expected to employ explicit word teaching techniques through various techniques so as to consolidate students' vocabulary knowledge that would be difficult to understand by the learners.
2. Curriculum designers and textbook writers should consider Vocabulary teaching techniques which are less presented in EFL textbooks like vocabulary network, collocation, spelling, hyponym, picture interpretation and vocabulary self collection strategies which are very important like other predominant techniques of vocabulary teaching techniques.
3. The research findings would seem to suggest that teachers' practice of vocabulary teaching techniques were limited due to the fact that almost all teachers haven't got adequate training, workshops and seminars on the practical aspects of vocabulary teaching techniques. Thus, it will be helpful if teachers get adequate workshops and seminars in order to strengthen their knowledge of practicing vocabulary teaching techniques along with the other skills which will enable them to practically implement current vocabulary teaching techniques in the actual EFL classes, which in turn could improve students' vocabulary knowledge.
4. The ministry of Education should consider adjusting its approach to the English language curriculum and its expectations of teachers especially within the limited time given to teach English during academic years. The teachers should have the freedom to introduce authentic teaching materials which are relevant and of interest to students in order to arouse students' curiosity and better engage them in the language learning process. As a result, the attitudes of students towards English language could improve, which in turn could help to solve one of the

problems that many language teachers encounter in their EFL classrooms. Furthermore, instructional materials like reference materials on vocabulary instruction are vital in practicing and implementing vocabulary teaching techniques. Thus, the school administrative should exert every effort to fulfill the necessary teaching aids for teachers so that they would effectively implement vocabulary teaching techniques in EFL classes.

5. It is recommended that language teachers should develop learners' spirit of team cooperation by means of the communicative activity. Therefore, teachers are expected to engage students into social strategies (asking teachers and classmates) to enhance the pace of vocabulary acquisition. Students, on the other hand, must promote the sense of autonomous vocabulary learning by practicing intelligent guessing from context and using dictionary.
6. It is observed that teachers are not familiarizing students with the various vocabulary learning strategies and word classes. Because of this, students' understanding of words could be hampered. Such problems could be avoided if learners are familiarized with the different grammatical structures and word classes that are common in the English word formation.

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Appendices

Appendix-I

INTERVIEW GUIDSE FOR TEACHERS

Good morning/afternoon: my name is _____. I came from Adama Science and Technology University, School of Humanities and Law, Department of English to study vocabulary teaching techniques practiced by English language teachers in kiltu Kara Preparatory school, particularly in grade '11'. I appreciate your cooperation and willingness to my interview. Your genuine opinion or response has its own contribution to my study and I kindly request you to give me the required information, therefore. I would like to thank you again for sparing your valuable time and effort in this interview. I would like to let you know that any information will be kept confidential and used only for this study.

Personal Information

Name of the School: _____

Qualification: _____

Year of Experience in Teaching English Language: _____

1. What's your opinion about the role of vocabulary in English language teaching?
2. Can you list the vocabulary teaching techniques that you actually use in your classroom?
3. When you teach vocabulary, to which one of the techniques do you give priority most of the time? Why?
4. Do you think the vocabulary teaching techniques incorporated in the students' text book Exhaustive?
5. Are there anything that hinders you to practice vocabulary teaching techniques in your school? If yes, what are they?

Appendix-II

Adama Science and Technology University

School of Humanities and Law

Department of English

Post Graduate Program

Teachers' Questionnaire

Dear Teacher

I am conducting a study on "Vocabulary Teaching Techniques Used by English Language Teachers to enhance Students' Vocabulary knowledge." Therefore, you are kindly asked to fill in the questionnaire, honestly, genuinely and carefully.

The questionnaire has 28 items about vocabulary teaching. Please answer the questions based on your experience and what you practically do in teaching vocabulary. Remember that your answers are based on what you (not your colleges) really do and not based on what you wish you should have done or it should have been. The worth of the study completely depends on how TRUE and FACTUAL answers you provide in terms of what you believe, know and do with regard to vocabulary teaching.

Note that the information you provide is completely confidential and is only used by the researcher. For that matter, you don't have to write your name.

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

Thank you in advance!!

Part one

Background information

Instruction: Please indicate your answer by putting an 'X' in the appropriate box

1. Sex: M ☐

F: ☐

2. Age:

A) 20-25 ☐

B) 26-30 ☐

C) 31-35 ☐

D) 36-and above ☐

3. Marital status A. Single ☐

B. married ☐

C .divorced ☐

D. widowed ☐

4. Qualification A) College diploma ☐

B) Degree (BA/ BED) ☐

C) Masters (MA) ☐

D) Other ☐

5. Subject you teach: A. English ☐

B. Afan Oromo ☐

C. Amharic ☐

D. Other ☐

6. Total year of service as a teacher:

A) 1-5years ☐

B) 6-10 years ☐

C) 11-15 years ☐

D) 16-20 years ☐

E) 21 and above years ☐

I) Questions about teachers' belief and knowledge on the theoretical practice of vocabulary teaching techniques in EFL classes.

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

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

N ^o	Statements	scale				
		5	4	3	2	1
1	Foreign language teaching is basically a matter of teaching its vocabulary					
2	In English language teaching, practicing vocabulary teaching technique is the most important aspect to focus on compared to grammar, writing skills, speaking skills, etc					
3	I always realize that vocabulary teaching has to be given prime Consideration in the class.					
4	When I teach vocabulary, I always use different techniques to help students understand meanings of unfamiliar words.					
5	I encourage students to discuss the different meanings of a word in different contexts.					
6	In teaching vocabulary, I often focus on collocation as a technique which enables students to develop their vocabulary use?					
7	Lack of vocabulary problem affects students to speak and write in English.					
8	Vocabulary is the most difficult aspect in teaching English language.					
9	Vocabulary teaching techniques have been given sufficient coverage in the currently used text book.					

II) The following questions are about how often you use the following vocabulary teaching techniques in your class. Read each question and put an “X” under each number in the table below.

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

No	Types of vocabulary teaching Techniques	Scales				
		5	4	3	2	1
10	How often do you practice self selection as a technique during vocabulary teaching?					
11	When you teach vocabulary, how often do you practice task based as a vocabulary teaching technique in your language classes?					
12	How often do you use communicative language teaching as vocabulary teaching technique in your actual classroom?					
13	How often do you encourage your students to read a text to improve their vocabulary knowledge?					
14	How often do you promote student's consciousness by letting them play with different word games from the textbook?					
15	How often do you encourage your students to use dictionary as an independent word learning technique?					
16	When you teach specific words, how often do you explain meanings of words in terms of other general word that contain part of the meaning of the specific words?					

III) Have you ever taken adequate training, workshops and seminars about vocabulary teaching techniques while you were in college/ university or in service program? A. Yes B. No

IV) Vocabulary teaching techniques Implemented by the Subject Teachers in EFL classroom.

Read each question and put an “X” under each number in the table below.

17	How often do you advise your students to use context clues to understand the word's meaning?					
18	When you teach a word, how often do you present other words with Similar meaning (synonyms) to the word being taught?					
19	How often do you teach the meaning of a word in relation to words with opposite meanings (antonyms)?					
20	How often do you use pictures/diagrams for vocabulary teaching?					
21	How often do you provide different examples and non-examples of specific words, to figure out meanings of unfamiliar words?					
22	How often do you encourage your students to use techniques such as pronunciation, spelling, translation and social learning as vocabulary learning techniques?					
23	When you teach a word, how often do you tell the students to recognize grammatical structure to improve students' word knowledge?					
24	How often do you show your students multi-relationship of words by forming a vocabulary network through semantic mapping?					
25	How often do you use definition to convey the meaning of words during vocabulary teaching					
26	When you teach a word, how often do you tell the students to recognize the structure of words like prefixes, suffixes, and roots					

V. Answer the following questions based on your belief and experience.

27. What do you think are the most effective techniques teachers can use to help their students to improve their vocabulary?

28. What do you recommend your students in order to improve their word knowledge?

Appendix-III
Adama Science and Technology University
School of Humanities and Law
Department of English

Post Graduate Program

Students' Questionnaire

Dear students:

I am conducting a study on “Vocabulary Teaching Techniques used by teachers to enhance their students’ vocabulary knowledge”. Therefore, you are kindly asked to fill in the questionnaire, honestly, genuinely and carefully. The questionnaire has 26 items about vocabulary teaching, and textbook you are learning now. Please answer the questions based on what your teachers do in teaching vocabulary in the actual English class.

The worth of the study completely depends on how TRUE and FACTUAL answer you provide in terms of what you believe, know and do with regard to vocabulary learning.

Note that the information you provide is completely confidential and is used by the researcher only. For that matter, you don’t have to write your name. Before you answer the question, please read each of the question and make sure that you have exactly understood what the question means and then give your answer with respect to the instruction.

Thank you in advance!!

Part One
Background information

Instruction: Please indicate your answer by making an 'X' in the appropriate box.

- 1 Sex: M ☐ F: ☐
2. Age: A) 12-15 ☐ B) 16-20 ☐ C) 21-25 ☐ D) 25-and above ☐
3. Grade 11 ☐

I) Show to what extent you agree with the following statements based on your belief and experience of vocabulary learning by Putting an 'X' under each scale in the table below.

Note that: 5= strongly agree, 4= Agree, 3= Neutral
2= disagree, 1=strongly disagree

No	Statements	Scales				
		1	2	3	4	5
1	Foreign language learning is learning its vocabulary					
2	In English language learning, vocabulary is the important aspect to focus on compared to other language skills.					
3	Vocabulary teaching and learning have to be given prime consideration in English classes.					
4	The teacher always uses different techniques of teaching vocabulary to help students to understand the meaning of a word.					
5	The teacher encourages students to discuss the different meanings of a word in different contexts.					
6	In teaching vocabulary, your teacher focuses on collocation as a technique which enables you to develop your vocabulary knowledge.					
7	Lack of vocabulary problem affects students to speak and write in English in the class and outside the class					
8	Vocabulary teaching is the most difficult thing in English language teaching and learning.					
9	Vocabulary teaching and learning techniques have been given sufficient coverage in the textbook I am using now.					

II) The following questions are about how often your English language teacher uses the following vocabulary teaching techniques in your class. Read each question and put an “X” under each number in the table below.

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

No	Practices of Vocabulary Teaching techniques	Scale				
		5	4	3	2	1
10	How often does your English teacher practice self selection technique during vocabulary teaching to enhance your vocabulary knowledge?					
11	When your teacher teaches vocabulary, how often does he/she practice task-based teaching as a technique in the language classes?					
12	How often does your teacher use communicative language teaching as a vocabulary teaching technique to develop your vocabulary knowledge?					
13	How often does your teacher encourage you reading textbook to improve your word knowledge?					
14	How often does your teacher help you to promote your word consciousness by letting you play with different word games from the textbook?					
15	The teacher encourages students to use dictionary to learn meanings of different words in the textbook.					
16	When your teacher teaches specific words, how often does he/she explain meanings of words in terms of other general word that contain part of the meaning of the specific words?					

III) Vocabulary teaching techniques Implemented by the Subject Teachers in EFL classroom.

Read each question and put an “X” under each number in the table below.

17	How often does your teacher practice context clues as vocabulary teaching technique to improve your word knowledge?					
18	When the teacher teaches a word, how often does he/she give you other words that ha1ve similar meaning with the word he is teaching?					
19	How often does your teacher explain the meaning of words in relation to other words with opposite meaning?					
20	How often does the teacher use pictures/diagrams to teach vocabulary when it's appropriate to use them?					
21	How often does your teacher provide examples and non examples of Specific words to help students to understand meanings of new words?					
22	How often does your teacher encourage you to use techniques such as pronunciation, spelling, translation and social learning as vocabulary learning techniques?					
23	How often does your teacher encourage you to recognize grammatical structure to improve your word knowledge?					
24	How often does your teacher show you multi-relationship of words by forming a vocabulary network through semantic mapping?					
25	How often does your teacher use definition to explain the meaning of words during vocabulary teaching?					
26	How often does your teacher encourage you to recognize structure of words like prefixes, suffixes, and roots?					

Appendix IV

Analysis of the Vocabulary Contents of Students' Text book and Potential Techniques of Teaching

KEY NVI = Number of Vocabulary Items Def. = Definition Syn = Synonymy
 Tra= Translation Pic = Picture WS = Word Structure
 Ctx. = Context clues Hyp = Hyponym Pro = Pronunciation Sp =Spelling
 GS= Grammatical Structure Us = Usage Ant = Antonym VNW = Vocabulary
 Network MG=meaning group Col= Collocation PG= Playing a game Re = Register

Unit t 1	NV I	Potential Techniques of Teaching												Aspect of word knowledge			
		Def	Ws	Gs	MG	Ctx	Syn	Pic	VN W	Ant	Col	PG	Hyp	pro	Us	S p	R e
1	64	17	12	—	—	—	14	—	—	—	—	—	—	12	10	—	—
2	78	22	63	—	—	—	—	—	—	10	—	—	—	10	—	—	—
3	110	69	—	—	—	14	—	8	—	—	—	—	—	14	13	—	—
4	62	42	26	—	—	20	—	—	—	—	—	—	—	—	—	—	—
5	55	8	37	—	—	10	—	—	—	—	—	—	—	—	—	—	—
6	134	76	—	—	—	14	16	—	—	—	4	—	12	—	22	—	—
7	203	19	36	8	45	17	36	—	—	—	—	—	—	28	7	1 0	1 0
8	164	22	36	24	—	10	—	—	29	—	—	—	—	—	43	—	—
9	121	46	15	6	16	10	28	—	—	—	—	—	—	—	—	—	—
10	73	13	44	—	—	6	—	—	—	—	—	—	—	10	—	—	—
11	83	10	—	—	24	—	16	—	—	—	—	10	—	23	—	—	—
12	95	36	—	33	—	—	—	—	26	—	—	—	—	—	—	—	—
Tot al	1242	380	233	71	95	101	110	8	55	10	4	10	12	97	95	1 0	1 0
%	100	30.6	18.8	5.7	7.6	8.1	8.9	0.6	4.2	0.8	0.3	0.8	1	7.8	7.6	0.8	0.8

Appendix V
Adama University
School of Graduate Studies

Classroom Observation Checklist

Note that + = observed _ = not observed

No	Points to be considered: The application of the following vocabulary teaching and learning techniques		Observed	Not observed
1	Encouraging students' wide reading to improve word knowledge			
2	Exposing students to high quality oral language(social learning strategies)			
3	Promoting word consciousness			
4	Encouraging students to use independent word learning techniques	dictionary use		
		Self selection		
		Context clues		
5	Providing Explicit instruction for specific words	use definitional information		
		teach synonyms		
		teach antonyms		
		provide examples and non-examples		
		Teach grammatical structure		

Continued From the preceding table

6	Teaching word meaning as concepts	semantic mapping		
		teaching word structure like:		
		prefixes		
		suffixes		
		roots		
7	Using different teaching techniques together based on their suitability			
8	Employing vocabulary net-work(Word association) during vocabulary instruction			
9	Providing task based instruction to utilize vocabulary usage			
10	Teaching vocabulary through collocation			
11	Using pictures/diagrams to teach vocabulary when it is appropriate to use them			

Duubee VI

Yuuniversiitii Saayinsii fi Tekinooloojii Adaamaa Kolleejjii Saayinsii Hawaasaa fi Seeraa Damee Barnoota Afaan Ingiliziitti Bar-gaaffii Barattootaaf Qophaa'e.

Kabajamtoota barattootaa, Hunda dura yeroo keessan sagantaa kanaaf oolchuuuf heyyamamoo ta'uu keessaniif guddaan isin galateeffadha. Waraqaan gaafannoo kun kan qophaa'e odeeffannoo qorannoo fi qu'annoo mata duree shaakala tooftalee jechoota afaan Ingilizii ittiin barsiisuu irratti madaallii gaggeeffamu (Assessing vocabulary Teaching Techniques in EFL classes) jedhu irratti ragaa fi odeeffannoo walitti qabachuun fala barbaacisu tokko kennuudhaaf kan yaadame dha. Deebiin keessan icciitiidhaan qabamee hojii qo'annoo qofaaf kan oolu malee barsiisaa keessan madaaluuf waan hin taaneef sodaafi shakkii tokko malee yaada keessan akka gumaachitanan isin gaafadha.

Gumaacha keessaniif galatoomaa!

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

1. Saala: M ☐ F ☐
2. Umurii : A) 12-15 ☐ B) 16-20 ☐ C) 21-25 ☐ D) 25 fi isaa ol ☐
3. Kutaa ☐

II. Gaaffiwwan armaan gadii ilaalcha fi shaakala tooftalee jechoota barsiisuu daree barnoota Afaan Ingilizii keessatti irratti hundaa'a.

Qajeelfama: himootni armaan gadii ilaalchaa fi muuxannoo tooftalee jechoota barachuu irratti hundaa'u waan ta'eef, hangam akka itti walii galte mallattoo (X) jedhu kana lakkoofsa himoota cina kaa'ii agarsiisi.

Hub: 5= cimiseen itti waliigala 4= waliin gala 3= Giddu-galeessa
2 = walii hin galu 1 = cimiseen itti walii hin galu

Lak	Yaadawwan	safartuu				
		5	4	3	2	1
1	Afaan biyya alaa barachuu jechuun hundeedhumaan jechoota isaa barachuu jechuu dha					
2	Afaan Ingilizii barachuu keessatti , jechi(Vocabulary)n yeroo seerluga, barreessuu, dubbachuu fi caqasuu waliin madaalamu baayyee barbaachisaa dha					
3	Yeroo barnootni daree keessatti kennamu jechaaf ilaalchi dursa akka kennamu qabu nan hubadha					
4	Yeroon jecha baradhu, yeroo hundumaa hiikaa isaa hubachuufis ta'e fuula duratti yaadachuuf tooftaalee adda addaan gargaaramun gaarii dha.					
5	Barsiisan keenya hiika addaa addaa jechi tokko qabiyyee addaa addaa keessatti qabu akka hubannu nu taasisu.					
6	Wayitii barnoot jechootaatti, barsiisaan keenya tooftaa jechoota waliin deeman irratti xiyyeeffachuun dandeettii jechootaa keenyaa gabbisuuf yaalu?					
7	Barattoonni dandeettii jechoota Afaan Ingilizii yoo hin qaban ta'e daree keessttis ta'e dare alatti dubbachuu fi barreessuu isaanii irratti dhiibbaa qaba					
8	Afaan iingilizii barsiisu keesstti wanti baayyee rakkisaan jechoota barsiisu dha.					
9	Jechoota barsiisuuf tooftaaleen kitaaba barataa keesstti hammatamanii jiran quubsaa dha.					

III) Gaaffiwwan armaaan gadii tooftalee jechoota barsiisuu daree barnoot Afaan Ingilizii keessatti irratti hundaa'a. Kanaaf, gaaffilee sana qalbiin erga dubbistee booda mallattoo "X" kana kaa'uun deebisi

Lak	Itti gargaarama tooftaalee jechoota barsiisuu	Safartuu				
		5	4	3	2	1
10	Wayitii barnoota jechaa(vocabulary)tti, barsiisaa Afaan Ingilizii keessan hangam tooftaa jechoota ofiin filachuutti gargaraaramanii dendeetti jechootaa keessan gabbisuuf yaalii taasisu?					
11	Barsiisaa keessan yeroo jechoota barsiisu, hangam tooftaa hojii irratti hundaa’e(task based) gargaarama?					
12	Barsiisaan keessan dandeettii jechootaa keessan cimsuuf hangam akka isa waliin afaan ingiliziitiin haasaa gootaniif carraa isiniif kennu?					
13	Yeroo barnoota Afaan ingliziitti barsiisaan keessa dandeetti jechootaa keessanii fooyyeessuuf dubbisa addaa addaa akka dubbiftaniif hagam carraa isiniif uuma?					
14	Barssiisaan keessan hubannoo jechoota keessanii cimsuuf yeroo hagamii dorgommii jechootaa(word game) isiniif uumee akka waliin dorgomtan isin taasisa?					
15	Barsiisaan keessan hiika jechoota addaa addaa akka barattaniif yeroo hagamii akka isin kuusaa jechootaa(dictionary)tti akka fayyadamtan isin isin taasisa?					
16	Wayitii barnoota jechootaatti, barsiisaan keessan hangam jecha tokko jecha kan biraa hiika waliigalaa qabu kan jechoota addaa addaa hiikaan isa fakkaatu of-jalatti hammatu waliin wal cina qabee isin barsiisa?					

IV) Yaadonni armaan gaditti dhiyaatanii jiran, wayitii barnoota afaan Ingilizitti barsiisaan keessan hangam tooftaalee jechoota barsiisuu gargaarama kan jedhurraatti fuulleffatu. Kanaaf, gaaffilee sana qalbiin erga dubbistee booda mallattoo “X” kana kaa’uun deebisi.

Hub: 5=yeroo hundaa 4=yeroo baayye

3=yeroo tokkotokko 2 =darbeedarbee 1=tasumaa

17	Wayitii barnoota jechootaatti, barsiisaan keessan hangam tooftaa akkataa galumsa jechootaa gargaaramuun hiikaa jechootaa isiniif ibsaa?					
18	Wayitii barnoota jechootaatti, barsiisaan keessan hangam jechoota kan biroo jecha haaraa isin barsiisaa jiru sana waliin hiikaan wal-fakkaatu(synonyms) wal bira qabee isin barsiisa?					
19	Wayitii barnoota jechootaatti, barsiisaan keessan hangam jechoota kan biroo jecha haaraa isin barsiisaa jiru sana waliin hiikaan faallaa ta'e(antonyms) wal bira qabee isin barsiisa?					
20	Barsiisaa keessan yeroo jechoota barsiisu, yeroo hagamii fakkii (Picture) tti fayyadamee isin barsiisa?					
21	Barsiisaa keessan yeroo jechoota barsiisu, hangam jecha haaraa tokko jechota biroo waliin fakkeenyummaa fi fakkeenyummaa hin qabneen wal cina qabee isin barsiisa?					
22	Barsiisaa keessan yeroo jechoota barsiisu, yeroo hagamii tooftaalee kanneen akka sagaleessuu, qubeessuu afaan birootti hiikuu fi barsiisa keessaniif walii keessan wajjin akka marii'attan isin taasisa?					
23	Wayitii barnoota jechootaatti, barsiisaan keessan hangam caasaalee ser-luga Afaan Inglizii irratti hundaa'un jechoota isin barsiisu?					
24	Barsiisaa keessan jechoonni hiika isaanii irratti hundaa'un walitti dhufeenya hedduu akka qaban yeroo hagamii mar-sariitii jechootatti (Vocabulary network)tti fayyadamee isin barsiisa?					
25	Barsiisaa keessan yeroo jechoota barsiisu, yeroo hagamii hiika jechoota(Definition) isaa isin barsiisa?					
26	Barsiisaa keessan caasaalee jechootaa akka beektaniif hagam jechoota caasaalee addaa addaa kanneen akka maxxantuu duraa, hundee jechaa, fi maxxantuu boodaatti qoodee isin barsiisa?					