



**ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY SCHOOL OF
HUMANITIES AND LAW, DEPARTMENT OF THE ENGLISH
LANGUAGE / TEFL, GRADUATE PROGRAM**

**ASSESSING THE PRACTICE OF TEACHING VOCABULARY IN EFL
CLASSES: AGARFA SECONDARY SCHOOL GRADE NINE IN FOCUS**

By: MULUGETA SEYOUM

SEPTEMBER, 2017

ADAMA

**ASSESSING THE PRACTICE OF TEACHING VOCABULARY IN EFL
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By: MULUGETA SEYOUM

**A Thesis Submitted to Adama Science and Technology University
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ADAMA

Declaration

I, Mulugeta Seyoum Haile, declare that this thesis entitled Assessing The Practice Of Teaching Vocabulary In EFL Classes: At Agarfa Secondary School, Grade Nine In Focus, has been submitted to Adama Science and Technology University, Department of English /TEFL of Graduate Studies that the thesis is a product of my original research work, and it has not been submitted to any other university or college for any academic degree / diploma. Materials and information other than my own work are duly acknowledged.

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ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
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Assessing the practice of teaching vocabulary in EFL classes: Agarfa Secondary
School grade nine in focus

BY: - Mulugeta Seyoum Haile

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ABSTRACT

The main purpose of this study is to assess the practice teaching vocabulary in EFL classes of Agarfa Secondary School, grade nine in focus. In the research descriptive research design has been used since the research focuses to describe the current practice of teaching the EFL vocabulary in the school. Moreover, mixed method i.e. quantitative and qualitative research method has been used. Participants of the study were the 5 EFL teachers and 112 the grade 9 students. Data for the study were gathered through semi-structured interview, classroom observation and questionnaires. In the study the researcher has focused on roles of the teachers and the students, the applied teaching strategies in the EFL classrooms and suggestions of the teachers in finding solutions for problems in the practice of teaching the EFL vocabulary. Findings of the study reveal that there were some problems in the practice of teaching EFL vocabulary in the school in case of certain reasons. Enough attention has not been given in teaching the language and its vocabulary. The teachers did not pay attention and did not have enough skill in how to teach the EFL vocabulary. There was lack of having enough practice of teaching vocabulary and there were lack of necessary resources to teach the EFL vocabulary. Finally, the researcher recommended that EFL teachers should have enough study and training to update their teaching skill and students should get enough and sustainable practices of the language vocabulary. Moreover, the researcher suggested that the school principals should fulfill the necessary requirements such as additional classrooms and plasma program to bring the quality of educational practices of teaching the EFL vocabulary in the school.

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Acronyms and Abbreviations

EFL: English as a Foreign Language

ELL: English Language Learners

ELT: English Language Teachers

ME: Ministry of Education

SLL: Second Language Learners

TEFL: Teaching English as a Foreign Language

CHAPTER ONE

Introduction

In this chapter, background of the study, statement of the problem, objectives of the study, the research questions, significance of the study, scope of the study, limitations of the study and definition of key terms are discussed.

1.1 Background of the Study

Learning English language has many advantages for our country. As Bailey (2012) about the advantages of learning EFL states, learning English language the best thing you do to improve your life. It is used to get information from the world by using television, radio, internet etc. It also uses to chat with world people by using the internet. So many books are written in English and they help us in so many ways. Understanding these, the Ethiopian educational policy makes the English language as a medium of instruction in the whole level of education from secondary school up to university. Therefore, this language helps us to get information in how to lead our life, how to keep our health, how to get a better way of life style etc. and it is useful if students learn this language.

To learn this language, vocabulary is one of the most important skills that students should know. According to Richards and Renandya (2002), vocabulary is a core component part of language proficiency and provides much of the basis for how learners, listen, speak, read and write. Although knowing the language's vocabulary is useful, as it is a foreign language for Ethiopian teachers and students and because of certain cases, teaching and learning the language's vocabulary is one of their challenges for teachers and students. Without an extensive teaching the English vocabulary and using lack of appropriate teaching strategies in the acquisition of its new vocabulary, teachers often achieve less than their potential and may be discouraged to teach the language by looking the values of their students. According to Mukoroli (2011), vocabulary teaching and learning is a constant challenge for teachers as well as students because historically there has been minimal focus on vocabulary instruction in the classrooms. Due to this, an increased emphasis on vocabulary development is crucial for the English language teachers and learners in the process of language teaching.

As Stahl (2005) argues, vocabulary is not only the knowledge of a word meaning, but also shows how words are used to get a meaning and it is a life time task to master it. Vocabulary is knowledge of a word not only implies a definition, but also it implies how that word fits into getting a meaning. It is something that expands and deepens over the course of a life time. Therefore, instruction in vocabulary involves far more than looking up words in a dictionary. According to the above statements about vocabulary, we can recognize that studying vocabulary is not an easy task. It takes time to master it and we should give attention in how to study and teach it. So, teachers and scholars should give emphasis in how they should teach vocabulary and how they should make effort to solve the problems in teaching the English language vocabulary.

When the researcher has been teaching his students English at Agarfa Secondary School, he thought that students have English vocabulary deficiency. According to Reine (2012), without knowledge of words and their meanings, it is impossible to do anything in a foreign language. Without extensive vocabulary and its strategies for acquire new vocabulary, learners often achieve less than their potential and may be discouraged in making use of language learning opportunities around them. The researcher believed that inappropriate teaching and learning the EFL vocabulary makes the students weak in using and knowing the language. By conducting researches and having enough interventions, the researcher believed that teachers and concerned bodies can solve or minimize the students' deficiency in their vocabulary skill. Therefore, the researcher has tried to study about the practice of teaching EFL vocabulary at Agarfa Secondary School, grade nine in focus.

1.2 Statement of the Problem

As Roza (2015) indicates, inadequately trained teachers may fail to make effective use of the instruction. In many instructions, teachers may have problems in their teaching and may vary according to the following dimensions: language proficiency, teaching experience, skill and expertise, training and qualifications, moral and motivations, teaching style and belief. According to Mukoroli (2011), teachers may have inadequate time for direct teaching. In this respect, it is significant for them to advance creative methods to expose English language students to learn vocabulary in many ways that can develop and strengthen words and their meanings throughout the school day as well as in and out of school setting. However, many

teachers do not pay attention and give enough time to solve the students' inadequacy in vocabulary. Therefore, the researcher admitted that these problems need studies and interventions to solve the students' problems in their EFL vocabulary skill.

In Ethiopia some studies were conducted concerning vocabulary. For example, the studies which were conducted on this issue were about; Assessing the Utilization of Visual Aids in Teaching Vocabulary, The Case of Two Primary School in Bale Zone, MA thesis of the Haramaya University by Dires Yeshitla (2014); Investigating Vocabulary Learning Strategies Employed by Somali-Speaking Students, Preparatory School in Focus, MA thesis of Addis Ababa University by Setegn Mayew (2007); A Comparative Study of Televised and Non-televised Vocabulary Teaching, of the Jimma University by Yohannes Tefera (2008); and Vocabulary-Learning Strategy, The Case of High and Low Achievers Students in Gondar Teaching Collage Students, MA thesis of the Addis Ababa University by Getnet Gidey (2008). These researchers focused on the use of visual teaching aids in teaching vocabulary, the advantages of televised teaching vocabulary and the advantages of using appropriate vocabulary learning strategies.

The researcher cannot get similar studies which were conducted in the researcher's secondary school and Bale Zone's secondary schools with the particular reference to the practice of English language teaching vocabulary in EFL classes and still there are problems of teaching vocabulary in the local school. Thus, the researcher wanted to investigate the current practice of teaching vocabulary in the area and wanted to fill gaps in the practice of teaching vocabulary in the school. The researcher actually intended to examine the current practice of teaching English vocabulary at Agarfa Secondary School grade nine EFL classrooms and what factors adversely affected the practice of teaching vocabulary in the English classrooms. Moreover, he liked to study the solutions or interventions to avoid the students' vocabulary problems in the school.

According to Setegn Mayew (2007), modern educational system was introduced in Ethiopia in 1909, but region-oriented traditional system still dominates in some parts of the country. Similarly, the researcher believed that there are some problems at Agarfa Secondary School in grade nine EFL students in teaching vocabulary. These problems may come from: the teachers' attitude towards teaching vocabulary, their effort and motivation to teach the English language, the time given to teach the language, the students' practices to learn vocabulary, the availability

of teaching resources etc. The researcher therefore, has tried to assess how teaching vocabulary has been implemented in the place and what factors adversely affected the practice of teaching vocabulary at Agarfa Secondary School, grade nine EFL classes in 2016/17. Thus personally, the researcher has studied on this issue, because he believed that there were some limitations of education in teaching the English language vocabulary and if so they are problems in students' performance in this skill and they need some interventions.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study is to assess the current practice of teaching vocabulary in EFL classes of Agarfa Secondary School grade nine in focus.

1.3.2 Specific Objectives

This study is intended to achieve the following specific objectives:

1. to assess the teachers' and the students' roles in the practice of teaching vocabulary in the EFL classrooms of Agarfa Secondary School.
2. to assess the teaching strategies of EFL vocabulary that are used in the practice of teaching vocabulary in the school,
3. to investigate the factors that hinder the practice of teaching English vocabulary in the EFL classes,
4. and to explore the teachers' awareness in solving the practice of teaching EFL vocabulary problems.

1.4 Research Questions

This study attempts to answer the following research questions.

1. Do teachers and students have appropriate roles in the practice of teaching the EFL vocabulary?
2. Do teachers use suitable strategies of teaching the EFL vocabulary in the classrooms?
3. Are there hindering factors that affect the effectiveness of teaching the EFL vocabulary?
4. Do teachers have enough awareness in solving the problems that face in the practice of teaching the EFL vocabulary?

1.5 Significance of the Study

The result of this study will be significant to give feedback for the teachers and the stakeholders; how teaching of the EFL vocabulary has been implemented, what hindering factors affect the effectiveness of teaching vocabulary in the classes and what should be done to solve the problems. Thus, it is intended to suggest the EFL teachers which effective roles, strategies should be used when they implement the teaching vocabulary, and what interventions should be given to solve the students' EFL vocabulary problems. Moreover, the result of the study may be a significant resource for stakeholders and researchers who would like to use it as a reference for further study concerning this issue.

1.6 Scope of the Study

The study focuses on assessing the practice of teaching vocabulary in EFL classrooms. The study was conducted in the region of Oromia, Bale zone, in the district of Agarfa, at Agarfa Secondary School. Currently the school has grade nine and ten students, but due to time and management of large sample constraints, the study was mainly limited in the school 5 English teachers and 112 of grade nine students in the year of 2016/17. Since there was no plasma (televised teaching) in the school, the research did not include the plasma (televised) teaching. So, the research was on non-televised teaching of EFL vocabulary in grade nine EFL classrooms of the school.

1.7 Limitations of the Study

Few teachers of the language were not voluntary to participate and give data for the research. That was a big challenge for the researcher, but by having discussions and convincing them it became possible to gather the data and conduct the research with them.

1.8 Definitions of Key Terms

Micro skills are enabling skills; like grammar and vocabulary.

Practice of teaching EFL vocabulary is the implementation of teaching EFL vocabulary in the teaching and learning process.

Strategy of teaching vocabulary is a plan of action to accomplish a specific educational goal of teaching vocabulary; it is methodology of teaching vocabulary such as translation, definition...

Role is function or responsibility of the teacher or the student in teaching and learning the EFL vocabulary.

Vocabulary is a list of words with explanation of their meaning for learning a foreign language in the context of this research.

CHAPTER TWO

2. Review of the Related Literature

In this chapter the researcher has discussed the scholars' point of view about what vocabulary is, the importance of it, which words should teachers focus in their teaching vocabulary, a six-step process for teaching vocabulary, teachers what they should do to develop the students' vocabulary skill. Moreover, he stated that the key strategies in teaching vocabulary, roles of a teacher in teaching vocabulary, how to use contextual clues, challenges in teaching and learning vocabulary and summary of the chapter.

2.1 What is vocabulary?

Vocabulary can be defined as the entire stock of words belonging to a branch of knowledge or known by an individual. Krashen (1989) stated that vocabulary is a set of words that are the basic building blocks used in generation and it is used in understanding a sentence. According to Alqahtani (2015), vocabulary knowledge is often viewed as a critical tool for language learners because a limited vocabulary in a language impedes successful communication. In other words, vocabulary is the words we must know to communicate effectively: words in listening and reading (receptive vocabulary) and words in speaking and writing (expressive vocabulary). Vocabulary development is crucial for the English language learners in the process of language learning. Therefore, vocabulary is one of micro skills and it is a list of words with explanation of their meaning for learning a foreign language.

Vocabulary, plural form vocabularies; the definition as the researcher obtained it from the *Dictionary.com (2016)/web*, vocabulary is:

1. *the stock of words used or known by a particular people or group of persons, a list of collection of words or phrases of a language, words in technical field etc., usually arranged in alphabetical order,*
2. *the words of a language,*
3. *any collection of signs or symbols constituting a means of non-verbal communication and*
4. *any more or less specific group of forms in architecture, or the like.*

Different dictionaries and scholars give various definitions and elaborate its usages about vocabulary in different ways. Although its definitions and usages were expressed in different ways about it, the scholars have common ideas in its definitions and usages. Ur (2009), vocabulary can be defined roughly, as the words we teach in a foreign language. It is a set of words with in a person's language. It is usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. According to Wikipedia (2017)/web, when we get learning a foreign language, our individual vocabulary in that language will be developed. It is one of the most important micro-skills like grammar and pronunciation. All the micro-skills are important to learn a language, but it is far more difficult to communicate with no vocabulary than with any grammar. English Club (2016) /web Therefore, it is a stock of words of a language, which can be developed through learning, it is useful for communication and acquiring knowledge and it is one of the most important micro-skills to teach and learn a foreign languages like teaching EFL.

2.2 The importance of teaching and learning vocabulary

According to Saengpakdeejit (2014), nowadays, vocabulary learning plays an important role in language teaching especially in the context where English is taught as a foreign language. This is because lexical competence is now seen as the heart of language learning and the ultimate goal of language teaching to improve the language competence of learners. Additionally, vocabulary has been recognized as an important factor for language learning because insufficient vocabulary knowledge leads the learners to encounter difficulties in language learning. It is a central part to learn English language, because without enough vocabulary, students cannot understand others or express their own ideas.

As Richards (2002) argues, without vocabulary nothing can be conveyed. This point reflects in experiences with different languages; even without grammar with some useful words and expressions people can often manage to communicate. Lexis therefore, is the core or heart of a language. Particularly as students develop greater fluency and expression in English; it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies. Learning the language's vocabulary helps students to understand and communicate with others in English. Language is very difficult to put in to words. English language students should learn the language's vocabulary and learning it also

helps students master English for their purposes. As Alqahtani (2015) states, vocabulary knowledge is often viewed as a critical tool for language learners because a limited vocabulary in a language impedes successful communication. As Setegn Mayew (2007) states, according to the Ethiopian educational policy, starting from grade nine except the local languages and some cases, students have been learning the whole courses in English. If the students don't have enough knowledge of the English vocabulary, they may face difficulties in understanding the courses what they have been learning. Therefore, learning the English vocabulary is one of their obligations to get success in their education.

2.3 Which words should the teachers teach?

As Shoebottom (2016) asserts, every day students may hear or read many new English words. They also find them in their dictionary when they are translating from their own language. The vocabulary students know can be divided into two groups: passive vocabulary and active vocabulary. Passive vocabulary contains all the words that students understand when they read or listen, but they do not use or cannot remember them in their own writing and speaking. Active vocabulary, in English and their own language words, they use them in their speaking or writing; it is probably much smaller than their passive vocabulary. The more they work on learning a word, the more likely it will become part of their active vocabulary.

On the other hand, teachers should take care which words they should teach. Students can't possibly learn all these new words, so their first problem is to decide which words to concentrate on. According to Shoebottom (2016), here are some suggestions which words to teach. These are:

- teach the words that are important to the subjects you are teaching,
- make the students read or hear again and again to develop their vocabulary skill,
- teach the words that students should know and will often use them,
- do not waste your much time in teaching words that are rare used or not useful.

A person's vocabulary is the set words with in a language that are familiar to that person. A vocabulary usually develops with age, and severs as a useful and fundamental tool for communication and acquiring knowledge. Wikipedia (2015) /web

2.4 A Six-Step Process for Teaching Vocabulary

According to Marzano (2006) suggestion, if EFL teachers use the six steps for teaching vocabulary to help students understand and remember new vocabulary terms, they can get their students' success in vocabulary. In brief, the research and theory point to instructional activities that help students understand new vocabulary terms that are taught directly and also remember what they have learned in the previous days. Those instructional activities, according to Marzano can be organized into six instructional steps. These are:

Step 1: Explain: Provide a student-friendly description, explanation, or example of the new term.

Step 2: Restate: Ask students to restate the description, explanation, or example in their own words.

Step 3: Show: Ask students to construct a picture, symbol, or graphic representation of the term.

Step 4: Discuss: Engage students periodically in structured vocabulary discussions that help them add to their knowledge of the terms in their vocabulary notebooks.

Step 5: Refine and reflect: Periodically ask students to return to their notebooks to discuss and refine entries.

Step 6: Apply in Learning Games: Involve students periodically in games that allow them to play with terms.

The first three steps are used to introduce a new term to students. The last three steps address different types of multiple exposures that students should experience over time to help them shape and sharpen their understanding of the terms. Direct instruction in vocabulary is a critical aspect of literacy development. Synthesizing research and theory on direct vocabulary instruction into an innovative six- step instructional process enables classroom teachers to teach and reinforce selected vocabulary terms with success.

2.5 Techniques of Developing the Students' Vocabulary Skill

As experts agree how to help students to develop their vocabulary, they suggest the following advice for the teachers.

- Help build language skills in class by playing oral and written word exercises and games.
- Teach students about the important, useful, and difficult vocabulary words before students read the text. This will help them remember the words and improve comprehension.
- Have students use taught vocabulary words often and in various ways both orally and in writing, so they are better able to remember the words and their meanings.
- Teach vocabulary via explicit instruction and also through independent readings.
- Help students learn to use context clues to determine the meaning of words. Teach them that some context clues are more helpful than other and provide examples of helpful and less helpful clues.
- Read to your class each day. When the book contains a new or interesting word, pause and define the word for students.
- Encourage students in conversation using new words.
- Explicitly teach the meaning of common prefixes, roots, and suffixes. Reading Rockets (2016).

Teachers should provide multiple exposures to target words in reading texts and design vocabulary-focused activities and create opportunities for vocabulary use. Moreover, teachers should promote cognitive elaboration of the form-meaning relationship through instructional intervention. Teachers should guide students in the development of vocabulary building skills. English Language...Institute Education Bureau (2013).

2.6 Key Strategies in Teaching Vocabulary

According to Mehta (2008), vocabulary is the first and foremost important step in language acquisition. In a classroom where students are not finding themselves comfortable with language learning, teachers should make the lesson interactive and interesting with the introduction of appropriate vocabulary exercises. There are various methodologies that can be

incorporated in the teaching of vocabulary items in a language classroom. Some of the key strategies to reveal the information and meaning of a new word to a class are as follows:

i. Definitions

Definitions in the target language may be very handy if they are expressed in terms that are better known or more easily guessed than the word that is defined. In this direction teachers and students can refer to authentic and reliable dictionaries. According to Bikila Wayessa (2016), definition is often used when the writer defines the meaning of a word in the sentence or when he gives enough explanation for the meaning in order it to be clear.

ii. Contextual meanings

Students should be encouraged to find out the meanings of new vocabulary in context. The context makes the situation clear, and this in turn illuminates the meaning of the new word. This practice saves time and develops an intensive reading habit and better understanding. Context may include morphological, syntactic and discourse information in text. Nattinger (1988:63) states that “there are a number of contextual clues. First of all, guesses are guided by the topic which in reading may be signaled by an abstract or outline of what we are about to read”. Grammatical structure as well as intonation in speech and punctuation in writing contains further clues.

iii. Antonyms

As Ur (2009) states, antonyms are opposite of items. Antonyms are words which have opposite meanings of another, although not necessary in all their senses. E.g. Rich is antonym of poor. When one member of a pair of opposites is understood, the meaning of the other can be easily comprehended. This helps the student to understand the different shades of meanings of a word.

iv. Synonyms

According to Ur (2009), synonyms are words with identical or very similar meanings. A synonym may be used to help the student to understand the similarities of words. Synonyms

help to enrich a student's vocabulary bank and provide alternative words instantly. e.g. The synonym of perform is act.

v. Homonyms

According to McCarthy and O'Dell (1999) about homonyms, homonyms can be subdivided into homographs and homophones. Homographs are words which are written in the same way but have different meanings. Compare **bow** in 'He took a **bow** /haul at the end of the concert.' And bow in 'He was wearing a **bow** /bad tie'. Homophones are words which are pronounced in the same way but are spelt differently, e.g. **bow** as in 'He took a **bow** ' and **bough**, 'He cut the **bough** of a tree.'

vi. Collocations

According to Bailey (2012) collocations are set of words that often go together. As Ur (2009) states, the collocation typical of particular items are another factors that make a particular combination sound 'right' or 'wrong' in a given context. So this is another piece of information about a new item which it may be worth teaching.

e.g. throw a ball but toss a coin

do homework but make bread

vii. Dramatization/role-play

This method can be practiced with ease. It can win the favor of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or acted by pretending the real world. According to Bikila Wayessa (2016), role-play is used to create the presence of a real life situation in the classroom. It is important in the classroom communication because it gives students an opportunity to practice communicatively in different social contexts and in different social roles.

viii. Pictures and drawings

As Mehta (2009) states, pictures of many types and colors can be used successfully to show the meaning of words and sentence. Handmade pictures can also be used as there is no need to be

very artistic. Drawings can be used to explain the meaning of things, actions, qualities, and relations. A line drawing of a head, for example, provides many useful nouns and verbs...

ix. Realia/real objects

According to Dires Yeshitla (2014), cited in Wright and Harlem (1996), under these circumstances objection using aids may improve students' in learning vocabulary. If teachers use visual aids; it looks like the real things make word description more meaningful. Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous.

x. Using dictionary

A dictionary gives us a lot of information. In the dictionary as Bailey (2010:189) states:

The head word is the word being explained. It helps you spell the word correctly. The pronunciation of the word helps you to say it correctly. The definition tells you what the word mean. If the word has more than one meaning, there is more than one definition. The parts of speech tell you if it is a verb, noun, adjective, adverb or preposition. The grammar tells you what kind of verb or noun ...it is. E.g. it tells us countable or uncountable noun, transitive or intransitive verb it is. The example sentence shows you how to show to use the word in a sentence.

xi. Parts of Speech

Parts of speech are categories to which a word is assigned in accordance with its syntactic functions. According to Butte College (2016), in the English language there are eight main parts of speech: nouns, pronoun, adjective, verb, adjective, adverb, preposition, conjunction, and interjection. Parts of speech indicate how the word functions in meaning as well as grammatically within the sentence. Teaching by using by using the parts of speech can develop the students' vocabulary skill by showing how words are formed. e.g.

Table 2. 1 Words in the parts of speech

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>	<i>Adverb</i>
<i>Infection</i> <i>distribution</i> <i>rapidness</i>	<i>Infect</i> <i>distribute</i> -----	<i>Infected</i> <i>distributed</i> <i>rapid</i>	----- <i>distributive</i> <i>rapidly</i>

According to this the above table, words are formed from verbs and adjectives. For example, from verb distribute, by adding ‘ion’ to the verb, the noun distribution is formed, by adding ‘ed’ or making the verb adjective, the adjective distributed is formed, and by adding ‘ive’ the adverb distributive is formed.

xii. Drilling

This is controlled practice in which the class does not create new uses or new contexts but simply recalls the ones presented. There are many types of practices for this purpose. According to Alqahtani (2015), drilling is employed to make learners get accustomed to the word form especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural. Drilling is very necessary since learners need to say the word themselves as they learn it to recall the words from memory.

xiii. Word formation

Gruber (1986) recognized that we can create or change word by simply adding or subtracting a few letters from the base word elements. For example, the root word “wise” become “unwise” by adding un- to the beginning of the word. It changes again by adding -ly to the end of the word “unwisely”. In the word unwise, un- is a prefix meaning “not” .The prefix changes the meaning of the word ‘wise’ to not ‘wise’. The suffix -ly means ‘like’ or in that manner. So, unwisely means not in a wise manner.

xiv. Translation

It is the act of converting or translating a text or speech from one language to another. For example, eats means ‘bella / bellach / bellu’ in Amharic. Using little translation is sometimes important for the EFL students but care is needed in order not to make the lesson leave its objectives.

2.7 Roles of a teacher in teaching vocabulary

According to Harmer (1992), a teacher has great roles in developing the students' vocabulary skill. The roles of a teacher in teaching vocabulary are:

- A. The teacher as a controller of everything that goes on in the classroom. He controls not only what the students do but also when they speak and what language they use.
- B. The teacher as manager of organizing the activities.
- C. The teacher as assessor in giving feedback and advice as well as correction and grading.
- D. The teacher as participant (co-communicator) in an organized activity such as debate or role play.
- E. The teacher as prompter to encourage students to participate or make suggestion about how to proceed in an activity.
- F. The teacher as a source of language and knowledge.
- G. The teacher as an instructor actually teaching the new language points and training in language skills.

Related to these, as Ur (2009) states, the conventional 'reflexive model', a teacher is facilitator or developer giving little or no information, but encouraging trainees to develop their own body of knowledge. As the person asserts, the functions of a language teacher, what he believes are; to encourage trainees to articulate what they know and put forward new ideas of their own. Moreover, the teacher helps to provide input himself and to make available further sources relevant information and to get trainees to acquire the habit of processing input from either source through using their own experience and critical faculty,

2.8 How to use contextual clues

Stanovich (1996) states about the usage of contextual clues that context skills are the strategies that a reader uses for incidental vocabulary learning. Texts are full of "clues" about the meaning of words. Other words in a sentence or a paragraph, captions, illustrations and titles provide readers with information about the text that they can use to determine the meaning of unfamiliar words. According to King and Stanley (1989), teachers should initiate their students to use the strategies of developing vocabulary skill.

According to King and Stanley (1989:315), “there are some guidelines which help students to build their vocabulary and also help them learn to read more carefully.” These are:

1. Look for contextual clue to the meaning of unknown words you read.
2. Notice the grammatical function of words as you read.
3. Learn the meaning of affixes.
4. Look up words you do not understand in dictionary.

Context may include morphological, syntactic and discourse information in text. Nattinger (1988:63) stated that there are a number of context clues. “First of all, guesses are guided by the topic which in reading may be signaled by an abstract or outline of what we are about to read.” Grammatical structure as well as intonation in speech and punctuation in writing contains further clues.

According to Greene and Ashley (1982), using context clues will help to figure out the meaning of many words. Sometimes however, there will be no context clues to help you. If you really want to develop a large vocabulary, you can form no better habit than of using the dictionary. To be able to use it efficiently, you need to know its organization and many kinds of information in it. So, using dictionary is very important means when there are no contextual clues.

2.9 Challenges in teaching and learning vocabulary

Since the English language a foreign language for Ethiopians teachers and students of the country, they may face difficulties in teaching and learning the language and its vocabulary. According to Wikipedia (2015)/web, acquiring an extensive vocabulary is one of the largest challenges in teaching EFL. According to Akbari (2015), there are challenges in teaching and learning EFL. These are:

a. Problems on the part of the student

According to Akbari (2015), the main obstacle for learning English is that there is no environment that makes students familiar with the original language. In other words, there is no active role for English outside the classroom. So, they do not feel immediate need to learn English. Moreover, the students’ background in learning the language is the other challenge in

teaching the language. When students didn't have enough knowledge when they were in the lower grades, they face difficulties in the current learning, because the lesson may be prepared according to the grade level.

b. Problems on the part of teacher

The mistake is in educational system itself as the teacher's target is to prepare his students for the examination and not to make them skilled in the use of the language they are learning. According to Aweke Ayalneh (2016), instructional strategies, classroom management and curriculum design are the most important problems in teaching vocabulary. If teachers don't use the right kind of teaching strategies in teaching vocabulary, the lesson will be fruitless. Moreover, teachers should have good classroom management in order to make the students active participants. Finally, in designing or planning the lesson, teachers should take care. Teachers shouldn't be strictly stuck to the textbook. They should use the most important contents and use additional important contents together with the textbook.

c. Problems on the part of the textbook

As Akbari (2015) argues, textbooks are used widely and serve as syllabus and main guide for teachers. Usually textbooks are boring and outdated. Moreover, they lack coordinating between the size of contents and the time decided for them.

d. Problems on the school and the government level

When there is no enough feedback in how the teaching has been given from the school heads and the government, teachers may become demotivated and may not bring quality of education. According to Dires Yeshitla (2014), teachers need motivation and incentives from the government, the concerned organization and the school. Unsatisfactory funding for teacher education programmers stands as one of the major factors working against effective utilization of teaching vocabulary. The consequences of the under-funding of this sector are immediate; for example, it results in the poor quality of education and unsatisfactory result in the students' outcome.

2.10 Summary

According to Richards and Renandya (2002), vocabulary is core component of language proficiency and provides much of the basis for learners' speaking, listening, reading and writing. According to Reine (2012), vocabulary is the words of a language. Learning vocabulary is a major part of learning a foreign language. Research on vocabulary in recent years has done a great deal to clarify the level of vocabulary learning. Learners need to achieve vocabulary in order to read both simplified and none-simplified materials and to process different kinds of oral and written texts, as well as the kinds of strategies learners use in understanding, using and remembering words.

Furthermore, Harmer (1992) states about the usage of vocabulary, language students need to learn the lexis of the language. The need to learn what words means, study how they are used. Whilst this obviously involves giving them the names for things, it also involves showing them how words are stretched and twisted. There is a way of looking at vocabulary learning which suggests should go home every evening and list of fifty words by heart. Such a practice may have beneficial results, of course, but it avoids one of the central features of vocabulary use, namely that words occur in context.

According to Mukoroli (2010), vocabulary teaching and learning is a constant challenge for teachers as well as students because historically there has been minimal focus on vocabulary in EFL classroom. Due to this, an increased emphasis on vocabulary development is crucial for the process of language learning. He adds that vocabulary instruction directly improve comprehension. When the difficulty of words in a text increases, understanding of the text decreases. Therefore, it is critical for students to have understanding of academic vocabulary in order to understand new concept.

An efficient language teacher should use selected vocabulary strategies or use integrated activities. All this depends upon the ability and the level of understanding and interest of the learners. Teachers should use different kinds of remedies or strategies to develop the students' vocabulary skill. Students' vocabulary bank can be enriched on a gradual basis and they should always show keen interest in finding, learning and understanding new words.

CHAPTER THREE

3. Research Design and Methodology

In this chapter, the research design, study area of the research, population of the study, the sample and sampling technique, the data gathering tools which were used in the research, the procedures of data collection and how data were analyzed are discussed.

3.1 Research Design

In this study, the researcher has used descriptive research design to assess the practice of teaching EFL vocabulary, at Agarfa Secondary School, grade nine in focus. According to Tayie (2005), a descriptive research is used to picture the current conditions or attitude that is to describe what exists at the moment. Therefore, in the research, descriptive study has been chosen since the findings of this research targeted on to find out how teaching vocabulary has been implemented and what factors have adversely affected the teaching vocabulary. So, the researcher has used descriptive research method because he believed that the chosen data gathering tools could enable him to assess the current condition of teaching the EFL vocabulary in the school.

In the research, quantitative and qualitative research designs are used. As Dawson (2007) states about qualitative and quantitative research, he stated that qualitative research explores attitudes, behaviors and experiences. Quantitative research on the other hand, generates statistics through the use of a large scale survey research. Neither qualitative nor quantitative research is better; they are just different. Both of them have their own strengths and weaknesses. So, the researcher has used both the qualitative and quantitative research design to use their own advantages. From the teachers' open-ended questionnaire and their semi-structured interview, qualitative research design and from the classroom observation and the students' close-ended questionnaire, quantitative research design has been used.

3.2 Study Area

The study was conducted at Agarfa Secondary School, which is found in the region of Oromia, in Bale zone, in the district of Agarfa. It is about 455 km. from Addis Ababa. The place is showed in the following maps.



These maps were taken from the Google map, by the researcher's mobile phone.

Figure 3.1 Map of part of part of Oromia/Ethiopia that shows from Adama to Agarfa



Figure 3.2 Map of Agarfa Secondary School which was taken from Google map

These maps were taken from the Google map, by the researcher's mobile phone from the internet and they were printed for this research work.

The researcher has chosen this school because of the following reasons. First, the researcher knows about the school well, and this made the research easy to conduct because he could get the available data easily. Secondly, since the researcher himself is a teacher at this school, for the successes of the research he thought that conducting the research at this school saves his time, usage of resources and man power.

3.3 Population of the Study

According to Tayie (2005), one goal of the scientific research is to describe the nature of a population, that is, a group of class subjects, variables, concepts or phenomena. The population of the study was the 2016/2017 Agarfa Secondary School 448 of grade nine students and the EFL teachers. The researcher has selected the grade nine students because he thought that the grade ten students may leave the school before the research could have not been completed since they took the national exam of the country.

3.4 Sample Size and Sampling Techniques

According to Dawson (2007), if the sample has not been chosen very carefully, the results of such surveys can be misleading. There are many different ways to choose a sample, and the method used will depend upon the area of research, research methodology and preference of the researcher. Basically there are two main types of sampling; these are, probability sampling and non-probability sampling. In probability sampling, all people within the research population have a specifiable chance of being selected. Whereas, the non-probability sampling may not give equal chance to select the target population or the sample size. In the selecting the sample size, the researcher has used both probability and purposive sampling.

In selecting the sample of the students, the researcher has used one of the probability sampling techniques / stratified sampling technique. Due to shortage of time and inability of managing large sample size, the researcher was obligated to take sample of 112(25%) of the Agarfa Secondary School 448 = 220 males and 228 females grade nine students According to St. Mary's College (2005), it is a most commonly used method of allocating sample size among strata: male/female is proportional allocation where by each stratum contributes to the sample a

number that is proportional to its size in the population. Stratified or quota sampling technique has used because the researcher believed each gender or variables should be proportional.

To find out the students' sample size from each stratum, the researcher has used the following formula.

$$\text{Sample size } (n_k) = N_k/N * n = n/N (N_k)$$

Where, n_k = the sample size for k th stratum

N_k = the population size of the K th stratum

N = the total sample size (i.e., $n = n_1 + n_2 + \dots + n_k$)

N = the total population (i.e., $N_1 + N_2 + \dots + N_k$)

Where: $n_k = N_k/N (n)$ = sample size male or female

Male students' sample size = (n_1)

Female students' sample size = (n_2)

NK = Male / Female (the population)

Male/Female sample size = (n_k)

Total sample size = (n)

N = total number of students /population

$$N_k = N_k/N * n = n/N (N_k)$$

$$(n_1) = 220/448(112) = 55.0000002 = \text{ap. 55 male students}$$

$$(n_2) = 228/448(112) = 56.9999998 = \text{ap. 57 female students}$$

Therefore, 55 male students and 56 female students were participated in the research.

Table 3.1 Population of the Students and the Sample size

<i>Stratum (gender)</i>	<i>Stratum size</i>	<i>Sample size</i>
<i>Male</i>	220	55(n_1)
<i>Female</i>	228	57(n_2)
<i>Total</i>	448	112

Therefore, in the research 55 males and 57 females, totally 112 grade nine students were included in the research.

In selecting the sample size of the teachers, the researcher has used purposive sampling technique, because he wanted to study how the teaching EFL vocabulary has been implemented in the school. All the EFL teachers of the school, 4 male teachers and 1 female teacher were included in the research, because their number was small and manageable to conduct the research with them.

3.5 Instruments of Data Collection

In order to collect valuable data to conduct the research, the researcher has used the three types of data gathering tools. These were; classroom observation, semi-structured interview and questionnaire. The focus of these instruments was to collect data in order to assess how teaching vocabulary is implemented in the school. The instruments were selected because they are suitable to gather the important data of the study. According to Dires Yeshitla (2014), using the three data gathering tools is important in triangulation that would be useful to ensure the validity of the data and in order to collect sufficient and reliable data from the selected samples that are discussed as follow.

3.5.1 Classroom Observation

According to Dawson (2007), observation is used to access the community that the researcher wished to study. Therefore, the researcher has observed three grade nine English language teachers' classrooms because the remaining two teachers didn't teach this grade. Each teacher's classroom was observed between 07/04/2017_05/05/2017 three times and so, nine consecutive observations were conducted. This tool was used because it is intended to gather data how EFL teachers were teaching the vocabulary lessons and how the students were participating in learning the vocabulary lessons in the live situations. Before observation, the check lists had prepared. During the observation the researcher has used the observation check lists to record the practice of teaching vocabulary in the classrooms. In the observation check list the students' roles, the teachers' roles and the teaching strategies of vocabulary were recorded.

3.5.2 Interview

The second type of data gathering tool that the researcher used was semi-structured interview. As Dawson (2007) states, for most type of interview, people need to construct an interview schedule. For semi-structured interviews the schedule may be in the form of a list of questions or a list of topics. Interview is used to get deep feelings, perceptions, values etc. So, the researcher has intended to have semi-structured interview with the 5 English language teachers. The interview questions were related with the objectives of the study. In the interview, interviewee were asked how they implement the teaching vocabulary, what problems there were in the teaching vocabulary, what strategies were used in teaching EFL vocabulary and their suggestions to solve the teaching vocabulary problems. Before having the interview, the interview questions had prepared and during the interview probing questions were used to focus on the issue. While the respondents were expressing their point of views and their responses, the data were being recorded by using recording material and then they were written in words.

3.5.3 Questionnaire

The third type of the researcher's data gathering tool was questionnaire. As Tayie (2005) states, questionnaire can be two types; open-ended and closed-ended. Open-ended questionnaire requires respondents to generate their own answers. Whereas in closed- ended questionnaire, respondents select an answer from a list provide. The questionnaires were prepared for both students and teachers. They were two types, closed-ended and the open-ended. In the close-ended type of questionnaire, the respondents/ the students were asked to choose restricted answers from the rating scales. On the other hand, in the open-ended questions, the respondents /teachers were allowed to generate their own answers about the issue freely. The questionnaire for students was translated in to Afan Oromo to make the questionnaire more understandable for them. Moreover, clarifications were given when they faced problems in writing the responses. In the questionnaire, the roles of the teachers and the roles of the students and the teaching strategies of vocabulary were included. In the open-ended questionnaire, teachers were asked to give information about the problems of teaching vocabulary in the roles of the teacher and in the roles of the students and the teaching strategies of EFL vocabulary. They also asked to give their suggestions how to solve the problems of the teaching vocabulary. The questionnaire for teachers was prepared in English since they are teachers of the English language.

3.6 Procedures of Data Collection

To collect the available data, the researcher has used the following procedures. These were: first, the review literature was discussed, after that, the research objectives and the research questions were formulated, then, data gathering tools were prepared. After that, orientations were given for the participant of the study about the objectives of the study and how they should give the responses. The classrooms were observed and the data were recorded by using checklists. The researcher had interview with teachers and their responses were recorded. The questionnaires were distributed for both teachers and students and orientation was given in how to write their responses after completion the sheets of paper were collected.

To collect data from the target population (sample of the study), the researcher has used the following activities. Before the data were distributed for subject of the study, the researcher had informed the message of the research for the directors of the school and the head of the English language department to facilitate the research work. After informing about the research, permission and support were obtained. Before distributing the data tools and collecting data from the participants of the research, orientation had given for both teachers and students in order to build their awareness about the research and build their confidence to supply the necessary data. They were informed that the research was only for academic purpose and has no adverse effect in their daily lives and their responses were secret and no need of telling their names. The participants of the study were recommended that they shouldn't give wrong data which can lead to the wrong conclusion. Then, the prepared questionnaires were distributed for both teachers and students. All the available data were being collected through the three data gathering tools according to the available schedules.

3.7 Methods of Data Analysis

The data that were collected from the classroom observation and semi-structure interview and the questionnaires were analyzed and compared one another. To analyze the available data, the researcher has used the following procedures. First, the data were gathered from both teachers and students through the classroom observation, the interview and the questionnaire. Then the available data were being analyzed according to their types, which means, the data were being analyzed quantitatively and qualitatively. Finally, the available analyses from the three data gathering tools were triangulated to obtain the findings of the study.

The data which were gathered through the open-ended questionnaires and the semi-structured interview were recorded in logical order. Then, the available data were written in narrative form since they are qualitative data.

The data which were gathered through the classroom observation and the close-ended questionnaire, they were tabulated and the data were analyzed quantitatively (analyzed the available statistics). That is to say, the frequencies of the rating scales were counted and then they were calculated to obtain percentages and mean values. These available values were analyzed to get the findings of the study. To analyze the mean values of the questionnaire for the students, the researcher has used the formula of Kostoulas (2013).

As Kostoulas (2013) states in how to calculate the rating scales mean values, researchers can use a formula. As he expresses the formula, if researchers are interested in knowing the belief of a typical person's (whatever that might be), they might calculate to obtain a mean value score for this data. The formula they use to calculate is: [(number of people who selected responses)*(weighting of response 1) + (number of people who selected response 2)*... + (Number of people who selected response n)*(weighting of response n)]/ (total number of respondents).] It is in other words: $(f_1*1) + (f_2*2) + (f_3*3) + (f_4*4) + (f_5*5) / N$

Where **f1**: frequency of rating scale 1(strongly disagree) ... **f5** frequency of 5(strongly agree)

N: the total number of sample size

To find out the grand mean value, the researcher has used the similar stapes. These are:

First each rating scales' frequencies are added and then the sum is divided by the number of items, after that each value is multiplied by 1, 2 ... 5 and added finally the sum is divided by the total number of students/ the sample size and that is the grand mean value. The weights of the mean values are: 1_1.9... is Strongly Disagree = very poor outcome

2_2.9... is Disagree = poor outcome

3 is Undecided = average / difficult to decide

Above 3_4 is Agree and = good outcome

Above 4_5 is Strongly Agree = very good outcome

CHAPTER FOUR

4. Results and Discussion

This chapter presents and discusses the data which were collected regarding to assessing the practice of teaching vocabulary in EFL classes, at Agarfa Secondary School, grade nine English in focus. In the analysis, the researcher has used both quantitative and qualitative data analysis procedures. To assess this issue, the researcher has employed the three data gathering tools. These were; classroom observation of the three English language teachers, semi-structured interview with the school 5 English language teachers, and the close-ended questionnaire from the grade nine students and open-ended questionnaire from the school EFL teachers. By using these tools, the researcher has analyzed the quantitative data by tabulating the required data, counting the frequencies and calculating them to obtain percentage and mean values. After that, the data which were changed into percentage and mean value, findings of the study were discussed. The data which were gathered through semi-structured interview and the open-ended questionnaire, they were analyzed in narrating ways. The gathered data were analyzed in the perspectives of the teachers' roles, the students' roles, the teaching strategies of vocabulary, the hindering factors that affect the teaching vocabulary, and the teachers' awareness in finding the solutions for the problems of teaching vocabulary.

4.1 Analysis of the teachers' and the students' background

According to the data which were obtained from the three data gathering tools, there were 5 EFL teachers at Agarfa Secondary School excluding the researcher. From these teachers, there were 4 males and 1 female teacher. These teachers' ages were almost similar ranging from 45 to 51 years. The total teaching experience's what they had at the secondary school been, from one year to ten years. Four of them have graduated the bachelor degree in teaching the English language and the remaining one has graduated the second degree in TEFL.

These teachers have been teaching the grade nine and ten EFL classrooms of the school. The total periods what they had in a week were 16 to 20. Each EFL classroom had 4 EFL periods in a week and one period contains 42 minutes. From these teachers, except the researcher, 3 of them

were the grade nine EFL teachers. These were participants of the classroom observation. All the 5 EFL teachers have participated in the questionnaire and in the interview.

According to the data which were gathered from Appendix 3, the questionnaire for students, 55 male students and 57 female students have participated in the research. These students were taken from grade nine sections A to section G. Their age ranges between 14 to 21 years.

4.2 Analysis of the Teachers' Roles in Teaching Vocabulary

The roles of the teachers are analyzed by using the data which were obtained from the classroom observation, the questionnaires and the interviews. The roles of the teachers are analyzed in the perspectives of the strengths and weakness of the practices of teaching vocabulary in the school. The analyses were on their strength and weakness of the teachers' roles in teaching the EFL vocabulary.

4.2.1 Analysis of Strengths of the Teachers' Roles in Teaching Vocabulary

According to the classroom observation, the questionnaire and the interview which were held between 07/04/2017_05/05/2017, the researcher has got few strong sides in the roles' of the teachers' teaching vocabulary in EFL classrooms. These were; see the tables below.

Table 4. 1 The Classroom Observation that shows Teachers' Roles in Teaching the EFL Vocabulary

No.	Behavior to be observed	Yes		No		
	A. Items related with the teacher's role	Fre q.	%	Fre q.	%	Total
1.	The teacher has good lesson plan to teach vocabulary.	—	—	9	100	100
2.	Gives short review of the previous learning /vocabulary.	5	55.5...	4	44.4...	100
3.	The teacher introduces the lesson /target new word.	6	66.6...	3	33.3...	100

4.	Allows the students' thinking time to tell the meaning of new words.	3	33.3...	6	66.6...	100
5.	He/she gives clear /detailed instructions /explanation of the new words.	5	55.5...	4	44.4...	100
6.	Teaches with paces/steps in his teaching vocabulary.	3	33.3...	6	66.6...	100
7.	He/she arranges the group discussions and provides systematic feedback in his teaching /vocabulary.	2	22.2...	7	77.7...	100
8.	Highlights the main points / key new words in the lesson.	7	77.7...	2	22.2...	100
9.	The teacher motivates and praises the students in their activities.	3	33.3...	6	66.6...	100
10.	Checks the students understanding of the new words.	4	44.4...	5	55.5...	100
	Total Frequency and percentage	38	42.2...	52	57.7...	100

According to the classroom observation, there were four items which show teachers' strengths in their roles of teaching vocabulary. These were: item 2, 3, 5 and 8. From nine periods' of classroom observations, 55.5% of the teachers' of the English language teaching, the teachers had short review of the previous lessons. Although there was no clear introduction to teach the key words, 66.6% of the class observation showed that, the teachers introduced the main topics of the lessons. Even though teachers' much explanation is not advisable, 55.5% of the nine periods the teachers' teaching, the teachers had clear explanation to teach the meaning of the new words. 77.7% of the teachers' teaching had highlights of the main lesson or the new words; even though the lesson was more teachers' centered instruction.

According to data from the students' questionnaire, and which were stated in the table 4.2 below, the researcher has used the formula of finding the mean value which was stated in the chapter 3 in the topic of methods of data analysis.

Table 4. 2 Questionnaire for the Students that Shows the Teachers Roles in Teaching the EFL Vocabulary

Note that, SD/1=Strongly Disagree, D/2=Disagree, U/3=Undecided, A/4=Agree, SA/5=Strongly Agree and thick an “X” under these symbols that are true for you.

N o.	A. Related with the teacher role of your English teacher	SD /1	%	D/ 2	%	U /3	%	A/4	%	SD /5	%	Mean Value
1.	Your teacher is very interested in teaching you vocabulary.	31	27.67	39	34.82	15	13.39	18	16.07	9	8.03	2.41
2.	He/she encourages your group and individual work in teaching and learning of vocabulary.	17	15.17	38	33.92	18	16.07	26	23.21	13	11.1	2.82
3.	Your teacher is strict in his work, punctual in his teaching.	7	5.35	40	35.71	18	16.07	35	31.25	12	10.71	3.08
4.	Your teacher has enough time to teach you vocabulary.	18	16.07	41	36.6	11	9.82	29	25.89	13	11.6	2.80
5.	He/she uses much effort to develop your knowledge of vocabulary.	13	11.6	43	38.39	13	11.6	35	31.25	8	7.14	2.83
6.	He/she checks whether you understand the meaning of new words and takes some actions for clarifications.	8	7.14	38	33.92	13	11.6	32	28.57	21	18.75	3.17
7.	He/she has enough tutorial lessons to help slow learner students to develop their vocabulary skill.	36	32.14	25	22.32	11	9.62	22	19.64	18	16.07	2.84
8.	He/she discusses with you to solve your academic problems/vocabulary.	35	31.25	13	11.6	23	20.53	16	14.28	25	22.32	2.84
9.	He/she gives you enough homework related with vocabulary.	17	15.17	39	34.82	10	8.92	22	19.64	24	21.42	2.97
	Grand mean	20	18.05	35	31.34	14	13.09	26	23.31	17	15.47	2.84

According to the data which were gathered from the students' questionnaire, there were few strong sides. These were, item 3 the mean value 3.08 shows that their EFL teachers were strict in their work and they were punctual in respecting the time allowed to teach the language. Students agreed that the teachers' role in checking the students' understanding the meaning of new words, the result of their questionnaire shows that item 6 mean values 3.17 is good. That means the teachers have checked the students' exercise books and have asked oral or written questions to recognize the students' understanding of the meaning of new words.

Teachers stated their little strength in their semi-structure interview. According to item 1 and 2, in the teachers' semi-structured interview, all teachers knew about vocabulary and they agreed that teaching vocabulary is important for students, as Richards (2002) recommends, without vocabulary nothing can be conveyed. Moreover, few of them in the item 3, they told that they were interested in teaching vocabulary because they agreed that as Alqahtani (2015) states; vocabulary is often viewed as critical tool for foreign language learners because a limited vocabulary in the language learner impedes successful communication. Regarding to item 10, in their interview, teachers gave feedback for their students and checked whether their students had enough knowledge of vocabulary by asking oral questions and according to teacher 2, he checked the students' exercise books regularly.

4.2.2 Analysis of weakness of the teachers' roles in teaching vocabulary

Much of the class observation and the questionnaire showed that there was much weakness in teaching vocabulary in the perspective of the teachers' role in the classroom observation and the students' questionnaire.

Much of the class observation and the questionnaire showed that there was much weakness in teaching vocabulary from the collected data in the teachers' roles in teaching vocabulary. When we see the collected data from the classroom observation, item 1, all of the teachers, (100%) their lesson plan did not have a clear lesson plan in how to teach vocabulary and which key words to teach in their lessons. The result of item 2, (66.6%) of the lessons, teachers did not give thinking time for their students to tell the meaning of new words. When a question was asked to tell the meaning of new words; teachers expect a quick response from their students. According to the report of item 6, (66.6%) of lesson did not have a clear pace/ step when teachers teach their students vocabulary. Most of their lessons were explanation; according to Setegn Mayew (2007), region-oriented traditional system still dominates in some parts of the country. This type of lesson is old fashion which makes the students passive learners. Regarding to item 7, (77.7%) of teaching showed that much of the lesson did not have the students' group work. Item 9, (66.6%) of the teachers' lesson, teachers did not motivate their students for their activities. This method made the students demoralized to learn the lesson. According to item 10, (55.5%) of the lessons, teachers did not have enough check up to know whether their students had enough knowledge of the meaning of new word.

Similar result has been seen in the students' questionnaire. See the table below. Item 1, mean value (2.41), shows that the students agreed that teachers were not very interested in teaching vocabulary. Similarly to the classroom observation, the result of item 2, mean value (2.82) showed that teachers did not encourage the students' group work and individual work to teach vocabulary. According to item 4, mean value (2.8) shows, teachers didn't have time or give enough time to teach vocabulary. Similarly, item 5, mean value (2.83) shows that teachers did not give enough homework to develop the students' vocabulary skill. According to Wikipedia (2015) assures, acquiring an extensive vocabulary is one of the largest challenges in teaching a foreign language. Regarding to item 7, mean value 2.83 shows, students did not agree with the teachers' effort to develop the students' vocabulary skill. Related to this, item 8 mean value 2.84 shows that teachers did not give enough time for discussion to find out the solution for the students' problems in their daily lessons. Similarly, in the item 9 mean value 2.97 shows, students were disagree in giving their teachers sustainable exercises which can be done at home related with vocabulary lessons.

The teachers' interview and the teachers' closed- ended questionnaire assured that teachers had less quality in their roles in teaching vocabulary. Regarding to item 4 about the teachers' study to develop their vocabulary skill, except teacher 4, the remaining teachers agreed that they didn't have enough study and training to develop their vocabulary skill. When teachers asked in the items 5 and 7, they have got shortage of time in their lesson to teach vocabulary. They said that as the book is bulky (the volume is large), their focus was to cover the content. Moreover, there are no enough classrooms to help the slow learners by giving tutorial. According to item 11, when teachers were asked what teaching materials and teaching aids they have been using to teach vocabulary, they replied that they haven't been using enough teaching materials and teaching aids to teach vocabulary.

According to the above results about teaching vocabulary the evidence of these data show that teachers had some limitations to bring the quality of education. The result of grand mean value of the students' questionnaire 2.84 shows, there were some problems in the teachers' roles in teaching vocabulary. Similarly, the result of the classroom observation, the total percentage 57.7 shows, there some weaknesses in the teachers' role in teaching vocabulary. Likewise, the

teachers' close-ended questionnaire and their interview show that teachers did not have enough time and no enough classrooms to help the slow learners in teaching vocabulary.

4.3 Analyses of the students' role in teaching vocabulary

Similar to the above analysis about the teachers' roles in teaching vocabulary, the researcher has used the three data gathering tools. Moreover, the students' role analyzed according to their strength and their weakness. To analyze the students' strength in their role in teaching vocabulary the researcher has prepared check lists for the classroom observation. By using these items, the researcher would like to show the result in the perspectives of the success yes, the failure no. Similarly, in the students' close-ended questionnaire he has tried to show the result by using the rating scales.

Table 4. 3 Classroom Observation that Shows the Students' Roles in Teaching and Learning Vocabulary

	B. Items related with the role of the students	Yes Fre q.	%	No Fre q.	%	Total
1.	The students eagerly learn the lesson / vocabulary.	3	33.3...	6	66.6...	100
2.	The students are active participant in group and individual class activities.	2	22.2...	7	77.7...	100
3.	The students ask questions when they get difficult words.	3	33.3...	6	66.6...	100
4.	The students have special note book to record new vocabularies.	—	—	9	100	100
5.	The students give the right answer when they are asked the meaning of new words.	5	55.5...	4	44.4...	100
6.	The students have and use enough teaching materials such as, dictionary, exercise book, text book...	—	—	9	100	100
7.	Most of the students raise their hands to answer a question when they are asked to tell the meaning of new words.	—	—	9	100	100
8.	The students do enough written exercises to learn vocabulary.	—	—	9	100	100
	Total frequency and percentile	13	18.05	59	81.94	100

4.3.1 Analysis of Students' Strength in Their Roles in Teaching and Learning the EFL Vocabulary

The researcher has gathered the data from the class room observation and he has tabulated the obtained data and the result of their strength can be seen as follows.

According to the above table of the classroom observation, item 5, 55.5% the 9 classroom observation, about half of the students who raise their hands, could answer the question when oral vocabulary related questions were asked. That is to say, when a teacher asked the whole class to answer the meaning of new words, few of them gave the right answer. This item does not includes the whole students because it needs further study, it only includes for the few students who raise their hands to answer the question. Similarly, from questionnaire for students, the following data are obtained.

Table 4. 4 Questionnaire for the Students that Shows the Students Roles in Teaching and Learning the EFL Vocabulary

No.	B. Items related with the role of the student (you)	SD/1	%	D/2	%	U/3	%	A/5	%	SA/5	%	Mean Value
1	You are eager to learn vocabulary.	7	6.25	29	25.89	19	16.96	39	34.82	18	16.07	3.28
2	You ask and answer questions when you get new words.	13	11.6	30	26.78	15	13.39	26	23.21	28	25	3.23
3	You have good practice in the group and individual work.	18	16.07	16	14.28	19	16.96	28	25	31	27.67	3.33
4	You are not shy in the reporting of your group work.	11	9.82	31	27.67	13	11.6	38	33.92	19	16.96	3.33
5	You have enough knowledge of vocabulary.	19	16.96	38	33.92	14	12.5	27	24.1	14	12.5	2.81
6	You always do your homework.	26	19.64	26	23.21	19	16.96	25	22.32	20	17.85	2.99
7	Most of the time you use library, dictionary and use internet to learn vocabulary.	24	21.42	28	25	18	16.07	23	20.53	19	16.96	2.86
8	You always bring your teaching materials (book, exercise book...)	23	20.5	38	33.92	13	11.6	21	18.75	17	15.17	2.74
9	You actively practice English outside the class.	35	31.25	33	29.46	11	9.82	26	23.21	7	6.25	2.43
10	You discuss on your academic problems and find the solutions for them.	9	8.03	39	34.82	30	26.78	21	18.75	13	11.6	2.79
	Grand mean	18	16.07	30	26.78	17	15.17	27	24.1	18	16.07	2.97

Similar result is obtained in the students' questionnaire. From the 10 items of the students' response about their role in learning vocabulary, 4 of the items show success in their role in learning vocabulary. These were item 1 mean value 3.28 shows that students were eager to learn vocabulary. Item 2, mean value 3.23 shows that they were not afraid to ask the meaning of unknown words for clarification. Even though the researcher has got contrast reflection in the classroom observation, students in the mean value 3.33, they agreed that they had good practice in the group and individual work to learn vocabulary. Regarding to item 4, mean value 3.33, students were not shy to report for their group work in the classrooms. Nothing is said from teachers about the students' strength in the students' roles in the questionnaire and interview about the students' strength in learning vocabulary.

4.3.2 Analysis of Weakness of Students' Roles in Teaching Vocabulary

The researcher has tried to gather data concerning the students' failure in learning vocabulary. The result of the classroom observation, the questionnaires and the interview; they were almost the similar results. According to the classroom observation the following results were obtained.

Item 1, 66.6% of the class observations, students were not eagerly learn the vocabulary lesson and item 2, 77.7% of them agreed that they were not active participant in learning vocabulary. The researcher has got item 3, 66.6% of the lesson, neither the student nor the teacher asked enough question when they got difficult words. According to item 4 students did not have special vocabulary note book to record new words to develop their memory when they study them. According to items 6, 7 and 8 the researcher totally assured that 100% of the students were passive. Item 6; they did not have enough teaching materials such as dictionary, smart phones, and even the students' text books to learn vocabulary. Similarly in the item 7, most of the students did not raise their hands when they were asked vocabulary related questions. In the item 8, the researcher observed that most of the students didn't do enough exercises to learn vocabulary.

According to the students' close-ended questionnaire, some weaknesses were seen. Regarding to the table, item 5 mean values 2.81, and the students agreed that they did not have enough knowledge of vocabulary. In the item 6 mean value 2.99, about half of the students assured that they did not always do their homework. According to item 7 mean values 2.86, we can recognize

that most of the time students did not use library, dictionary and internet to learn the meaning of new words. Regarding to item 8, mean values 2.74, students agreed that they did not always bring the necessary learning materials such as text books, dictionary... to learn vocabulary or the English language reference books. According to item 9 mean value 2.43, most of the students assured that they did not have enough practice of using the language outside the school. But it is obvious if they practice the language in listening, speech, reading and writing they can develop their language skill and the language's vocabulary. In the item 10, mean value 2.79, students did not discuss about their academic problems to find solution for them.

Similar results can be seen in the teachers' open-ended questionnaire and teachers' semi-structured interviews. In the teachers' questionnaire and interview teachers said that students were not interested to learn vocabulary, instead of this they wanted to learn grammar. They added that students when they were in the lower grades, their experiences in learning the language were not good. Moreover, teacher 1 and 2 in the questionnaire complained that many students did not do their homework and results in failure of learning the language. Moreover, teachers in their interview they informed that students became poor in vocabulary because their interest was to learn grammar not vocabulary. Concerning item 6 in the teachers' interview, all the teachers agreed that students did not have a continuous practice of learning vocabulary. The problems what they mentioned was, there is no enough practice of using the language in and out the school settings.

The total percentage of the classroom observation, the grand mean value of the students' and the teachers' questionnaire and the interview show that there was much failure in the students' roles in learning vocabulary. According to the classroom observation the total percentage of the students' role in teaching vocabulary, 18.05% shows the students strength, on the other hand, by having the wider gap 81.94% shows that their weakness. Similarly, when the students' questionnaire is seen, grand mean value 2.97 shows that the students weakness in their roles in teaching vocabulary. Moreover, teachers said in their interview and questionnaire that students were not interested in learning vocabulary and they did not have enough practice of learning vocabulary. These data show that teachers should work hard to change or minimize the weakness of the students' roles in the teaching vocabulary.

4.4 Analysis of teaching strategies in teaching vocabulary

Similar to the above analysis, the researcher has tried to study the teaching strategies which were practiced at the school. In the practice of teaching vocabulary of the school, the researcher has got few good and many weaknesses of teaching strategies.

4.4.1 Analysis of strength in the strategies of teaching vocabulary

The researcher has gathered data about the application of teaching strategies in the school. By using the three data gathering tools, few strength of teaching strategies of vocabulary were seen.

Table 4. 5 The Classroom Observation that Shows the Teaching Strategies of EFL Vocabulary

	C. Items related with strategies of teaching vocabulary	Yes Freq.	%	No Freq.	%	Total
1.	The teacher uses explanation when he teaches vocabulary.	6	66.6 ...	3	33.3 ...	100
2.	He teaches the new words by using contextual clues.	2	22.2 ...	7	77.7 ...	100
3.	He uses translation to teach vocabulary.	4	44.4 ...	5	55.5 ...	100
4.	He teaches the students what parts of speech the new word is.	2	22.2 ...	7	77.7 ...	100
5.	He teaches his students by using synonyms, antonyms, and homonyms to teach vocabulary.	3	33.3 ...	6	66.6 ...	100
6.	He teaches his students word formations such as prefixes, suffixes...	3	33.3 ...	6	66.6 ...	100
7.	He uses role play, dialogue... to teach vocabulary.	2	22.2 ...	7	77.7 ...	100
8.	He uses visuals, realia/real objects to teach vocabulary.	—	—	9	100	100
9.	He uses word puzzles to teach vocabulary.	—	—	9	100	100
10.	He uses mime or gesture to teach the meaning of new words.	—	—	9	100	100
11.	He uses the four skills to teach the new vocabulary.	4	44.4 ...	5	55.5 ...	100
	Total Frequency and Percentage	29	26.85	79	73.15	100

According to the classroom observation which was heading in the classes, few strategies were good. As the table of classroom observation shows, from the whole teaching strategies, item 1 66.6% of the teaching was concerned in explanation. It seems good but not. This method is here something is better than nothing. It helps if there is nothing but since there are other strategies, using only this method was not good. According to the students' close-ended questionnaire, there were some strategies which show the strength of the practices which were applied in the school.

Table 4. 6 Teaching Strategies from Questionnaire for Students

No	C. Items relate with techniques and strategies of teaching vocabulary	S D/ 1	%	D/ 2	%	U/ 3	%	A/ 4	%	S A/ 5	%	Mean value
1	Your teacher uses different techniques/strategies when he teaches you vocabulary.	25	22.32	36	32.14	23	20.53	21	18.75	7	6.25	2.54
2	He teaches you how to know the meaning of new words by using contextual clues.	31	27.67	24	21.42	19	16.96	17	15.17	21	18.75	3.16
3	He uses translation to teach the meaning of new words.	13	11.6	23	20.53	15	13.39	25	22.32	36	32.14	3.42
4	He teaches you the new words by using synonyms, antonyms, homonyms...	16	14.28	28	25	22	19.64	31	27.67	25	13.39	3.36
5	He teaches you the new words by using word formation like prefixes, suffixes...	29	25.89	32	28.57	9	8.03	24	21.4	18	16.07	2.73
6	He uses role play, dialogue...to teach you vocabulary.	41	36.6	33	29.46	18	16.03	12	10.71	8	7.14	2.22
7	He uses visuals such as, pictures, realia, charts...to teach you vocabulary.	16	14.28	44	39.28	20	17.85	17	15.17	15	13.39	2.74
8	He uses word puzzles to teach vocabulary.	35	31.25	34	30.35	11	9.82	13	11.6	19	16.96	2.52
9	He uses collocations to teach us vocabulary.	25	22.32	35	31.25	14	12.5	26	23.21	12	10.71	2.68
10	He uses mime/gesture to teach the meaning of new words.	23	20.53	41	36	18	16.07	21	18.75	9	8.03	2.57
11	He teaches you the new words by using the 4 language skills.	21	18.75	20	17.85	8	7.14	24	21.42	39	34.82	3.35
12	He gives you sustainable exercises to develop your long term memory.	18	16.07	45	40.17	13	11.6	21	18.75	15	13.39	2.73
	Grand mean	24	21.42	32	28.57	15	13.39	21	18.75	18	16.07	2.83

The report of item 2, mean value 3.16 from the students questionnaire shows, students agreed that they learned by using contextual strategy to know the meaning of unknown words. According to item 3, mean value 3.42, translation was used to know the meaning new words. Moreover, in the item 4, mean value 3.36 shows that their teachers used synonyms, antonyms and homonyms to teach vocabulary if really these were used. According to item 11, mean value 3.35, they agreed that their teacher used the 4 language skills to teach them vocabulary in the classroom.

According to the teachers' interview, teachers have stated some of their qualities in using vocabulary teaching strategies. As teacher 3 gave her response in the item 6, she stated that she used synonym, antonym, dictionary using, translation, contextual meaning were her strategies to teach vocabulary. Similarly, teacher 4 used contextual meaning strategy, games, word puzzles were his best strategies to teach vocabulary. Teacher 5 agreed that he used collocation, matching to teach vocabulary. Teacher 2 assured that he used dictionary and contextual strategies to teach the meaning of unknown words. The teacher 1's best teaching strategy was translation. The teachers told that they use few of the most important strategies to teach the language.

4.4.2 Analysis of Weakness in Sing the Strategies to Teach Vocabulary

The report of classroom observation, the questionnaire and the interview showed that enough strategies haven't been used to teach EFL vocabulary in the school. In the report of the classroom observation check lists, there were many weaknesses in the strategies of teaching vocabulary. See the table below.

According to the classroom observation check list item 2, 77.7% of the teachers' teaching, they didn't use enough contextual strategy to teach the meaning of new words. Moreover, item 3, 55.5% of their teaching didn't apply by translation, item 4, 77.7% teachers did not use parts of speech to teach vocabulary. While synonyms, antonyms and homonyms are good to teach vocabulary, the item 5, 66.6% of the lessons did not have enough of these strategies. In the item 6, 66.6% of the observation shows that the teacher didn't use the word formation process such as prefix, suffix ...to teach students how words are formed. Regarding to item 7, 77.7% shows that teachers did not use role play, dialogue to teach vocabulary. In fact, these strategies are very important for the students in order to practice the real situations in class.

Amazingly, item 8, 9 and 10, all of them are 100% no; this means teachers did not use these strategies in the classrooms where the researcher has observed. But these strategies / visuals, word puzzles and mime or gesture are very important strategies to relate the words with images, add the students' memory, entertain and motivate students in teaching vocabulary. The result of item 11, 55.5% shows that students did not use the four language skills. While they are important skills for the language students, in most of the classes which the researcher observed, specially, speaking was ignored. As Alqahtani (2015) states, vocabulary is the words we must know to communicate effectively- words in speaking and writing (expressive vocabulary) and words in listening and reading (receptive vocabulary) are important and should be used by the language students.

Similar results are obtained in the students' questionnaire. The eight items show that there was problem in using the right kind of teaching strategies in teaching vocabulary. See the table above. According to item 1 mean value 2.54, teachers did not use different strategies to teach their students vocabulary in order to make the lesson attractive and preferable in quick acquiring the language vocabulary. Similar to the class observation, teachers did not use word formation process by using prefixes, suffixes. While role plays and dialogues... are important strategies to develop the students' memory after acquiring the new term, unfortunately the students could not get the chance to develop their fluency by having speech with their partners and their teachers.

Regarding to item 7 mean value 2.74, the result shows that teachers did not use visuals such as pictures, real objects, charts...in their teaching. But using these aids is important in the teaching the language's vocabulary. As the result of item 8, mean value 2.52 shows; the majority of the students didn't agreed in their teacher using word puzzles in making the teaching attractive and helpful. As the item 9 mean values 2.68 is seen, the language teacher didn't use collocations in teaching the language's vocabulary. The result of item 10 mean value 2.57 shows, teachers did not use mime and gesture in teaching the vocabulary. The result of the item 12 mean values 2.73 shows that there were no enough sustainable exercises which can develop the students' long term memory after acquisition of the new vocabulary.

According to the above total percentage of classroom observation, from the nine classroom observation, 26.85% shows, the strength in using the right kind of strategy, whereas, the 73.15% of the total observation was the wrong usage of the strategy and the failure in using the strategy of teaching vocabulary. From these results, the higher percentage 73.15 shows that there was

great problem in using the strategies in the practice of teaching vocabulary in the school. The questionnaire for the students shows similar effect. From the total number of students' response in the questionnaire, the grand mean value 2.83 shows; there were failures in using the strategies of teaching vocabulary.

Similar results have been seen in the teachers' close- ended questionnaire and their semi-structured interviews. Teacher 1 and 2 in the questionnaire agreed that they didn't use different strategies to teach vocabulary. Their complain was there was no enough time to bring quality of teaching but their focused was to finish the contents of the book. According to the interview with the teachers, item 6 all the teachers told that they used few of the strategies to teach vocabulary. Teacher 1 said that his best strategy to teach vocabulary was translation. Teacher 2 what he used and should be used was contextual strategy in the teaching. The grand mean value in the students' questionnaire 2.83 and 73.15% the classroom observation show that there was poor quality of teaching vocabulary. Generally, according the data collected through the data gathering tools, teachers didn't use enough and the right strategies to teach vocabulary, moreover, they had shortage of time and no enough classrooms in their practice of teaching vocabulary.

4.5 Analysis of factors that adversely affect the practice of teaching vocabulary

To analyze the factors that adversely affect the practice of teaching vocabulary at the Agarfa Secondary School, the researcher has categorized the problems related with the teachers' problems, the students' related problems and the school heads and the government related problems.

A. The teachers' related problems

According to the data which were gathered from the three data gathering tools, teachers play much of the problems in the reduction of the quality of teaching vocabulary. According to the table 4.3 of the classroom observation and the teachers' interview; classroom observation item 1 to 6 and interview with teachers item 4 shows that they didn't have enough preparation and got enough study and training to teach vocabulary. In most of the practices, they made the lesson

teacher centered instruction. Moreover, they didn't give enough motivation and feedbacks when they taught vocabulary.

As the report of the students' questionnaire items 1-8 shows, teachers had some weaknesses. These were item 1, teachers weren't interested in teaching vocabulary. The teachers did not encourage the students in group and individual work when they taught vocabulary. Teachers didn't give enough time to teach vocabulary. According to item 7, teachers didn't discuss with their students to solve the students' academic problems.

In the teachers' close-ended questionnaire and their interview, they became the evidence for why students became weak in the EFL vocabulary. According to their response, they didn't have enough knowledge of the teaching strategies of vocabulary. Similarly, the classroom observation and the questionnaire report show, there was failure in using the right strategies of teaching vocabulary. The classroom observation item 1- item 11, show that teachers didn't use the appropriate strategies of teaching vocabulary. The total percentage of the classroom observation 73.15 % shows that there was much failure in using the right strategies in teaching vocabulary.

B. The students related problems in teaching and learning vocabulary

According to the data which were obtained from the 3 data gathering tools, the school students had many problems to learn vocabulary. According to the classroom observation table 4.9, item1-7, they were the students' problems in learning the language's vocabulary. These were: the students were not eager to learn the vocabulary lessons, they were passive participants to learn it, and they didn't ask questions when they got difficult words, no enough exercises have been done to learn the vocabulary.

Similarly, students themselves agreed that they had weakness in learning the language's vocabulary. According to the table 4.10, they did not have enough practice and use in library, dictionary and internet to learn the meaning of new words. Much of the students did not actively participate to learn vocabulary in the school and outside the school. They did not have enough discussion to solve their academic problems.

Teachers stated their agreement on the students' weakness in the students learning vocabulary in their questionnaire and interview. These were, students were not interested in learning

vocabulary, and instead they wished to learn grammar. According to the interview questions, item 8, they said that students didn't have continues practice of learning vocabulary. In the close-ended questionnaire, many students did not do their homework; students were passive to learn the language vocabulary.

C. Problems related to the school heads and the government

According to the teachers' opinion, attention has not been given by the government and the school heads to solve the academic problems of teaching the language. The volume of the book was great but the time given to teach the subject was four periods in a week that it was a challenge for the teachers to finish the contents of the book. Moreover, there were no enough classrooms to give tutorial lessons and to solve the problems of teaching vocabulary. Five years ago, there was plasma program, but now this program is out of use, in case of lack of enough follow up. Teachers were not motivated to update their teaching qualifications by taking continues training which can be facilitated by the government or from the school.

4.6 Analysis of the teachers' awareness in solving to the problems of teaching vocabulary

Teachers have stated the necessary solutions for the problems that were faced in the teaching EFL vocabulary. They give suggestions for the teachers, for students, for the government and the school leaders that in order to bring change in the quality of education.

According to the opened-ended questionnaire, teachers have stated some of the solutions. These were, teacher 1 and 3, if different strategies are used to develop the students' knowledge of vocabulary, students' knowledge of vocabulary could be developed. According to teacher 2, to solve the problems of students' knowledge of vocabulary, teachers should use internet and reference books to teach vocabulary. According to teacher 2, teachers should get sustainable training to develop their teaching skills and they could bring change in the practice of teaching the EFL vocabulary. Also they suggested that they should use more effort in using the appropriate and various strategies of teaching vocabulary. They agreed that enough teaching aids should be used in the teaching the language.

The teachers suggested some solutions for the problems of the students in learning the EFL vocabulary. As teacher 1 informed, students were not interested in learning vocabulary and what

he suggested was if they are advised to change their perception about the advantages of vocabulary. Teachers agreed that students should be motivated and have enough practice of the language vocabulary. Students should know the advantages of learning the EFL vocabulary. Students should get enough practice in using the language vocabulary in and outside the school. According to teacher 3 students should be advised to use various strategies to develop their vocabulary skill. As teacher 4 and 5 recommended, teachers should motivate students to have sustainable practice of English through the four skills. Moreover, students should read books, use the internet and use the smart phones to develop their vocabulary skill.

The government and the school leaders should give enough attention to improve the quality of education. The teachers suggested that the volume of the book and the time allowed to teach the language should be balance. They recommended that the plasma program should be continued. Moreover, they asked that additional classrooms to help the slow learners in their academic problems.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

This chapter, the discusses the summary of the analyzed data, the conclusion of the most important findings what the researcher has got from the study and the recommendations that the researcher would like to inform the concerned bodies that can bring changes by using the research.

5.1 Summary

The purpose of this study was to assess the practice of teaching EFL vocabulary at Agarfa Secondary School grade nine in focused in the academic year of 2016/17. The subjects of the study were the school 5 English teachers and 112 males and female grade nine students.

Passing through the sequences of a research, the researcher has tried to answer the questions how the teaching EFL vocabulary has been implemented, why the school EFL classes' students became weak in the language vocabulary, what weaknesses there were in the teachers and students' roles and what strategies weren't used appropriately to teach vocabulary... Data were gathered through in the perspectives of the teachers' roles, the students' roles, the strategies in teaching vocabulary and the strength and weakness of teaching the language vocabulary and the awareness in finding the solutions for the problems of teaching vocabulary in this school. To analyze the data mixed method / quantitative and qualitative data gathering were employed.

In the analysis of the teachers' roles, the teachers' successes and their weakness have been already analyzed. According to the data which were found through the three data gathering tools, teachers had few strong sides. These were, even if long explanation is not advisable, teachers have been trying to teach vocabulary by using much of their explanation to fulfill their responsibilities. Although the teachers were busy in their work, more effort and using modern strategies of teaching vocabulary were needed to get success in their teaching of vocabulary.

The results of the study in the teachers' roles show that the teaching EFL vocabulary in the school had some weakness. These were in the questionnaire the grand mean value 2.8 shows that

enough and necessary activities haven't been done in the teaching vocabulary. There was no enough preparation to teach vocabulary. Unfortunately, most of the results in the teachers' roles show that the teaching was more teachers' centered instruction and this style made the students passive in their roles and the learning became fruit less. Enough tutorial and interventions haven't been given to solve the slow learners' academic problems. The necessary strategies of teaching vocabulary haven't been used.

According to the study, students were passive learners and they were not interested to learn vocabulary. They didn't have enough sustainable practice of learning the EFL vocabulary.

The government and the school leaders haven't given enough attention to solve the academic problems of the school. Teachers haven't got enough training and they haven't enough skills to use preferable teaching strategies to solve the students' academic problems. Teachers got shortage of time and classrooms. This becomes challenge to finish the contents of the book and problem to bring the quality of education.

Finally, teachers have stated about their academic problems and implied the solutions for the problems of the instruction. They recommended that, they should get enough training to develop their teaching vocabulary. Moreover, they wanted to get additional periods for the subject what they teach, because the students' text is bulky and cannot be completed by the given periods. Attention should be given to change the perceptions of the students to make them interested in learning the EFL vocabulary. They suggested that the school should have plasma/televised teaching to get related instruction with the country's schools and to get the native speakers pronunciation and modern teaching style of the instruction. Moreover, they recommended that additional classrooms should be built to give enough tutorial lessons.

5.2 Conclusions

According to the above summary, the researcher has drawn the following conclusions. These are:

1. Most of the EFL teachers of Agarfa Secondary School have lack of giving good and enough practice for their students to teach the EFL vocabulary. Teachers were busy to finish the contents of the language text book not to bring the quality of education. Moreover, teachers didn't have enough check up to know whether their students have enough knowledge of vocabulary and they

didn't give enough interventions to help their slow learners in their problems of learning the EFL vocabulary.

2. Most of the students' background in learning the language was not good. Moreover, students were not interested and were not active participant in learning the EFL vocabulary and they didn't have enough and sustainable practice of the EFL vocabulary and the result showed that they become passive learners and they have poor knowledge of the EFL vocabulary.

3. Most of the teachers did not have enough skill and use the appropriate strategies of teaching the EFL vocabulary. The teaching style of EFL vocabulary Agarfa Secondary School was more teachers' centered instruction and the result was students became passive learners and weak in the EFL vocabulary. Moreover, they didn't have enough preparation to teach the EFL vocabulary. They didn't get enough training and study to bring the effective teaching of the EFL vocabulary.

4. Attention hasn't been given to solve the academic problems of the students by the school leaders and the government to bring quality of education. There is no plasma program in the school. There are no enough classrooms in the school. The volume of the students' text book is bulky but the periods to teach it is not enough.

5. Some solutions were given by the school teachers to solve the academic problems of the students' EFL vocabulary. Teachers agreed that they should get enough study and training to develop their skill and to use the appropriate strategies of teaching vocabulary. They also suggested that if students become active learners, they could bring change. They agreed that if enough care is given to balance the volume of the book and the time allowed for teaching the textbook. Finally, they recognized that if the plasma program is continued and additional classroom are built to solve the academic problems of the learners.

5.3 Recommendations

Based on the above summary and findings, the following recommendations have been drawn. These are:

1. Teachers should get enough training and study to advance their skills in how to use the appropriate strategies of teaching vocabulary in order to update their teaching qualifications. Because, teaching without enough knowledge and skill of how to teach lacks giving enough knowledge for their students.
2. Students should get enough awareness about the usage of EFL vocabulary and they should be motivated to have sustainable practice of the language's vocabulary in and out of the school settings. Moreover, the students' experiences in learning the language when they were in the lower grades should be studied and the problems of teaching the language in the lower grades should be solved.
3. The EFL teachers should use their maximum effort to solve the students' academic problems of EFL vocabulary and that they should give enough interventions to help the slow learners in their learning of the EFL vocabulary. In addition to this, enough time should be given to teach the language. Teachers should focus on the appropriate contents instead of making them self busy to finish the text book.
4. The EFL teachers should use the appropriate strategies in teaching the EFL vocabulary. Teachers should use various and suitable teaching strategies of the EFL vocabulary. The teaching style of EFL vocabulary should be more student centered instruction.
5. The language teachers, the school leaders and the government should recognize the problems of teaching the EFL vocabulary and academic problems of the language and they should try to solve the problems by fulfilling the necessary recourses such as plasma, additional classes etc. The volume of the text book and the time given to teach the subject should be balance.

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Appendix: 1 Classroom Observation Check-list

Adama Science and Technology University Department of English Post Graduate Program in TEFL

Part 1 Background Information

School: Agarfa Secondary School

Code of the teacher: T1, T2 and T3

Grade and Section: 9A, 9C and 9D

Date of observation: 07/04/17_05/0517

Length of period: 42 minutes

Key: T1, T2, T3... represents code of the teachers.

E.g. T1=the first observed teacher...

Part 2 The main observation

No.	Behavior to be observed	Yes		No		
	A. Item related with the teacher's role	Fre q.	%	Fre q.	%	Total
1.	The teacher has good lesson plan to teach vocabulary.					
2.	Gives short review of the previous learning /vocabulary.					
3.	The teacher introduces the lesson /target new word.					
4.	Allows the students' thinking time to tell the meaning of new words.					
5.	He gives clear /detailed instructions /explanation of the new words.					
6.	Teaches with paces/steps in his teaching vocabulary.					
7.	He arranges the group discussions and provides systematic feedback in his teaching /vocabulary.					
8.	Highlights the main points / key new words in the lesson.					
9.	The teacher motivates and praises the students in their activities.					
10.	Checks the students understanding of the new words.					
	Total Frequency and percentage					

	B. Item related with the role of the students	Yes Fre q.	%	No Fre q.	%	Total
1.	The students eagerly learn the lesson / vocabulary.					
2.	The students are active participant in group and individual class activities.					
3.	The students ask questions when they get difficult words.					
4.	The students have special note book to record new vocabularies.					
5.	The students give the right answer when they are asked the meaning of new words.					
6.	The students have and use enough teaching materials such as, dictionary, exercise book, text book...					
7.	Most of the students raise their hands to answer a question when they are asked to tell the meaning of new words.					
8.	The students do enough written exercises to learn vocabulary.					
	Total frequency and percentile					

	C. Items related with strategies of teaching vocabulary	Yes Fre q.	%	No Fre q.	%	Total
1.	The teacher uses explanation when he teaches vocabulary.					
2.	He teaches the new words by using contextual clues.					
3.	He uses translation to teach vocabulary.					
4.	He teaches the students what parts of speech the new word is.					
5.	He teaches his students by using synonyms, antonyms, and homonyms to teach vocabulary.					
6.	He teaches his students word formations such as prefixes, suffixes...					
7.	He uses role play, dialogue... to teach vocabulary.					
8.	He uses visuals, realia/real objects to teach vocabulary.					
9.	He uses word puzzles to teach vocabulary.					
10.	He uses mime or gesture to teach the meaning of new words.					
11.	He uses the four skills to teach the new vocabulary.					
	Total Frequency and Percentage					

Appendix 2 Semi-structured Interview for Teachers

Adama Science and Technology University Department of English Post Graduate Program in TEFL

Introduction

Dear teacher,

This questionnaire is intended to conduct a research on Assessing the Practice of Teaching Vocabulary in EFL classes at Agarfa Secondary School, Grade Nine in Focus. Since you are one of English teacher at the school, I would like to gather selected information on how teaching vocabulary is implemented in the school. Therefore, you are kindly requested to supply me the relevant information about this issue. The interview is only for the academic purpose, so you should give me your response freely and genuinely.

NB. R=Researcher T=Teacher

Part 1: General information

Date of interview: _____ Place: _____

Code of the Teacher: _____ (T1, T2, T3...)

R. How old are you? T. _____

R. How many years of English teaching experience do you have in the secondary school?

T. _____

R. What grade do you teach?

T. _____

R. How many periods do you teach in a week?

T. _____

Part 2: The Main Interview

1. R. Do you have any awareness about vocabulary?

T. Ans. _____

R. If so, what is vocabulary?

T. Ans. _____

2. R. Are there any advantages of teaching vocabulary for the students?

T. _____

R. If so, what are the advantages of teaching vocabulary?

T. Ans. _____

3. R. Are you interested in teaching vocabulary?

T. _____

R. Why?

T. _____

4. R. Have you been studying to develop your methods of teaching vocabulary since your graduation?

T. _____

R. If so, how?

T. _____

R. What do you suggest to develop your methods of teaching vocabulary in the future?

T. _____

5. R. Do you have enough time to teach vocabulary in the regular class?

T. _____

R. What solutions do you suggest to get sufficient time in the future?

T. _____

6. R. Do you use different methods/strategies of teaching vocabulary?

T. _____

R. If so, list them.

T. _____

R. What appropriate methods/strategies of teaching should be used to develop the students' vocabulary skill? List them.

T. _____

7. R. Do you have enough tutorial lessons to teach vocabulary?

T. _____

R. If no, what do you suggest to solve this problem?

T. _____

8. R. Do your students have sustainable practice of learning vocabulary?

T. _____

R. If you say yes, how?

T. _____

R. If no what do you suggest in having this?

T. _____

9. R. What steps/paces do you use when you teach new word for your students?

T. _____

10. R. Do you check whether your students have enough practice of learning vocabulary and have enough knowledge of the key words in the book?

T. _____

R. If you say yes, how?

T. _____

R. If no what solutions do you suggest about this?

T. _____

11. R. What teaching materials do you use when you teach vocabulary?

T. _____

R. What other teaching materials should be used to teach vocabulary?

T. _____

General Suggestions

1. R. In the process of your teaching vocabulary what problems and constraints you have been facing? List them.

T. _____

2. R. What best solutions and interventions do you suggest to solve the students vocabulary deficiency?

T. _____

Thank you for your cooperation.
APPENDIX 3: Questionnaire for Students

Adama Science and Technology University
Department of English Post Graduate Program in TEFL

Introduction

Dear student,

This questionnaire is designed to gather helpful data for post graduate thesis on the Assessing the practice of teaching vocabulary in EFL classes of Agarfa Secondary School, grade nine in focus. You are an important source of information since you are one of the English students at the school. Therefore, I trust you that you will fill the questionnaire honestly and carefully. I would like to assure you that any information that you provide in the questionnaire will be kept strictly and will be used effectively. You are not required to write your name.

Thank you for your cooperation.

Part 1: Background information about the student

Instruction: Please indicate mark (X) of your choice in the boxes of the close-ended items.

1. **Name the school:** Agarfa Secondary School
2. **Sex:** Male: 55 Female: 57
3. **Age:** 12_14: 12, 15_17: 86, 18_20: 13 and Above 20: 1
4. **Grade and section:** 9 A_G
5. **Number of periods for the subject in a week:** 20

Part 2: The main questionnaire

Note that, SD/1=Strongly Disagree, D/2=Disagree, U/3=Undecided, A/4=Agree, SA/5=Strongly Agree and thick an “X” under these symbols that are true for you.

N o.	A. Item related with the teacher role of your English teacher	SD /1	%	D/ 2	%	U/ 3	%	A/ 4	%	SD /5	%	Mean Value
1.	Your teacher is very interested in teaching you vocabulary.											
2.	He/She encourages your group and individual work in teaching and learning of vocabulary.											
3.	Your teacher is strict in his work, punctual in his teaching.											
4.	Your teacher has enough time to teach you vocabulary.											

5.	He/she uses much effort to develop your knowledge of vocabulary.											
6.	He/she checks whether you understand the meaning of new words and takes some actions for clarifications.											
7.	He/she has enough tutorial lessons to help slow learner students to develop their vocabulary skill.											
8.	He/she discusses with you to solve your academic problems/vocabulary.											
9.	He/she gives you enough homework related with vocabulary.											
	Grand mean											

N o.	B. Item related with the role of the student (you)	S D/ 1	%	D/ 2	%	U/ 3	%	A/ 5	%	SA /5	%	Mea n Val ue
1	You are eager to learn vocabulary.											
2	You ask and answer questions when you get new words.											
3	You have good practice in the group and individual work.											
4	You are not shy in the report of your group work.											
5	You have enough knowledge of vocabulary.											
6	You always do your homework.											
7	Most of the time you use library, dictionary and use internet to learn vocabulary.											
8	You always bring your teaching materials (book, exercise book...)											
9	You actively practice English outside the class.											
10	You discuss on your academic problems and find the solutions for them.											
	Grand mean											

No ·	C. Item relate with techniques and strategies of teaching vocabulary	S D/ 1	%	D/ 2	%	U/ 3	%	A/ 4	%	S A/ 5	%	Mea n valu e
1	Your teacher uses different techniques/strategies when he teaches you vocabulary.											
2	He/she teaches you how to know the meaning of new words by using contextual clues.											
3	He/she uses translation to teach the meaning of new words.											
4	He/she teaches you the new words by using synonyms, antonyms, homonyms...											
5	He/she teaches you the new words by using word formation like prefixes, suffixes...											
6	H/she uses role play, dialogue...to teach you vocabulary.											
7	He/she uses visuals such as, pictures, realia, charts...to teach you vocabulary.											
8	He/she uses word puzzles to teach vocabulary.											
9	He/she uses collocations to teach us vocabulary.											
10	He/she uses mime/gesture to teach the meaning of new words.											
11	He/she teaches you the new words by using the 4 language skills.											
12	He/she gives you sustainable exercises to develop your long term memory.											
	Grand mean											

Appendix 4: Questionnaire for Teachers

Adama Science and Technology University Department of English Post Graduate Program in TEFL

Introduction

Dear teacher,

This questionnaire is designed to gather helpful data for post graduate thesis on the Assessing the practice of teaching vocabulary in EFL classes of Agarfa Secondary School, grade nine in focus. You are an important source of information since you are one of the English teachers at the school. Therefore, I trust you that you will fill the questionnaire honestly and carefully. I would like to assure you that any information that you provide in the questionnaire will be kept strictly and will be used effectively. You are not required to write your name.

Thank you for your cooperation.

Part 1: Background information about the teacher (you)

Instruction: Please indicate mark (X) of your choice in the boxes of the close-ended items.

1. Name of the School: _____
2. Sex: Male ☐ Female ☐
3. Age: 20-30 ☐ 31-40 ☐ 41-50 ☐ Above 50 ☐
4. Academic qualification: Certificate ☐ Diploma ☐ Degree ☐ MA/MAS ☐
5. Total years of experience in teaching: 1-10 ☐ 11-20 ☐ 21-30 ☐ above 30 ☐
6. Your major qualification: _____ Minor: _____
7. The subject what you teach: _____ grade: _____ no. periods in a week: _____

Part 2: Open-ended Questionnaire

Instruction: Write your free responses for the following open ended items.

A. Related with your roles of teaching vocabulary what things are not good/what things need improvements? List them.

What solutions do you suggest to improve your roles in teaching vocabulary? List them.

B. Related with the students' roles in teaching and learning vocabulary what things are not good? List them.

What solutions do you suggest to improve the students' roles in teaching and learning vocabulary? List them.

C. Related with the strategies of your teaching vocabulary what strategies are not good/what deficiencies are there? List them.

What solutions do you suggest to improve your strategies of teaching vocabulary? List them.

Thank you for your cooperation.

Appendix: 5 Questionnaires for Students in Oromic

Adama Science and Technology University Department of English Post Graduate Program in TEFL

Seensa

Kabajamaa barataa,

Gaafii barreefama kun waa'ee barsiisumma 'vocabulary' Ingiliiffa lugaa biyya alaa goolota Mana Barumsa Sadarkaa Lamaffaa Agaarfaa kutaa saglaaffaa akkitti kennamu qo'achuuf kan xiyyeeffatee dha. Atii barattoota kutaa saglaaffaaa baratan keessa tokkoo waan taateef, barumsa 'vocabulary' akkitti kennamuu odeffannoo si'irra fudhachuu barbaadee. Kanaafuu, odeffannoo barbaachisuu akka naaf kennituu kabajaadhaan sigaafadha. Qo'annoo kun dhimma qorannoo barumsa qofa waan ta'ef, deebii keennituu bilisaa fi dhugaa ta'uu qaba. Maqaakee barressuu sin barbachisuu.

Gargaarsa keetiif galatoomii.

Kutaa 1: Odeffannoo waa'ee barataa (si'ii)

Mallattoo (X) fillannoo kee kanta'ee sanduuqa kessattii muldhi'sii.

1. Mana barumsa kee: _____
2. Saala: Dhiira: ☐ Dubra ☐
3. Waggaan kee: 12-14 ☐ 15-17 ☐ 18-20 ☐ 20 olii ☐
4. Kutaa fi goola kee: _____
5. Baay'inna waytii Afaan Ingilizii torbeen qabdan: _____

Kutaa 2: Gaaffii Ijoo

Hubachiisa gaafiilee armaan gadiitti kennameef, Bh/1=Bay'ee hindeegaruu, H/2=Hindeegaruu, Mh/3=Murteessuu hindanda'uu, W/4=Waligalaa, Bw/5=Baay'ee waligalaa waan ta'eef isaan jalatti mallattoo(X) guutii.

T.L	Himoota	B h	H	M h	W	B w
.						
	A. Gaafannoo gocha barsiisaa Ingiliffaa keetii walqabsiisee	1	2	3	4	5
1.	Barsiisaa Ingiliffaa keetii 'vocabulary'(jechoota Ingiliffaa itti fayadamummuu fi hikkoo isaanii) isiin barsiisuuf fedhii gudda qabaa.					
2.	Barsiisaan/tuun barnoota Ingiliffaa yeroo barattan hirmaanna dhunfa fi hirmanna garee kessan jajjabeessa.					
3.	Barsiisa/tuun kana hojjataa cimmaa, hojii irra yeroo kabajaa.					
4.	Barsiisaan/tuun kee 'Vocabulary' isiin barsiisuuf yeroo gahaa qabaa.					
5.	Inni/isii dandeetti 'vocabulary' kessan gabbisuuf ifaajee gudda qabaa.					

6.	Jechi harawaa hikkoo isaa yoo nugaluu dhabee taanaan, nutoo'ata/tti akkasumas ifaa gochudhaaf yaala/yaaltii.					
7.	Dandettii barattoota suteyyii dandeettii isaanii gabbisuudhaaf titooriyaalii gahaa ni kenna/ keennitii.					
8.	Rakkoolee barumsa kenna hikuudhaf nu waliin mari'ataa/mari'attii.					
9.	Hojii manaa gahaa vocabulary walqabsiisee nutti kenna/kennitii.					
	B. Gaafannoo gocha barataa (waa'ee kee) walqabsiisee					
1.	Vocabulary barachudhaaf fedhii gudda qabda.					
2.	Jecha harawa yommuu siqunnamuu gaafii gafataas debbi kenniitaas.					
3.	Hojii garee fii hojii dhunfaa irratti hirmaanna gaarii qabdaa.					
4.	Gabaasa hojii garee keetiif salfannoo hinqabduu.					
5.	Dandeettii 'vocabulary' gahaa qabdaa.					
6.	Yeroo hundaa hojiimanaa keetii hojjata.					
7.	'Vocabulary' Ingiliffaa barachuudhaaf, mana kitaabaa, galmee jechoota fi intarneetii fayyadamtaa.					
8.	Meeshaa barnoota keetii kan akka kitaaba barataa, itti bartuu...yeroo hundaa fidda.					
9.	Mana barumsa alaatti Ingiliffa shaakaluuf hirmanna gudda qadhaan.					
10.	Rakkoolee barumsa ilaalchisee yeroo marii adeemsifamu, furmaata isaaf yaada kennita.					
	C. Gaafannoo tooftalee (tekniikii) barsiisumma 'vocabulary' ilaalchisee					
1.	Barsiisaan/tuun 'Vocabulary'yommuu isiin barsiisuu mala/tekniikoota garagaraa fayyadamaa/fayyadamtii.					
2.	Muldhisttoota naannoo jecha harawaa bira argaman (contextual					

	clues)fayyadamuudhaan hikkoo jecha harawaa nu barsiisa/barsistii.					
3.	Hikkoo jecha harawaa ibsuudhaan nu barsiisaa/barsistii.					
4.	Jecha harawaa nu barsiisuudhaaf jechoota walffakkaataa, faallaa, hikkoo garagaraa qaban fayyadamee nubasiisaa/barsistii.					
5.	Jechoota harawaa nubarsiisuudhaaf kalaqqi jechoota kan akka maxantuu dursaa fi booda fayyadama/fayyadamtii.					
6.	‘Vocabulary’ nu barsiisudhaaf dramaadhaan, walihasawuudaan, hojii gareedhaan... fayyadamee/mtee nu barsiisa/barsistii.					
7.	‘Vocabulary’ nubarsiisudhaaf fakkiwwan, wantoota naannoo argaman... fayyadamaa/fayyadamtii.					
8.	‘Vocabulary’ nu barsiisuudhaf hiibbo fayyadamee nu barsiisa/barsistii.					
9.	‘Vocabulary’ nu barsiisuudhaaf jechoota waliin deemuu danda’an (collocations) fayyadamaa/fayyadamtii.					
10.	Jechoota harawaa nu barsiisudhaaf fakkeessuudhaan, gochaan fayyadamaa/fayyadamtii.					
11.	Jechoota harawaa nu barsiisudhaaf ageeffachuu, dubbachuu, dubbisuu fi barreessuu fayyadamaa/fayyadamtii.					
12.	Yaadanno keenya gabbisudhaaf gilgaaloota itti fuufa ta’an nutti keennakennitii.					