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**AN ASSESSMENT OF ENGLISH LANGUAGE TEACHERS' VOCABULARY
TEACHING STRATEGIES VIS À VIS A STUDENT' PREFERENCE OF
VOCABULARY LEARNING STRATEGIES IN FOCUS OF AWASH MELKA
SECONDARY SCHOOL.**

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AUGUST, 20016 ADAMA ETHIOPIA

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Table Of Content

Title.....	Page
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1. Background.....	1
1.2. Statement of the Problem.....	4
1.3. Objective.....	5
1.3.1. Specific Objective.....	5
1.4. Research Question.....	6
1.5. Significance of the Study.....	7
1.6. Delimitation of the Study.....	6
1.7. Limitation of the Study.....	6
CHAPTER TWO.....	7
2. Review of Related Literature.....	7
2.1. General Concept of Vocabulary Teaching Strategies.....	7
2.2. The Use of Vocabulary and Vocabulary Teaching Strategies.....	7
2.3. The Contribution of Vocabulary in Language Teaching.....	9
2.4. Suggestion Teaching Vocabulary.....	9
2.5. Vocabulary Teaching Strategies.....	10
2.5.1. Word List.....	11
2.5.2. Learning Vocabulary through Reading.....	11

2.5.3 Dictionary Use When Learning Vocabulary.....	12
2.5.4. Acquiring Vocabulary through the Media and Computer.....	13
CHAPTER THREE.....	15
3. Research Design and Methodology.....	15
3.1. The Source of Data.....	15
3.1.1 Selection of Target School.....	18
3.1.2. Selection of Sample Teachers’ and Students’.....	15
3.2. Data Gathering Tools.....	15
3.2.1 Interview for Teachers.	15
3.4.2. Questionnaire.	15
3.4.3 Classroom Observation.	16
3.5. Data Analysis.....	16
3.6. Procedures.....	16
CHAPTER FOUR.....	17
4 Data Analysis And Interpretation.....	17
4.1 Analysis of Data Obtained Through Interview.....	17
4.2. Analysis of Data Obtained Through Teachers’ Questionnaire.....	20
4.3. Analysis of Data Obtained Through Students’ Questionnaire.....	20
4.4. Analysis of Data Obtained Through Class Room Observation.....	34
CHAPTER FIVE	36
5. Conclusion and Recommendation.....	36

5.1. Conclusion.....	36
5.2. Recommendation.....	37
Reference.....	38
Appendix I. Interview with Teachers.....	40
Appendix II Questionnaire Filled By Teachers.....	42
Appendix III Questionnaire Filled By Students.....	45
Appendix IIII Class Room Observation.....	48

Abstract

The purpose of this research is to assess English language vocabulary teaching strategies in relation to students the preference of students' vocabulary learning strategies at Awash melka secondary and preparatory school.

The study particularly, tried to find out teachers' knowledge on the theoretical perspective of vocabulary teaching strategies, examine to what extent teachers practically apply vocabulary teaching strategies in EFL classes and identify the vocabulary learning strategies which students prefer more and vocabulary learning strategies the students did not prefer but the teacher redundantly apply in the EFL class.

To this end, the study employed descriptive survey method, which involves both quantitative and qualitative methods. Accordingly, Awash Melka Secondary and preparatory School was selected through availability Sampling. Then, 6 English teachers from both high school and preparatory were selected for the interview, for the questionnaire and for classroom observation. In addition, data were collected from 37 randomly chosen students through questionnaire Thus, descriptive statistics using frequencies and percentages were employed in analyzing the quantitative data and the qualitative data were analyzed Qualitatively Finally, based on the findings, the researcher recommended that creating meaningful vocabulary teaching opportunities' s through different. Vocabulary teaching strategies should be considering the preference of students in vocabulary learning strategies.

The results of the study reveal that although English language teachers have the theoretical knowledge of vocabulary teaching strategies, there is lack skill in applying vocabulary teaching strategies in the EFL class.

CHAPTER ONE

1. Introduction

1.1 Background of the study

Although the earlier language theory laid foundation in the development of language pedagogy, Vocabulary learning strategies were neglected, and only the learned words were an issued belongs to majority of linguistics school, it gave emphasis to the terminology instead of coordinate the content with the preferable strategies. As stated by Sökmen (1997, p.237) noting that “most L2 practitioners today have been trained in teacher education programs or molded by textbook writers to understand the terminology and teach the system of grammar”.

However, the fact that foreign language learners generally see vocabulary learning as their first priority and report that they face considerable difficulty in vocabulary learning due to the ineffectiveness of vocabulary teaching strategies which is simply giving implicit vocabulary instruction, it was pointed out by more and more research and thus an improved approach integrating indirect teaching of vocabulary through a variety of meaning-focused activities with a more bottom-up and direct teaching of vocabulary with explicit instruction is advocated (Sökmen 1997).

Rubin (1975) and Stern (1975) are two of the earliest researchers who shift their focus from teaching methods and materials to a more learner-centered aspect, maintaining that successful language learners employ a variety of learning strategies in their study to facilitate language acquisition first foot step looking at learner center approach. By means of questionnaires, interviews, and observation, a more substantial collection of learning strategies are made possible and researchers attempt to construct a rigorous framework to describe them adequately.

O'Malley and Chamot (1990, p.1) define learning strategies as “special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information” and classify these strategies into three major types: Meta cognitive strategies, cognitive strategies, and social, affective strategies. Building on the research by “Chamot, O'Malley, Dansereaus, and Rubin, Oxford” (1990) has one point to note about the learning strategies is that “ they are not the preserve of highly capable individuals, but could be learned by others who had not discovered them on their own” (O' Malley & Chamot 1990,p.2).

Learning language put the base of its pillar on the teaching strategies and learning strategies, teaching strategies mediated the nature of language task and the learners learning strategies as well as learners capability of learning. Some learners have an aptitude for languages and thus achieve high language proficiency without too many efforts. This preconceived notion may demotivate underachieved learners so much that they give up learning and teachers seem not to have a significant part to play in the language classroom.

This research puts emphasis on an assessment of English language teachers' vocabulary teaching strategies in relation to students' preference of vocabulary learning strategies. Moreover, Hunt and Beglar (1998, cited Tassana-ngam 2004) also suggest a systematic vocabulary development framework incorporating incidental learning, explicit instruction, and independent strategy development.

The history of vocabulary teaching has mainly centered on the teaching of words as isolated or de-contextualized items (Howatt, 2004; Kelly, 1969; Sánchez, 1997, 2009; Schmitt, 2000). It has been clearly so in the traditional Grammar Translation Method, but in other methods not strongly based on grammar, such as the Direct Method and other approaches heavily based on teaching through reading and memorization of dialogues.

More specifically, the teaching and learning of vocabulary lists has been one of the pillars in the classroom for centuries. Grammatical rules were followed by classroom practices in which students had to combine the words learned in order to build the kind of sentences required by the rules. It was not explicitly stated, but words were considered or perceived as fully autonomous lexical elements, and they were learned as such.

On the other hand, words and grammar constituted the skeleton of the linguistic system, and the tendency was to associate the command of a large vocabulary to language fluency. Some scholars share the same opinion nowadays (Laufer & Goldstein, 2004). Still the context-dependency of word senses was not a subject of discussion, and the learning of words without its corresponding co-textual correlates was the rule.

The clear meaning of this conceptualization of words is found in the Grammar Translation method, vocabulary learning through memorization of words, a number of words presented to the students without context, the students memorize the list of words, but this was not the kind of learning content favored by teachers. Teaching activities implied the underlying assumption that

words were to be taken as autonomous elements. The absence of any contextual and meaningful elements in the teaching/learning of vocabulary may trigger ambiguity or misunderstanding, and therefore it may lead to failure in communication.

Though the importance of vocabulary knowledge has been brought to the forefront, especially in the field of vocabulary acquisition research and assessment (Laufer & Hulstijn 2001; Nagy & Scott, 2000; Nation, 2001; Read, 2000, etc.). This trend focuses on the assumption that vocabulary improves the communicative ability, linguistic accuracy and fluency. Nation (2001:9) emphasizes that "second language learners need to know very large numbers of words. While this may be useful in the long-term, it is not an essential short-term goal"

As a teacher of English myself, I have found that a lot of students learning English subject have faced problems with English. The students face difficulties of understating the text when they read because they lack vocabulary in English. Hence the researcher considers something that affects students' learning which is the strategies of vocabulary learning and teaching words. Vermeer (1992:147) points out that "knowing words is the key to understanding and being understood. Language Learning Strategies are defined differently by many scholars. Strategies are ways and techniques that learners use to learn new information in English.

This research emphasized on an assessment of English language teachers vocabulary teaching strategies in relation of the preference of students' vocabulary learning strategies. So the vocabulary teaching strategies English language teachers practically employed and theoretically know assessed in relation of the students preference in vocabulary leaning strategies at Awash Melka secondary and preparatory school would assessed.

1.2 Statement of the problem

There is an old Chinese proverb which Wenden (1987) reminds us of. It reads as follows: *Give a man a fish and he eats for a day, teach him how to fish and he eats for a lifetime*. In the field of language teaching and learning and particularly vocabulary teaching and learning strategies, the main concern of the present study, this proverb implies that if students are provided with answers, or taught vocabulary items in the ordinary way, only their immediate problem is solved. But if the students are familiarized with vocabulary learning strategies that teachers' follow, to work out the answers for themselves, they may be empowered to manage their own learning.

In another word, if teachers apply vocabulary teaching strategies that students prefer or consider the learners' learning strategies, the learning activities fit its intended goal. Learners need to learn how to learn and teachers need to learn how to facilitate the process (Oxford, 1990, p. 201). Most teachers tend to teach in the way they were taught. Vocabulary is central to language and is of great significance to language learners. Words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning.

The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by theorists and researchers in the field. Accordingly, numerous types of approaches, techniques, exercises and practice have been introduced into the field to teach vocabulary (Hatch & Brown, 1995). It has been suggested that teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge (Hulstijn, 1993, cited in Morin & Goebel, 2001).

Vocabulary learning strategies are one part of language learning strategies which in turn are part of general learning strategies (Nation, 2001). Language learning strategies encourage greater overall self-direction for learners. Self-directed learners are independent learners who are capable of assuming responsibility for their own learning and gradually gaining confidence, involvement and proficiency (Oxford, 1990). The most problem of building vocabulary knowledge comes under the strategies of teaching vocabulary and learning vocabulary. That means the strategies that English language teachers used in order to teach vocabulary should be considered with the strategies that students used in order to learn vocabulary.

Even though ample study have been conducted on vocabulary learning strategies, and vocabulary teaching strategies, there is a little research conducted on an assessment of English language teachers' vocabulary teaching strategies ,and still there is a problem in vocabulary teaching strategies and vocabulary learning strategies .

1.3 Objective of the study

The objective of this study was to assessment English language teachers' vocabulary teaching strategies vis à vis a students' preference of vocabulary learning strategies.

1.3.1 Specific objective

The researcher was mainly aim to achieve the following specific objectives.

1. To explore the students preference of vocabulary learning strategies
2. To assessed English language teachers' vocabulary teaching strategies in relation to Students' Vocabulary learning strategies
3. To identify the gaps of English language vocabulary teaching strategies and the preference of Students' vocabulary learning strategies

1.4 Research Questions

Taking the above objectives into consideration, the researcher will try to answer the following questions:

1. What were the strategies do students prefer to learn vocabulary?
2. How often do English language teachers' relate their vocabulary teaching strategies with students preferenc of vocabulary learning strategies?
3. What were the gaps between English language teachers' vocabulary teaching strategies, and students' vocabulary learning strategies?

1.5 Significance of the study

Each instance of teaching involves strengthening a learner's ability to respond in a certain way to a given set of circumstances. When learners' learning strategies assessed in relation to teachers' teaching strategies, it creates the opportunity to understand the gaps between the two agents. Based on this fact:

1. The findings of the study might provide second language teachers better opportunity teachers' to evaluate the strategies they employ.
2. The study would be provide alternative ideas and important recommendations to the concerned educational authorities on the strategies of teaching vocabulary and learning vocabulary
3. The study would be serving as a supporting document for further study in the area.

1.6. Scope of the study

Although the wide coverage of the study increase the reliability of the study, due to lack availability of data, the study was limited to Awash Melka secondary and preparatory school English language teachers', and grade eleven students'

1.7. Limitation of the study

The researcher felt that it would have been better to extend area and population for the study. However, due to time constraints, the study was limited to 6 English language teachers from only one preparatory and secondary schools and 37 Grade 11 students. The researcher also felt that demonstrating all gaps of vocabulary teaching strategies with the preference of the students vocabulary learning strategies could not be carried out within a limited school and limited number of s participant of the study.

CHAPTER TWO

Review Related Literature

Graves (2000, as cited in Taylor, 1990) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. Krashen (1998, as cited in Herrel, 2004) extends Graves' definition further by stating that lexicon organizes the mental vocabulary in a speaker's mind. An individual's mental dictionary is that person's knowledge of vocabulary (Krashen, 1998, as cited in Herrel, 2004). Miller (1999, as cited in Zimmerman, 2007) states that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences.

According to Gardener (2009, as cited in Adger, 2002) vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases

2.1. General Concept of vocabulary teaching Strategy

Teaching vocabulary has a lion share in language teaching, since words play an important role in expressing our feelings, emotions, and ideas in the track of communication. According to Strasser (1964), teaching strategy is an advanced plan for lessons which consist of the desired learning behavior in terms of the goals of the instruction and an outline of tactics necessary to implement the strategy.

In other words, teaching strategy refers to a technique that is used by the teacher or instructor to deliver the designed lesson to the student as it can be expected and understandable. In brief, vocabulary teaching strategies are actions taken by the teacher to teach or practice target vocabulary. So teaching words well means giving students multiple opportunities to learn how words are conceptually related to one another in the texts they are studying.

2.2. The use of Vocabulary and Vocabulary Teaching Strategies.

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

Vocabulary teaching is one of the most important components of any language class. The main reason is the fact that it is a medium, which carries meaning; learning to understand and express

the meaning is what counts in learning languages. As pointed out by Harmer (1992,p.14), “Words are the building blocks of language and having a good supply of them is very important for students’ right from the beginning of their English learning.”

Harmer (1991, p.153) further states that, “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.” The linguistics prospective of this view is show that vocabulary is the pillar for the structure of language.

Vocabulary conveys meaning which ensures an effective communication. This is to say that words are the basic unit of a language form without which one cannot communicate effectively or express ideas. (Krashen, 1998, p. 33) clearly states: Vocabulary is basic to communication. If learners do not recognize the meanings of the key words used by those who address them, they will be unable to participate in the conversation. And if they wish to express some ideas or ask for information, they must be able to produce lexical items to convey their meaning. Similarly, Taylor (1990) says that ranging from words to sentence level; we find different vocabulary which plays a vital role for making language meaningful.

Vocabulary is very important to enhance communication channel. The vocabulary knowledge help to make the communication flexible as to address the target of communication and the selection of word the speaker or writer used consider the reader or the audience educational background, in addition to this vocabulary knowledge help to avoid redundancy and monotony speech. Having word knowledge is an essential component of communication and it is important for both production and comprehension in a foreign language. And teaching vocabulary through different strategies is more than presenting new words to the students. The students must learn the way of words work together and function in the track of communication in a meaning full way.

In fact, communication is impossible without vocabulary in foreign language. McCarthy (1990) stresses that no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way. In teaching vocabulary, it is necessary to establish a link between the word and the meaning using different strategies depending on the word to be taught.

Applying various vocabulary teaching strategies is crucial in language learning because it enable the learner to understand the word properly as they can use the learned word in their real world.

As a result, following various vocabularies teaching strategies in EFL class room help the learner to understand the idea more in different way. Beside to this, it helps the teacher to assess the students' preference of vocabulary learning strategies. Thus, so as to realize this notion, the teacher needs to use different and interesting strategies, which make English lessons more exciting and motivating for learners.

The strategies the teachers use have significant role in order to arouse the students' interest in vocabulary lesson, and they promote thinking and talking about words. They draw students' attention to words. They invite them to identify words and they find interesting, important, or powerful. These strategies reinforce and extend students' understanding of words they already know and introduce them to new words. Over all the strategies teachers follow have a vital role to make the lesson interesting and meaningful

2.3. The contribution of vocabulary in teaching language

Teaching vocabulary is a pillar for the success of learning a foreign language. This means that it is indispensable teaching and learning language without vocabulary. Although having a large and varied vocabulary is not guarantee of communicative competence, it is one of the most important aspects of language learning. Thus, vocabulary is a necessary ingredient for all communication (Wallace, 1982). Words are the exchange rate of communication. The well-known British linguist, Wilkins (1976, p.111) says "people could describe few things without grammar, but they could express nothing without vocabulary." From this linguist's point of view, teaching vocabulary has a great position teaching language and has a significant role in communication.

It is known that vocabulary is the key elements for learning foreign languages. It is considered to be a good indicator of general language skill (Morra & Camba, 2009) and also plays an important role in classroom success (McCrostie, 2007). There are a number of researchers who regard learning vocabulary as a key aspect to achieve a high level of proficiency in the target language (Boers & Lindstromberg, 2008)

Even if learners do not have enough knowledge of the language structures, having an adequate knowledge of vocabulary helps learners to maintain a certain degree of communication (Wallace, 1982). However, when vocabulary items are taught in foreign language classrooms, there are many teachers who mainly employ classical vocabulary teaching strategies, such as mother tongue translation, definition, synonyms, antonyms, etc. (Siyanova & Schmitt, 2008; Erten & Tekin,2008).

As a result it is important testing the effectiveness of vocabulary teaching strategies in order to improve vocabulary teaching strategies. Siyanova and Schmitt (2008) focus on that, teachers are more responsible to bring basic change in their vocabulary teaching strategies as their vocabulary teaching strategies treat students' vocabulary learning strategies. McKeon (as cited in Zwiers, 2008) argues that academic vocabulary enables us to communicate our needs, increases our chances that our needs are fulfilled and enables us to understand the needs of others.

2.4. Suggestion of Teaching Vocabulary

The issues of vocabulary teaching mainly focus on indentifying and understanding the way students learn more and improve their vocabulary. Thornbury (2002) stress the implications of teaching vocabulary regarding how learners learn and develop vocabulary as follows:

- A. Teacher should strongly connected vocabulary with what the students already know and experienced
- B. Teachers should not be influenced in direct translation approach.
- C. Words should be presented in authentic way, so that learner conceptualizes in real world, their register, their collocation, and their syntactic environments.
- D. Teacher should direct attention to the sound of new words, particularly the way they stressed.
- E. Learners need to be involved in the learning of words.
- F. Learners need multiple exposures to words and they need to retrieve words from memory repeatedly.
- G. Memory of new words can be reinforced if they are used to express personally relevant meaning.

2.5. Vocabulary teaching strategies

According to Milton (2001), previously conducted studies examining whether presenting students with large amounts of vocabulary might be counterproductive have shown that even the most proficient learner can be overwhelmed by a large amount of new vocabulary presented; Milton (2001) argues that by reducing the amount of words, learning can be improved. Similarly, having the basic knowledge of vocabulary teaching methodology is important for second language teachers. By having better awareness regarding this, teachers may better maximize the effectiveness of their vocabulary teaching (Moras, 2001). Because of vocabulary learning is key in language learning both teachers' and students give emphasis to vocabulary learning and

teaching strategies as it not only convenient for teachers' to teach but also as the students prefer the strategies that teachers' follow.

Research conducted on the area show that depending only fixed vocabulary teaching strategies is not preferable when striving to optimize the learning of new vocabulary (Hiebert & Kamil, 2005) According to Milton (2001) the language items that students learn should be varied to help students to become rich in vocabulary. (National Reading Panel [NRP], 2000) additionally indicate that students having exposure of reading text as well as speaking task in different circumstance have opportunity to learn more vocabulary. Similarly, the exposure by itself is not guaranty for the development of vocabulary unless it continuously practiced. One theory as to why words are not learned is that "information falls into disuse unless it is activated fairly regularly" (Gairns & Redman, 1986:89).

In other words, we need to practice what we learn or the newly acquired input unless it will gradually fade from our memory and ultimately disappear. Consequently, it is essential that the teacher can be create authentic situation of vocabulary learning as the learned vocabulary items can long last in the mind of the learners.(Hiebert & Kamil, 2005).cited By Miressa Amenu

The National Reading Panel has issued a list consisting of different guidelines that teacher Should pay attention to in order to create a multi-faced learning environment

1. Vocabulary should be taught both directly and indirectly.
 2. Repetition and multiple exposures to vocabulary items are important.
 3. Learning in rich contexts is valuable for vocabulary learning.
 4. Vocabulary task should be restructured when necessary.
 5. Vocabulary learning should entail active engagement in learning tasks.
 6. Computer technology can be used to help teach vocabulary.
 7. Vocabulary can be acquired through incidental learning.
 8. How vocabulary is assessed and evaluated can have differential effects on instruction.
 9. Dependence on a single vocabulary instruction method will not result in optimal learning.
- (National Reading Panel [NRP], 2000)

This list presents factors that language teachers should try to keep in mind when structuring their vocabulary teaching. In the following section, a number of teaching methods being practiced in today's schools are explained.

2.5.1. Word-lists

A widely known method of teaching vocabulary is the use of word-lists. This method provides the student with new vocabulary in a list form. These lists are often connected to a text, providing a context for the words. When working with word-lists one approach is to isolate the words from any context and just provide the translation of the words in question, where the teacher never asks the learners to use the words in a context of a text. According to Nation (1990), there are advantages with using word-lists as a teaching method. One of the benefits is that the student may acquire a large number of words in a comparatively short time.

2.5.2. Learning vocabulary through reading

The other widely known learning vocabulary is learning vocabulary through reading. Reading has vital role in developing students' vocabulary. "Reading is important, because comparisons of large corpora show that written texts are richer in vocabulary than spoken ones" (Horst, 2005). According to the National Reading Panel (2000), extensive reading provides students a wide range of vocabulary learning from deferent field of study.

Another strategy of teaching vocabulary in reading is to let the students to guess the meaning of words from context. The main purpose of this strategies to enable students to learn vocabulary independently from reading text by using the context provided. By working with context-based vocabulary learning, teachers can encourage students to "develop different strategies for inferring the meaning of the new word from the context in which they occur" (Nunan1991). Nation (2001) argues that extensive reading enhance incidental learning of vocabulary from context while reading, listening to a story being told, watching TV or taking part in a conversation and should therefore be used as a complement to other strategies.

Moreover, in order to "maximize the student's learning; the teacher should encourage students to read as much as possible, and also provide them with exercises involving guessing from Context" (Nation, 2001:250).

Deferent research finding indicted that in order to increases the amount of new vocabulary through reading, rang of reading materials should be extended as it prepare students to the real

world communication. (Nation, 2001:149). Moreover, the opinion that related with reading text as an input for teacher in order to know students comprehension level (Nation, 2001).

The main issue that should be considered in teaching vocabulary in reading is having knowledge of students' schemata. This helps the teachers' to select appropriate reading materials that will contain the optimal ratio of both known as well as unknown words (Nation, 2001).

Milton talks about factors such as "availability, learnability, and words that are opportunistically available or related to the learner's level, needs or interests" (Milton, 2001:195) which are to be taken into consideration in the process of selecting adequate material.

Therefore, the selection of learning in put should attempt to satisfy the need and interest of the learner. It should not be determined by teacher personal assumption, rather than it should be accompanied by students interest and need, and teacher evaluate that reading text included or contain appropriate vocabulary which can be related with students' language proficiency.

In order to correctly infer the meaning of a word, the reader needs a number of clues that provide sufficient information for understanding the text. Examples of clues can be "grammar, punctuation, definition, contrast, connectives, reference words, word analysis and the learner's experiences and common sense" (Nation, 2001:232).

The other technique of teaching vocabulary or learning through reading text is looking at the word's immediate context and conceptualize how the word function in speaking and writing. However, Nation (1990) states that this technique only used in order to get the inexperienced students to develop their skills as efficient readers.

(Beck, McKeown, & Kucan, 2002) argue that learning vocabulary through reading has its own problem because it lacks of body language and intonation. Beck et al., (2002) state that new words can be learned through reading although written text lacks the necessary characteristics. However, it is argued that cumulative and varieties are not particularly substantial. Moreover, the learner must face different difficulty with the words in reading text before learning can be fully accomplished.

2.5.3. Dictionary use in vocabulary learning

A number of studies (Prichard, 2008) have shown that learners reading comprehension and lexical development can be improved through extensive reading. Prichard added that teachers who follow grammar translation method usually encourage their students to look up words in dictionary.

In contrast, teachers who follow communicative based approach give emphasize to interpreting the central points in order to understand the information that words have rather than understanding the word itself (Prichard, 2008) When using extensive reading to acquire vocabulary, looking up words using a dictionary is considered an effective method for learning vocabulary by many teachers and students.

The study based on dictionary use have been made aiming at comprehension at post reading of students .different study indicate that dictionary use can facilitate comprehension. Thus, it is argued that rather than discussing whether dictionaries should be used, or not, the discussion needs to center around how to optimize learners' use of dictionaries (Prichard, 2008).Nation (1991) argues that teachers must keep in mind that the outcome of using dictionaries to acquire vocabulary is dependent on the learner's background and ability to relate to the text.

Furthermore, studies support that learners are more likely to find the accurate definition of a word in a dictionary, than by guessing from context. Prichard (2008) states that it can be assumed that if the use of dictionaries can increase comprehension, there is also a possibility that it “may lead to incidental learning of unknown words” (Prichard, 2008:3). However, Hirsh and Nation (2001) argue that in order for incidental vocabulary learning to take place, the learner needs to be familiar with up to as much as 98% of the running words in the text which is a level of proficiency that is reached only by a small percentage of the students (Prichard 2008

However, Prichard (2008) presents a solution to the problem In order to eliminate the time consuming element teachers might provide the students with reading material which has marginal glosses integrated in to the document, and enable them to work with dictionary while reading in more efficient way. Prichard suggests that one approach to working with dictionaries might be through selective use.

When working with selective dictionary use, it is recommended that students focus on the most frequently used words in the text or a passage. These words are vocabulary that cannot be guessed at from the context and therefore need to be looked up

2.5.4. Vocabulary learning through media and computer

Now a day media and internet have a significant role in strength human learning from different perspective view. The media provides both teachers as well as students with many opportunities on a daily basis to hear and read authentic material in the L2, and use this in language teaching. Particularly foreign language teachers have the opportunity of language input and how to deliver

those input to the students, which means it provided a teacher wide range of different learning materials enables the teacher to access a wide range of different material such as newspapers radio and television broadcasts.

Lekakos et al. (2008) argue that certain learning materials such as television, film, newspaper, expose students to a wide variety of language exposure. However, Lekakos et al., (2008) emphasize that teachers when using television as a teaching-tool have to be aware that students can consider television as mainly a fun activity and not an alternative teaching method. Lekakos et al., (2008) state that in comparison to other media and platforms, television has come to be seen as inferior and been labeled as leisure and has therefore been under used in the language classroom.

Pemberton's (2008) conducted study on the effects of television on vocabulary learning and results showed that in order to fully expand the vocabulary using television, the learner needs to have access to a transcript of the TV series to maximize his/her learning. Similarly, there is the case when teachers give title of movies which appropriate to the students in order to strength their vocabulary learning. Koskinen et al. as cited in Pemberton (2006) argue that captioned television can be utilized as an effective instructional tool in learning vocabulary.

The other ways of vocabulary learning is through the use of computer. The NRP (2000) argue that, "multiple exposures to vocabulary items are important. Learning in rich contexts, incidental learning, and use of computer technology all enhance the acquisition of vocabulary" ([NRP], 2000) The National Reading Panel (2000) state that different research finding indicted that the use of computer in vocabulary learning is more important than certain traditional methods.

Through the Internet, the student may also easily access magazines, television, radio, blogs and discussion-boards (Murphy& Hurd, 2005). By using these different sources, students can get a clear picture of highlighted text that links to underlying definitions or supporting or related text, almost like an electronic footnote

CHAPTER THREE

Research Design and Methodology

To assess the strategies of vocabulary teaching and learning in Awash Melka secondary and preparatory school qualitative method of study would be chose. Qualitative method would be used support the data gain from teachers' and students' questionnaire, similarly qualitative method would be used to support the data gain from teachers' interview, whereas quantitative method used to support data obtained from class room observation

3.1 The source of data

The sources of data for this study would Awash Melka secondary and preparatory school's English language teachers' and grade 11 students.

3.1.1 Selection of target school

Because the researcher worked there and easily obtained the necessary and appropriate data on time from the correspondents of study, Awash melka secondary and preparatory school was chosen.

3.1.2 Selection of sample teachers and students

As sample using random sampling techniques from the total number of 75(seventy –five) grade 11 students', the researcher selected 37(Thirty-seven) students from the total number of population. This was because the method gives equal opportunity of being selected for all of the students. Similarly the researcher included 6 (six) English language teachers' as the participant of the study one was from preparatory and five of them from high school.

3.2 Data gathering tools

This study would utilized three tools to gather the require data. These would questionnaire, classroom observation with checklist, and interview.

3.2.1 Interview

The researcher used a questionnaire for the purpose of collecting data regarding the vocabulary teaching strategies of English language teachers' employed. This tool was chosen because as Hague (1993:132) noted, it enables to gather the reliable data from the interviewed, Sami-structural interview would be prepared to assess English language teachers' vocabulary teaching strategies in order to assess the vocabulary teaching strategies that teachers' employed. In other word sami-structral interview would be chosen because it help the researcher to investigate more the understanding of English language vocabulary teaching strategies

3.2.2 The questionnaire

In order to collect data to explore English language teachers' vocabulary teaching strategies twenty four closed-ended questionnaires for sample teachers, and seventeen questionnaires having close-ended questionnaire would design for sample students.

Teachers would be asked to rate vocabulary teaching strategies based on their prior knowledge and experience. The students would be asked to rate their vocabulary learning strategies that they prefer and their teacher used in the class room.

3.2.3 Classroom observation

In order to triangulate the data obtained from the questionnaires and interview question the classroom observation was held. All English language teachers' would be observed in classrooms, the classroom observation was held two times for 40 minutes with the help of checklist. The observation checklist would be prepared with a two alternative (yes, no) to identify the presence or absence of some selected variables taken from the classroom instruction and activities part of the questionnaire and interview. Furthermore, it included the classroom condition, and considering both teachers' and students' application of vocabulary teaching strategies and learning strategies

3.3. Procedures

The required data would be collected based on the following procedures. First of all, relevant literature would be reviewed to obtain sufficient information to develop the Sami-structural interview question for English language teachers, develop the questionnaire for English language teachers' and students, and prepare the class observation checklist. Then interview would be held with English language teachers for an hour, following this the questionnaire would be distributed for English language teachers of the selected school and for sampled students. Finally, the classroom observation would be made two times on all sample teachers during vocabulary lesson.

3.4. Data Analysis

The information that would be collected on the Sami-structural interview would be analyzed qualitatively and compared to teachers' questionnaires', and the students' and teachers' questionnaire' also analyzed qualitatively. At last the classroom observation analyzed quantitatively to ensure data obtain from teachers' interview and teachers' questionnaires.

Chapter Four

Data Analysis and Interpretation

This study aimed at assessing English language teachers' vocabulary teaching strategies in relation to students' preference of vocabulary learning strategies at Awash Melka secondary and preparatory school. In order to gather the necessary data for the study class room observation, interview and questionnaire were employed

4.1. Analysis of Data Obtained through Interview

Table 1. Data of interviewed teachers

No	Number interviewed teachers	Gender		Qualification	Field of study
		M	F		
1	6	4	2	one MA, five of them BA	All of them are English Major

4.1.1. Teachers' Responses to the Interview Question of 'What are vocabulary teaching strategies you use most of the time? '

Most of the interviewed teachers' reacted to this question in different way. This means from six (6) English language teachers 2 (two) of them responded as the vocabulary teaching strategies they used depends on the nature the words and text, that means when the students had familiarized with the new learned word they write the meaning of the word on the blackboard. Then, the students write the words with its meaning on their notebook.

Whereas, 1 of them responded as when learned words are absolutely out of the students' experience, teachers taught the words in a simple way by defining a word and associating the word with the real object or pictures. The rest 3 (three) of them responded that the strategies they employed were guessing word from context while reading the passage because most of the time of the vocabulary found in the reading text, they also follow the text book vocabulary teaching instruction which are gap-filling, writing a word with a correct spelling, pronouncing words. This indicates that the vocabulary being taught limited only from passage of text book, do not adopt reading material from elsewhere that help to teach vocabulary.

4.1.2. Teachers' responses to the Interview question of 'How do you relate your vocabulary teaching strategies with students' vocabulary learning strategies?' most of the teacher react this interview question in similar way, in order to relate their vocabulary teaching with students vocabulary learning strategies they responded as they let students to follow their vocabulary teaching strategies, only a few teachers responded as 'they ask their students their preferable vocabulary learning strategies'.

The researcher raise other question for those responded "ask the students interest" "different learner had different learning strategies and they prefer according to their own learning strategies, so how do you mediate or manage it?" they responded as they follow the interests of majority of the students. It was possible to infer from this response that teachers' consider learners' vocabulary learning strategies, but did not manage individual difference or the preference of every individual.

4.1.3. 'Teachers' responses to the Interview question of 'How do you determine in order to use such vocabulary teaching strategies to teach certain word?' Here majority of the correspondents of the study react in different way which is according their own individual principle: a few of the respondents responded as vocabulary teaching strategies do not determine by teachers rather it determine by curriculum designer which means to teach vocabulary should follow the text book instruction, even the vocabulary item taught should focus only the vocabulary item on the text book so how to teach those words the instruction of the task itself is the strategies, the other respondents responded that it depend on the word taught that means what kind of situations the vocabulary items need , first tell students the meaning of the vocabulary words then, create the situation that the students practice the word till they well familiarize with learned word. It show that teachers' employ listing vocabulary teaching strategies and teachers did not have any reason to determine and the other associate vocabulary teaching strategies with the instruction vocabulary lesson in the text book .

4.1.4. Teachers' responses to the Interview question 'How do you evaluate the effectiveness of your vocabulary teaching strategies?' Here the majority of the respondents responded similarly, but in different words. Out of six (6) English language teachers, the majority of them responded that at the end of their vocabulary lesson they provided different activities such as sentence completion, gap-filling in order to evaluate their vocabulary teaching strategies a few of the

respondents responded as they evaluate their vocabulary teaching strategies on the students exam result. It means that, when the students correctly answer the vocabulary item on the exam, vocabulary teaching strategies became recognized and the teachers used those strategies frequently.

4.1.5. Teachers' responses to the Interview question of 'What kind of instruction you use for vocabulary activities in the class room?' Here a few teachers responded as guessing the meaning of words from the context, synonyms and antonyms. Majority of the teachers responded as; the instruction and the content they taught limited on the text book.

4.1.6. Teachers' responses to the Interview question of 'Do you let students take part in classroom activities to practice guessing words from context? If your answer is yes, to what extent the students react the activities actively?' Here all of the respondents of the interview responded 'yes', but on the extents of students actively reacting to the activities, they reacted in different way, from the total population of English language teachers, a few of the respondent responded as "students react actively guessing the meaning of words based on context, and most of the respondents responded as "it depend on the learners learning skill. They added that the students those are seriously committed to the task achieve the goal and the students who have aptitude of learning language easily achieve it.

4.1.7. Teachers' responses to the Interview question of 'How do you help learner while they apply vocabulary learning strategies?' Here most of the correspondents of the study responded that they help their students at the beginning of the vocabulary learning task which means they properly direct or raise the awareness of the students on what and how they should react within the given task, Some of them responded as they help their students at the end of the vocabulary lesson by giving feedback rather than telling them what and how they work on the vocabulary lesson, they leave understanding the instruction and working on the vocabulary tasks for the students , only a few teachers responded that the weight given for the vocabulary learning in class room is little, they responded as their main role provided the students various vocabulary learning strategies, and the students apply those vocabulary learning strategies outside the class room. 4.1.8. Teachers' responses to the Interview question of 'How do you think vocabulary be taught?' Here most of the respondents responded as their own personal opinion and experience, the researcher also lead them as they react from these two points of views. Majority of the

respondents of the study responded as vocabulary should be taught as it can prepare the students real world communication, and they also responded as while they taught vocabulary they create situation which seems real world. The other few of the respondents of the study responded as their guide line is their teaching materials which is text book. The way they present vocabulary items and the way they evaluate their students in vocabulary item is governed by students text book and teacher' guide.

4.1.9. Teachers' responses to the interview question of 'How do you teach vocabulary in each skill such as: reading, writing, speaking and listening?' here a few respondents of the study repeated again the opinion raised on Q.no.4.1.7 with slight deference on teaching vocabulary in reading skill, they responded as they taught vocabulary in reading accordingly, first they let the students read purposefully, after reading text the students figure out the meaning of vocabulary from the give reading text. Majority of the respondents responded that they taught vocabulary in such language skill when they taught that the words are new to the students or when they feel that the students were not familiarized with certain words.

4.1.10. Teachers' responses to the interview question of 'How do you apply theory of language teaching strategies in vocabulary lesson such as: Grammar translation method, direct method, communication method and task based method? Here the majority of the interviewed teachers had reacted the interview question as the theories were out of their experience; it means that, they did not have any knowledge about the role of the mentioned theory had in vocabulary teaching. All of the interviewed teachers responded as they did not remember the mentioned theories, but they responded as they had learned the theories in their degree program. This show that vocabulary teaching strategies did relate with the theory of language teaching and learning, even they do not know the traditional one grammar translation even though they applied in the actually class, but they did not have its knowledge in which theory it is categorized

A few teachers responded as they apply the theory language teaching and learning in teaching vocabulary according to their necessity and according the vocabulary item; it means that in order to apply the theories in certain vocabulary lesson the nature of the vocabulary learned and the learners'back ground should be considered.

4.2. Analysis of Data Obtained through Teachers' Questionnaire

Table 2. The Role of English language teachers in applying various vocabulary teaching strategies

This table indicated that the analysis of teachers responses to the role of English language teachers in applying various vocabulary teaching strategies. The data analyzed qualitatively which means at what extent the teacher agree with the given statement, it also analyzed in quantitatively in figures and in percent

No	Item	SA		A		UD		DA		SDA		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Words should be taught separately or in isolated way.			2	33.3			4	66.6			6	100
2	Teacher should use only dictionary and guessing from context while teaching vocabulary Preferences of vocabulary learning strategies	1	16.6	2	33.3			2	33.3	1	16.6	6	100
3	Vocabulary should be taught as it can prepare students to real world communication.	5	83.3					1	16.6			6	100
4	Well equipping students with the vocabulary learning strategies is the role of the teacher	1	16.6	2	33.3			3	50			6	100
5	While teaching vocabulary item, teachers should follow students' motivation and need	2	33.3	2	33.3			2	33.3			6	100
6	In order to determine vocabulary teaching strategies, the teacher should consider the students' Preferences of vocabulary learning strategies.	3	50	2	33.3			1	16.6			6	100
7	Successful language teaching involves the use of effective teaching	4	66.6	2	33.3							6	100

	strategies.												
8	Aware students' deferent vocabulary learning strategies help them to react in different way in order to learn words	4	66.6					2	33.3			6	100
9	While teaching vocabulary teachers' should be able to enhance autonomous learning	3	50	1	16.6			2	33.3			6	100
10	Teaching words itself and teaching the strategies of learning words are different side of the same coin.							4	66.6	2	33.3		
11	In teaching vocabulary following single strategies preferable rather than follow various strategies.			1	16.6			5	83.3			6	100
12	The theories of 'there is no a single size fit all' also applicable in vocabulary learning strategies in order to indicate every individual has his/her own vocabulary learning strategies in different vocabulary item	1	16.6	4	66.6			1	16.6			6	100
13	Students should know the vocabulary teaching strategies that teachers' follow.			2	33.3			4	66.6			6	100
14	Teachers are responsible to teach both vocabulary items and vocabulary learning strategies			3	50	1	16.6	2	33.3			6	100
15	Teachers 'should give emphasis for both selection of vocabulary item and vocabulary teaching strategies	4	66.6	2	33.3							6	100
16	Teachers' should use different vocabulary teaching strategies to teach certain vocabulary item in order to fit students' vocabulary learning strategies	2	33.3	2	33.3			2	33.3			6	100

In order to analysis the data obtained through questionnaires from teachers, it is necessary to depict from each statement that the respondents' respond in number and percent (%). So out of six respondents, 2 (33.3%) of them responded 'Agree' it imply that (33.3%) of the respondent highly prefer vocabulary learning in isolated way and 4(66.6%) of them responded 'disagree' for the questionnaire of "vocabulary should be taught in isolated way", this indicated that the 4(66.6 %) of the respondent did not prefer vocabulary learning in isolated way.

in the second question 1(16.6%) of the respondents responded 'strongly agree', 2(33.3%) of them respondents responded 'Agree', 2(33.3%) of them responded disagree, and 1(16.6%) of them responded 'strongly disagree' for the questionnaire "Teacher should use only dictionary and guessing from context while teaching vocabulary Preferences of vocabulary learning strategies" This analysis indicated that half of the respondent prefer relying on dictionary and guessing from context while learning vocabulary ,whereas, the rest half of the respondent did not prefer learning vocabulary only from dictionary and guessing from context .

The third statement "Should Vocabulary taught as it can prepare students to real world communication?" 5(83.3%) of them responded as strongly agree, it indicate that (83.3%) of the respondents prefer vocabulary learning strategies that prepare them to the real world communication. whereas 1(16.6%) of the respondents responded as 'Disagree' this implies that (16.6%) of the respondent responded as they did not associate their vocabulary learning strategies with their real world communication. The other questionnaire is "Well equipping students with the vocabulary learning strategies is the role of the teacher" 1(16.6%) of the respondents responded as 'strongly agree' it indicated that (16.6%) of the respondents react as their English language teachers were responsible to provide them vocabulary learning strategies, and 2(33.3%) of the respondents responded as 'agree' this also imply that students vocabulary learning strategies were designed and addressed by teachers. In contrary 3(50%) of the respondents responded as 'disagree', it show that 3(50%) of the respondent react as individual difference determine individual learning strategies.

The fifth questionnaire was "While teaching vocabulary item, teachers should follow students' motivation and need" 2(33.3%) of the respondents responded as 'strongly agree' this imply that 2(33.3%) of the respondent highly interested with the opinion that follow the students preference in the selection of vocabulary item. Similarly 2(33.3%) of the respondents responded as 'agree' it also show that the interest of the students should be considered while selection of vocabulary

item. In contrary 2(33.3%) of the respondents responded as 'disagree' it implies that in order to teach such vocabulary item it is necessary considering students motivation and need. The sixth questionnaire was "In order to determine vocabulary teaching strategies, the teacher should consider the students' Preferences of vocabulary learning strategies" 3(50%) of the respondents responded that 'strongly agree' it imply that the preference of students in vocabulary teaching strategies should be prioritized, and 1(16.6%) of the respondents responded as 'agree' it show that following students preference in vocabulary learning strategies considering individual learning difference.

Whereas, 2(33.3%) of the respondents responded as 'disagree' it indicated that it did not necessary following students preference of vocabulary learning strategies. the seventh Questionnaire was 'Successful language teaching involves the use of effective teaching strategies' 4(66.6%) of the respondents responded as strongly 'agree' it implies that the effective language teaching strategies followed, the successful language learning achieved. similarly way 2(33.3%) of the respondents responded as 'agree'

The next Questionnaire was "Aware students' deferent vocabulary learning strategies help them to react in different way in order to learn words" 4(66.6%) of the respondents responded that 'strongly agree' it indicted that enabling students with various vocabulary learning strategies more facilitate learning ample vocabulary from different source. But 2(33.3%) of the respondents responded that 'disagree' it show that the vocabulary that students learned by them did not have effect on the students language development.

The other questionnaire was 'While teaching vocabulary teachers' should be able to enhance autonomous learning' 3(50%) of the respondents responded that 'strongly agree' it indicted 3(50%) of the respondents support the opinion of enhancing autonomous learning, and 1(16.6%) of the respondents responded 'agree' it also indicate supporting autonomous learning. But 2(33.3%) of the respondents responded that 'disagree' it indicated that 2(33.3%) of the respondents responded disagree with the opinion of enhancing autonomous learning.

The other questionnaire was 'teaching words itself and teaching the strategies of learning words are different side of the same coin' 4(66.6%) of the respondents responded as 'strongly disagree' it indicate that 4(66.6%) of the respondents responded as teaching the word itself and teaching the strategies of learning word considering as completely different. The next questionnaire was "In teaching vocabulary following single strategies preferable rather than follow various

strategies.” 1(16.6%) of the respondent responded as ‘agree’ it indicated that 1(16.6%) of the correspondents of the study influenced in single vocabulary teaching strategies. whereas, 5(83.3%) of the respondents of the study responded as ‘agree’ it show that 5(83.3%) of the respondents of the study prefer various vocabulary teaching strategies.

The next questionnaire was “The theories of ‘there is no a single size fit all’ also applicable in vocabulary learning strategies in order to indicate every individual has his/her own vocabulary learning strategies for different vocabulary item” 1(16.6%) of the respondents responded as ‘strongly agree’ it indicate that 1(16.6%) of the correspondents the study realize that every individual has his/her own learning strategies, and 4(66.6%) of the respondents responded as ‘agree’ it also indicated that 4(66.6%) of the respondents of the study recognized individual deference in the preference of learning strategies. In the contrary, 1(16.6%) of the respondents of the study responded as ‘disagree’ it indicated that 1(16.6%) of the participants of the study fix their assumption on all learner prefer any learning strategies

Q.no.13 was “students should know the vocabulary teaching strategies that teachers’ follow.” 2(33.3%) of the respondents responded as ‘agree’ it indicate that 2(33.3%) of the respondents accept the opinion that the students know the teaching strategies teachers follow. in contrary, 4(66.6%) of the respondents responded ‘disagree. It shows that it is not necessary for the students knowing the vocabulary teaching strategies that teachers follow. The next questionnaire was Q.no. 14. “Teachers are responsible to teach both vocabulary items and vocabulary learning strategies” 3(50%) of the respondents responded as ‘agree’ it indicate that, the teachers should teach both vocabulary and vocabulary teaching strategies. whereas,1(16.6%) of the respondents responded as ‘disagree’ it indicated that, teachers are not responsible to teach both vocabulary and vocabulary learning strategies, and 2(33.3%) of the respondents responded it also show that, teachers are not necessarily cooperate vocabulary item and vocabulary teaching strategies.

The next question no.15 was “Teachers ’should give emphasis for both selection of vocabulary item and vocabulary teaching strategies 4(66.6%) of the respondents responded as ‘strongly agree’ it indicated that giving emphasis for both the selection of vocabulary item and vocabulary teaching strategies accepted by 4(66.6%) of the participant of the study, and 2(33.3%) of the respondents of the study responded as ‘agree’ it also indicated that the given to the selection of vocabulary supported by 2(33.3%) of the respondents

Q.no 16 was “Teachers’ should use different vocabulary teaching strategies to teach certain vocabulary item in order to fit students’ vocabulary learning strategies” this questionnaire responded as ‘strongly agree’ by 2(33.3%) of the respondents, it indicated that 2(33.3%) of the respondents of the study support the opinion of using different vocabulary teaching strategies, and also responded by 2(33.3%) of the participant of the study, it show that 2(33.3%) of the respondent support the opinion. In the contrary, by 2(33.3%) the respondents responded as ‘disagree’ it indicated that 2(33.3%) of the respondents did not support the opinion of using different vocabulary teaching strategies

Q.no 17 was “Letting students’ to write new words again and again is the most important vocabulary teaching strategies.” This questionnaire was responded as ‘strongly agree’ by 1(16.6%) of the participant of the study it indicated that 1(16.6%) of the respondents of accept this strategies as their commonly used vocabulary teaching strategies. but responded as ‘disagree’ by 1(16.6%) of the respondent it indicated that a few respondent did not use this strategies in order to teach vocabulary

Table 3. Vocabulary teaching strategies those teachers responded according to their preference and their experience

This table indicated that the analysis of teachers responses to the vocabulary teaching strategies; the data analyzed qualitatively which means at what extent the teacher agree with the given statement it also analyzed in quantitatively in figures and in percent

17	Letting students’ to write new words again and again is the most important vocabulary teaching strategies			1	16.6	4	66.6			1	16.6			6	100
18	Teachers’ should let students to say new words repeatedly until they well familiarize with new words			2	33.3	2	33.3			1	16.6	1	16.6	6	100
19	Vocabulary should be taught both directly and indirectly			2	33.3	4	66.6							6	100
20	Teachers should encourage students to extend their vocabulary learning strategies through media and computer			3	50	3	50							6	100
21	Vocabulary could be taught in any language lesson such as: Reading, speaking, listening, writing, and grammar			2	33.3	1	16.6			3	50			6	100
22	Teacher should apply the principle of Hammer (1987:158) in vocabulary lesson									3	50	3	50	6	100
	Knowing a	Word meaning	Meaning in context Sense relations												
		Word use	Metaphor and idiom Collocation Spelling and pronunciation												
		Word formation	Parts of speech Prefixes and suffixes Style and register												
		Word grammar	Nouns: countable and uncountable, Verb complementation: Adjectives and adverbs position,												
23	Teacher should teach a vocabulary using different strategies to help students understand the meaning and recall it for future use.			2	33.3	1	16.6			3	50			6	100
24	In teaching vocabulary, strategies which enable learners to remember words once they are learned are very essential.			3	50	3	50							6	100

Q.no.18 was “Teachers’ should let students to say new words repeatedly until they well familiarize with new words.” This questionnaire responded as ‘strongly agree’ by 2(33.3%) of the respondents this indicated that 2(33.3%) of the respondent choice this strategies in order to teach vocabulary, similarly by 2(33.3%) of respondents responded as ‘agree’ it also show that 2(33.3%) of the respondents commonly used in order to teach vocabulary. whereas,

by 1(16.6%) of the respondent responded as ‘disagree’ it show that 1(16.6%) of the respondent did not commonly used this strategies in order to teach vocabulary, and by 1(16.6%) of the respondent responded as ‘strongly disagree’ it indicated that 1(16.6%) of the respondent did not totally used this strategies in order to teach vocabulary Q.no.19 was of “Vocabulary should be taught both directly and indirectly” this questionnaire responded by 2(33.3%) of the respondents responded ‘strongly agree’ it indicated that 2(33.3%) of the respondent familiarized with teaching vocabulary teaching directly and indirectly, and by 4(66.6%) of the respondents responded as ‘agree’ it also indicated that 4(66.6%) of the respondent commonly apply teaching vocabulary directly and indirectly

Q.no.20. Was “Teachers should encourage students to extend their vocabulary learning strategies through media and computer” This questionnaire responded by 3(50%) of the respondents responded as ‘strongly agree’ it show that 3(50%) of the respondents influence their students to extended their vocabulary learning strategies through media and computer ,and similarly by 3(50%) of the respondents responded as ‘agree’ it also indicated that 3(50%) of the respondent motivate their students to extended their students through media and computer.

Q.no 21 was “Vocabulary could be taught in any language lesson such as: Reading, speaking, listening, writing, and grammar” this question was responded by 2(33.3%) of the respondents responded as ‘strongly agree’ it indicated that 2(33.3%) of the respondents accept the opinion of integrating vocabulary teaching with other language skill, and by 1(16.6%) of the respondent responded as ‘agree’ it also show that 1(16.6%) of the respondents support the idea of integrating teaching vocabulary with other language skill. Whereas, by 3(50%) of the respondents responded as ‘disagree’ it indicated that 3(50%) of the respondents of the study did not accept the opinion of integrating teaching vocabulary with other language skill.

Q. no 22 was “Teacher should apply the principle of Hammer (1987:158) in vocabulary lesson” this questionnaire responded by 3(50%) of the respondents as ‘strongly agree’ it indicated that among the participant of the study 3(50%) of the respondents apply the principle of hammer in their vocabulary lesson, Whereas, by 3(50%) of the respondents of the study responded as ‘disagree’ it show that 3(50%) of the respondents of the study did not support the opinion of applying the principle in their vocabulary lesson

The next questionnaire Q. no. 23 It was “Teacher should teach a vocabulary using different strategies to help students understand the meaning and recall it for future use” by 2(33.3%) of the respondents responded as ‘strongly agree’ it indicated that 2(33.3%) of the respondents very influenced by the opinion of teaching vocabulary in meaningful way and memorable way, and by 1(16.6%) of the respondents responded as ‘agree’ it also show that 1(16.6%) of the respondents supported the idea of using various vocabulary teaching strategies in order help the students to realize the learned vocabulary.

In contrary by 3(50%) of the respondents responded as ‘disagree’ it show that 3(50%) of the respondents did support the idea of using various vocabulary teaching strategies. The last questionnaire on Q.no.23 was “In teaching vocabulary, strategies which enable learners to remember words once they are learned are very essential” by 3(50%) of the respondents responded as ‘strongly agree’ it imply that 3(50%) of the respondents prefer the vocabulary teaching strategies that help the students to remember easily what they learned, and by 3(50%) of the respondents responded as ‘agree’ it also indicated that they prefer the respondent helpful vocabulary teaching strategies.

Table 4. Analysis of Data Obtained through students' Questionnaire

In this data analysis the students' preference of vocabulary learning strategies assessed, and the data obtained from the students' analyzed qualitatively, which means at what extent the students prefer the stated vocabulary learning strategies. In addition to this, the data also analyzed quantitatively that means a number of students strongly agree, agree, neither agree, nor disagree, disagree, strongly disagree analyzed in figure and in percent.

No	Items	SA		A		NA.ND		DA		SDA		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	In learning vocabulary, strategies which enable me to remember words once they are learned are very essential.	2	5.4	2	5.4	1	2.7	13	35.1	19	51.3	37	100
2	Writing a new word in separate vocabulary note book is another interesting vocabulary learning strategy.	11	29.7	23	62.1	2	5.4	2	5.4			37	100
3	Creating self-mental image is important to remember meaning of words.	1	2.7	2	5.4			17	45.9	17	45.9	37	100
4	Words should be learned separately or in isolated way.	22	59.5	13	35.1					2	5.4	37	100
5	Successful language learning involves the use of effective learning strategies.	2	5.4	13	35.1	20	54	2	5.4			37	100
6	The effective vocabulary learning strategies is associating the learned vocabulary with our real world.			3	8.1	7	18.9	11	29.7	16	43.2	37	100
7	Guessing from context and collocation mostly applicable vocabulary learning strategies in learning vocabulary in			1	2.7	4	10.8	19	51.4	13	35.1	37	100

	reading												
8	Listing words is the best method of remembering the learned words	17	45.9	16	43.2	4	10.8					37	100
9	Using dictionary in learning vocabulary is the most preferable	17	45.9	12	32.4	3	8.1	3	8.1	2	5.4	37	100
10	In learning second language vocabulary the association the meaning with first language is other solution	10	27	16	43.2	5	13.5	3	8.1	3	8.1	37	100
11	In vocabulary learning the students' should follow the teachers' vocabulary teaching strategies rather than follow their own vocabulary learning strategies	8	21.6	13	35.1	5	13.5	7	18.9	4	10.8	37	100
12	Translation English language vocabulary in to learner's first language (Afaan oromoo or Amharic) is the most preferable foreign language vocabulary learning strategies	8	21.6	14	37.8	11	29.7	2	5.4	2	5.4	37	100
13	Writing the new word again and again preferable to remember the learned word	11	29.7	13	35.1	7	18.9	5	13.5	1	2.7	37	100
14	Vocabulary could be learned in any language lesson such as: Reading, speaking, listening, writing, and grammar			3	8.1	3	8.1	22	59.5	9	24.3	37	100
15	Students should extend their vocabulary learning strategies through media and computer					4	10.8	18	48.6	15	40.5	37	100
16	Teacher should apply the principle of Hammer(1987:158) in vocabulary lesson							18	48.6	19	51.4	37	100
	ቁ Word Meaning in context Sense relations												

		meaning												
		Word use	Metaphor and idiom Collocation Spelling and pronunciation											
		Word formation	Parts of speech Prefixes and suffixes Style and register											
		Word grammar	Nouns: countable and uncountable, Verb complementation: Adjectives and adverbs position,											
17	When teacher teach a vocabulary, he/she always use different strategies to help students understand the meaning and recall it for future use			5	13.5			17	45.9	15	40.5	37	100	

In foreign language learning vocabulary take a lion share to enhance communication, for this reason vocabulary learning strategies are vehicle that took learners' to meaning full vocabulary learning ,so it is important to analysis and interpret the data obtain through questioner from sample of students.

Q.no.1 was "In learning vocabulary, strategies which enable me to remember words once they are learned are very essential" by 2(5.4%) of the respondents responded as 'strongly agree' it indicated that 2(2.4%) of the respondents prefer vocabulary leaning strategy that help them easily remember the learned vocabulary item ,and by 2(5.4%) of the respondents responded as 'agree' it also show that 2(2.4%) respondent need memorable learning strategies. and by 1(2.7%) of the respondents responded that ' neither agree nor disagree' it imply the statement neither supported nor opposed by 1(2.7%) of the respondents. In contrary, by 13(35.1%) of the respondents responded as 'disagree' it indicated that 13(35.1%) of the respondents did not prefer easily memorable learning strategies, similarly, by 19(51.1%) of the respondents responded that 'strongly disagree' it show that 19(51.1%) of the respondents totally did not take the idea of the statement in their vocabulary learning strategies.

Q.no. 2. Was "Writing a new word in separate vocabulary note book is another interesting vocabulary learning strategies" this statement responded as 'strongly disagree' by 11(29.7%) of the respondents, it indicated that writing new words in separate vocabulary note book was the highly preference vocabulary learning strategies of 11(29.7%) of the respondents, in the same way 23(62.1%) of the respondents responded that 'agree' it also show that 23(62.1%) of the respondents prefer writing new words in separate vocabulary note book.

But the questionnaire responded by 2(5.4%) of the respondents as 'neither agree nor disagree', it indicated that 2(5.4%) of the respondents did not accept or reject vocabulary learning strategies that jotting down new word on separate note book. In other word 1(2.7%) of the respondents responded as disagree, it show that 1(2.7%) of the respondents did not use vocabulary learning strategies that writing new word in separate vocabulary note book

Q. no.3. was "Creating self-mental image is important to remember a meaning of words" this questionnaire was responded by 1(2.7%) of the respondents as 'strongly agree' it indicated that 1(2.7%) of the respondents highly influenced by drawing mental image vocabulary learning

strategies, and it also responded by 2(5.4%) of the respondents as 'agree' similarly it indicated that 1(2.7%) of the respondent support the vocabulary learning strategies that creating mental image relating to the new word or the learned vocabulary. In contrary, the questionnaire responded by 17(45.9%) of the respondents as 'disagree' it indicated that 17(45.9%) of the respondents did not prefer the vocabulary learning strategies that draw mental image, and in the same way the questionnaire was responded by 17(45.9%) of the respondents as 'strongly disagree' it show that 17(45.9) of the respondents did not prefer creating mental image vocabulary learning strategies.

Q. no 4. was item "Words should be learned separately or in isolated way this questionnaire responded by 22(59.5%) of the respondents as 'strongly agree' it indicated that 22(59.5%) of the respondents highly influenced by learning vocabulary in isolated way, and it also responded as by 13(35.1%) of the respondents as 'agree' similarly it show that 13(35.1%) of the respondents prefer learning vocabulary insolated way. Whereas, the questionnaire responded by 2(5.4%) of the respondent as 'strongly disagree' it indicated that 2(5.5%) of the respondents did not totally prefer learning vocabulary in isolated way.

Q. no.5. was "successful language learning involves the use of effective learning strategies." this questionnaire responded by 2(5.4%) of the respondents as 'strongly agree' it indicated that 2(5.4%) of the respondents highly support the opinion of successful language learning is the result effective learning strategies ,and it also responded by 13(35.1%) of the respondents as 'agree' it indicated that 13(35.5%) of the respondents accept the opinion that successful learning involves using effective learning strategies. whereas, the questionnaire responded by 20(54%) of the respondents 'neither agree nor disagree' it indicated that 20(54%) of the respondents did not determine whether accept or not, the effectiveness of learning strategies on successful language learning. In other word it responded by 2(5.4%) of the respondents 'disagree' it indicated that 2(5.4%) of the respondent did not believe that successful language learning is the result of effective language learning strategies.

Q.no. 6.Was "The effective vocabulary learning strategies are associating the learned vocabulary with our real world." this questionnaire responded by 3(8.1%) of the respondents as 'agree' it show that 3(8.1%) of the respondent highly prefer associating the learned vocabulary with their real world vocabulary learning strategies.

whereas, this questionnaire responded again differently by 7(18.9%) of the respondents as ‘neither agree nor disagree’ it indicated that 7(18.9%) of the respondents did not show whether they prefer or not ‘associating with the real world vocabulary learning strategies’. but the questionnaire responded by 11(29.7%) of the respondents as ‘disagree’ it indicated that 11(29.7%) of the respondents did not prefer associating the learned word with real world vocabulary learning strategies, in addition to this, the questionnaire responded by 16(43.2%) of the respondents as ‘strongly disagree’ it indicated that 16(43.2%) of the respondent did not totally prefer associating vocabulary learning strategies.

Q.no.7. was “Guessing from context and collocation mostly applicable vocabulary learning strategies in learning vocabulary in reading” this questionnaire responded by 1(2.7%) of the respondents as ‘agree’ it indicated that 1(2.7%) of the respondents prefer guessing and collocation vocabulary learning strategies. in contrary, it responded by 4(10.8%) of the respondents as ‘neither agree nor disagree’ it show that 4(10.8%) of the respondents did not determine whether they prefer or not guessing and collocation vocabulary learning strategies. in other word, this questionnaire responded by 19(51.4%) of the respondents as ‘disagree’ it indicated that 19(51.4%) of the respondents did not prefer guessing from context and collocation vocabulary learning strategies. in addition to this , the questionnaire responded by 13(35.1%) of the respondents as ‘strongly disagree’ it also show that 13(35.1%) of the respondent totally did not prefer guessing from the context and collocation vocabulary learning strategies.

Q.no. 8. Was “Listing words is the best method of remembering the learned words” it was responded by 17(45.9%) of the respondents as ‘strongly agree’ it indicated that 17(45.9%) of the respondents highly prefer ‘listing down’ vocabulary learning strategies, similarly it responded by 16(43.2%) of the respondents as ‘agree’ it show that 16(43.2%) of the respondent prefer ‘listing down’ vocabulary learning strategies. but the questionnaire responded only by 4(10.8%) of the respondents as ‘disagree’ it indicated that 4(10.8%) of the respondents did not prefer listing down’ vocabulary learning strategies.

Q.no.9. was “Using dictionary in learning vocabulary is the most preferable” it was responded by 17(45.9%) of the respondents as ‘strongly agree’ it indicated that 17(45.9%) of the respondents highly prefer using dictionary in vocabulary learning. And it also responded by 12(32.4%) of the respondents as ‘agree’ it show 12(32.4%) of the respondents prefer using dictionary in learning

vocabulary. whereas, it responded by 3(8.1%) of the respondents as ‘neither agree nor disagree’ it indicated that 3(8.1%) of the respondents fail in dilemma their preference of using dictionary in learning vocabulary. But it responded by 3(8.1%) of the respondents as ‘disagree’ it indicate that 3(8.1%) of the respondents did not prefer using dictionary in vocabulary learning. Finally, this questionnaire responded by 2(5.4%) of the respondents ‘strongly disagree’ it indicate that 2(5.4%) of the respondents totally did not prefer using dictionary in learning vocabulary.

Q.no.10. was “In learning second language vocabulary the association the meaning with first language is other solution.” This questionnaire was responded by 10(27%) of the respondents as ‘strongly agree’ it indicated that 10(27%) of the respondents highly prefer ‘second language vocabulary translating first language,’ and it also responded by 16(43.2%) of the respondents as ‘agree’ it also show that 16(43.2%) of the respondents prefer second language vocabulary in to learners’ first language . whereas, it responded by 5(13.5%) of the respondents as ‘ neither agree nor disagree’ it indicated that 5(13.5%) of the respondents did not determine the preference of association of second language vocabulary with first language. in other word, the questionnaire responded by 3(8.1%) of the respondents as ‘disagree’ it indicated that 3(8.1%) of the respondents did not prefer association second language vocabulary with first language vocabulary learning strategies. Similarly, it responded by 3(8.1%) of the respondents as ‘strongly disagree’ it indicated that 3(8.1%) of the respondents did not totally prefer the association vocabulary learning.

Q.no.11 was “In vocabulary learning the students’ should follow the teachers’ vocabulary teaching strategies rather than follow their own vocabulary learning strategies” this questionnaire responded by 8(21.6%) of the respondents as “strongly agree” it indicated that 8(21.6%) of the respondents highly prefer following teachers vocabulary teaching strategies, and it responded by 13(35.1%) of the respondents as “agree” it indicated that 13(35.1%) of the respondents prefer following teachers vocabulary teaching strategies. whereas, the questionnaire responded by 5(13.5%) of the respondents as “ neither agree nor disagree” it indicated that 7(18.9%) of the respondents did not determine whether the students following teachers vocabulary teaching strategies or following their own vocabulary learning strategies. But it responded by 4(10.8%) of the respondents as ‘disagree’ it indicate that 4(10.8%) of the respondents did not prefer following teachers vocabulary teaching strategies

Q. no 12. Was “Translation English language vocabulary in to learner’s first language (Afaan oromoo or Amharic) is the most preferable foreign language vocabulary learning strategies” this questionnaire responded by 8(21.6%) of the respondents as ‘strongly agree’ it indicated that 8(21.6%) of the respondents highly prefer translation method of vocabulary learning strategies, and it also responded by 14(37.8%) of the respondents as ‘agree’ it indicated that 14(37.8%) of the respondents prefer translation method of vocabulary learning strategies. whereas, this questionnaire responded by 11(29.7%) of the respondents as ‘ neither agree nor disagree’ it indicated that 11(29.7%) of the respondents fail in dilemma to determine whether prefer translation method of vocabulary learning strategies or not. in other word, it responded by 2(5.4%) of the respondents as ‘disagree’ it indicated that 2(5.4%) of the respondents did not prefer translation method of vocabulary learning strategies, Similarly this questionnaire responded by 2(5.4%) of the respondents as ‘strongly disagree’ it show that 2(5.4%) of the respondents did not totally prefer translation method of vocabulary strategies.

Q.no. 13. “Writing the new word again and again preferable to remember the learned word” this questionnaire responded by 11(29.7%) of the respondents as ‘strongly agree’ it indicated that 11(29.7%) of the respondents highly prefer writing new word repeatedly vocabulary learning strategies, and it also responded by 13(35.1%) of the respondents as ‘agree’ it indicated that 13(35.1%) of the respondent prefer ‘repeatedly writing new words vocabulary learning strategies’.

In other word, it responded by 7(18.9%) of the respondents as ‘neither agree nor disagree’ it indicated that 7(18.9%) of the respondents did not determine or fail in dilemma whether they prefer or not repeatedly writing down new words vocabulary learning strategies. Whereas, it responded by 5(13.5%) of the respondents as ‘disagree’ this show that 5(13.5%) of the respondents did not prefer repeatedly writing down new words vocabulary learning strategies. finally, this questionnaire responded by 1(2.7%) of the respondents as ‘strongly disagree’ it indicated that 1(2.7%) of the respondents did not totally prefer writing new words repeatedly vocabulary learning strategies.

Q. no. 14 was “Vocabulary could be learned in any language lesson such as: Reading, speaking, listening, writing, and grammar” this questionnaire responded by 3(8.1%) of the respondents as ‘agree’ it indicated that 3(8.1%) of the respondents prefer learning vocabulary any language

lesson such as: reading, speaking, listening and writing. Whereas, it responded by 3(8.1%) of the respondents as ‘neither agree nor disagree’ it indicate that 3(8.1%) of the respondents fail in dilemma whether prefer learning vocabulary in any language lesson such as in reading, listening, speaking and writing. But it responded by 22(59.5%) of the respondents as ‘disagree’ it indicate that 22(59.5%) of the respondents did not prefer learning vocabulary in such vocabulary lesson: in reading, listening, speaking and writing. similarly, it responded by 9(24.3%) of the respondents as ‘strongly disagree’ it indicate that 9(24.3%) of the respondents did not totally prefer learning vocabulary in such language lesson.

On.Q.no.15. Was “Students should extend their vocabulary learning strategies through media and computer” this questionnaire responded by 4(10.8%) of the respondents as ‘neither agree nor disagree’ it indicate that 4(10.8%) of the respondents did not determine whether they prefer extended their vocabulary learning strategies through media or not. In other word, it responded by 18(48.6%) of the respondents as ‘disagree’ it indicate that 18(48.6%) of the respondents did not prefer learning vocabulary through media, and it also responded by 15(40.5%) of the respondents as ‘strongly disagree’ it indicate that 15(40.5%) of the respondents did not totally prefer learning vocabulary through media.

On Q.no 16. Was “Teacher should apply the principle of Hammer (1987:158) in vocabulary lesson” this questionnaire responded by 18(48.6%) of the respondents as ‘disagree’ it indicate that 18(48.6%) of the respondents did not prefer applying the principle off Hammer in vocabulary lesson, and it also responded by 19(51.4%) of the respondents as ‘strongly disagree’ it indicate that 19(51.4%) of the respondents did not totally prefer the principle of Hammer in vocabulary learning.

On Q.no. 17. Was of “When teacher teach a vocabulary, he/she always use different strategies to help students understand the meaning and recall it for future use” this questionnaire responded by 5(13.5%) of the respondents as ‘agree’ it indicate that 5(13.%) of the respondents prefer their teachers various vocabulary teaching strategies .whereas, it responded by 17(45.9%) of the respondents as ‘disagree’ it indicate that 17(45.9%) of the respondents did not prefer their teachers various vocabulary teaching strategies, and it also responded by 15(40.5%) of the respondents as ‘strongly disagree’ it indicate that 15(40.5%) of the respondents did not totally prefer their teachers various vocabulary teaching strategies.

4.4. Analysis of Data Obtained through class room Observation

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

No	Appling of vocabulary teaching strategies in EFL class	Yes		No		Total	
		F	%	F	%	F	%
1	Are the teacher's vocabularies teaching strategies clear to the student?	1	16.6	5	83.3	6	100
2	Does the teacher let the students practice the learned words in their own vocabulary learning strategies?			6	100	6	100
3	Does the teacher teach the vocabularies in various language skills?	2	33.4	4	66.6	6	100
4	Does the teacher's vocabulary teaching strategy invite students to actively participate in vocabulary lesson?	3	50	3	50	6	100
5	Does the teacher teach the vocabularies in authentic way?	1	16.6	5	83.3	6	100
6	Does the teacher let the students guess the meaning of words from the context while teaching reading?	6	100			6	100
7	Does the teacher create situations that allow the students to practice the leaned words?	6	100			6	100
8	Does the teacher apply the principle of Hammer (word use, word meaning ,word formation and word grammar	1	16.6	5	83.3	6	100
9	Does the teacher apply different vocabulary teaching strategies based on the nature of the words?	2	33.3	4	66.6	6	100
10	Does the teacher attempt to relate his/her vocabulary teaching strategies with students' vocabulary learning strategies?			6	100	6	100
11	Does the teacher apply the modern theory of language learning in vocabulary teaching such as communicative method and task based method?			6	100	6	100

As depicted in the data obtained from classroom observation revealed that 1 of English language teachers' vocabulary teaching strategies were preferable by students, whereas 5 of English language teachers' vocabulary teaching strategies were not preferable by students, this show that majority of English language teachers vocabulary teaching strategies were not preferable by students . In case of 'Does the teacher let the students practice the learned words in their own ways?' 6 of English language teachers' did not let students practice the learned words in their own ways, they leave at side the principle of language learning is autonomous learning which means the learner self-governance in language learning and practice.

Regarding, 'Does the teachers teach vocabulary in various language skills?' 2(two) of the observed English language teachers' taught vocabulary in various language skills. In contrast to this, 4 of the observed English language teachers' did not teach vocabulary accompanied with other language skill.

In other word, whether or not the teachers' vocabulary teaching strategy invited students to actively participate in vocabulary lesson 3 of the observed English language teachers' vocabulary teaching strategies invited the students to actively participate in vocabulary lesson, but 3 of the observed English language teachers' vocabulary teaching strategies did not invite students to actively participate in vocabulary lesson. The next point that gets emphasis was the authenticity of the vocabulary lesson, 1 (one) of the observed teachers' taught vocabulary in authentic way. In contrary, 5 of the observed teachers did not teach vocabulary in the authentic way.

The other observation point was 'Does the teacher let the students to guess the meaning of words from the context while teaching reading?' 6 of the observed English language teachers' let the students to guess the meaning of words from the context during the reading lesson, the next class room observation point was 'Does the teacher creating situation that the students practice the learned words?' here again similar to the previous observation 6 of the observed teachers create situation that the students practice the learned word.

The created situation was common for all students it was not treating the individual preference of language learning strategies. Regarding the next point 'Does the teacher applying the principle of Hammer (1987:158) in vocabulary lesson?' 1 of the observed teachers was apply the principle of Hammer (1987:158) in another word, 5 of the observed teachers did not apply the principle of Hammer vocabulary teaching strategies.

The next class room observation was ‘Does the teacher applying different vocabulary teaching strategies based on the nature of the words?’ 2(two) of the observed English language teachers was apply different vocabulary teaching strategies; 4(four) of the observed teachers did not apply different vocabulary teaching strategies rather they use only common method which was writing the meaning of word on the blackboard.

The next point ‘Does the teacher attempt to relate his/her vocabulary teaching strategies with students’ vocabulary learning strategies?’ 6 of the observed teachers, means all of the observed teachers did not made any attempts to relate their vocabulary teaching strategies with students’ vocabulary learning strategies.

The final class room observation point was ‘Does the Teacher apply the modern theory of language learning in vocabulary teaching such as communicative method and task based method?’ 6 of the observed teachers did not apply the mentioned method while teaching vocabulary.

Chapter Five

5. Conclusions and Recommendations

This chapter presents conclusions and recommendations drawn based upon the results, analysis and interpretation of data made in chapter four. This study, as mentioned in the previous chapters, was an assessment of English language teachers' vocabulary teaching strategies vis-à-vis the preference of students' vocabulary learning strategies.

Thus, the data were gathered through data gathering instruments and were presented, analyzed and interpreted in chapter four. Based on the major findings, the following conclusions and recommendations are forwarded by the researcher.

5.1 Conclusions

Base up on the finding of the study, the researcher could conclude the following points

Teachers taught vocabulary using certain vocabulary teaching strategies, but the strategies they follow did not center the interest of the students, rather the vocabulary teaching strategies the teachers follow or used center the interest of the teachers, that means the strategies that were preferable for teacher to teach frequently used by teachers.

The teachers used only common vocabulary teaching strategies instead of using different vocabulary teaching strategies; this could not fail under the lack of knowledge of vocabulary teaching strategies because there were certain evidences that help the researcher to conclude accordingly: such as the response of teachers for the questionnaires and interview question had not have similarity with what they actually apply in the class room during the class room observation, it mean that, majority of the teacher show how much they were rich in vocabulary teaching strategies in the questionnaires and interview session. But the idea revealed in the interview and questionnaire part did not observed in the classroom observation session.

In addition to this, the data analysis and interpretation from teachers' questionnaire and in the interview question response indicated that majority of the teachers have the knowledge of vocabulary teaching strategies.

In contrary as the data obtained from class room observation indicated that majority of the observed teacher did not apply vocabulary teaching strategies as they reacted in the questionnaire and interview session, so this indicate that majority of English language teachers had not the skill of applying different vocabulary teaching strategies.

In another word, as the data analysis of teachers' questionnaires and students' questionnaires show that the vocabulary teaching strategies that most teacher prefer to apply did not preferred by most of the students, so that it affect the students vocabulary learning. That means, deferent learner prefer or have their own vocabulary learning strategies, unless the vocabulary teaching strategies they prefer apply in vocabulary lesson they do not actively learn vocabulary.

As data analysis indicated that most of the teachers were employ only guessing strategies in reading skill by leaving beside the other vocabulary teaching strategies, and also excluded teaching vocabulary in other language items such as speaking, listening, writing and grammar so this could not treat equal the students with their preference of vocabulary learning strategies.

5.2 Recommendations

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

- ❖ It would be advisable for the teacher to consider the learners' preference while teaching vocabulary because the students learn more in the ways they prefer rather than in the ways teachers prefer to teach.
- ❖ The teacher should use various vocabulary teaching strategies as it helps the students to internalize and associate the learned words with their real world.
- ❖ The research findings show that teachers' vocabulary teaching strategies were very limited on common vocabulary teaching strategies, this was because almost all teachers did not have the skill of applying vocabulary teaching strategies in the language classroom. Thus, it would be helpful if teachers got adequate training to bridge gaps between the teachers' knowledge on the theoretical orientations of vocabulary teaching and their practical skills of practicing these strategies in EFL.
- ❖ English language teachers should not limit vocabulary teaching in reading lessons; instead, they should extend it to other language skills such as speaking skills, writing skills and listening skill, and the vocabulary teaching strategies English language teachers employ should vary based on the nature of the vocabulary items.
- ❖ English language teachers, particularly high school teachers, should teach their students vocabulary learning strategies and other language learning strategies because language learning is not limited to the classroom; rather, it extends outside the classroom. To make it what the students do outside the class, the students should be well-equipped with vocabulary learning strategies.

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Appendix-I

Adama Science and Technology University

School Of Humanities and Law

Department Of English Language and Literature

Personal Information

Name of the School: _____

Qualification: _____

Year of experience in teaching English language: _____

Interview question for teachers

1. What are the vocabulary teaching strategies that you use most of the time?

2. How do you relate your vocabulary teaching strategies with students' vocabulary learning strategies?

3. How do you determine in order to use such vocabulary teaching strategies to teach certain words?

4. How do you evaluate the effectiveness of your vocabulary teaching strategies?

5. What kind of instruction you use for vocabulary activities in the classroom?

6. Do you think you let students to take part in classroom activities to practice guessing words in context if your answer is yes? How much it fit the desire goal?

7. How do you help learners while they apply vocabulary learning strategies?

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

9. How do you teach vocabulary in each skill such as: reading, writing, speaking, and listing?

10. How do you apply theories of language teaching strategies in vocabulary lesson such as Grammar translation method, direct method, Naturalist method, Communicative method task based?

Appendix-II

Adama Science and Technology University

School Of Humanities and Law

Department Of English Language and Literature

Teachers' Questionnaires

Dear teachers: I am conducting a study on "An assessment of English language teachers vocabulary teaching strategies vis a vis students' preference of vocabulary learning strategies. Therefore, you are kindly requested to fill in the questionnaire, honestly and carefully.

The questionnaire focusing on the strategies employed to teach vocabulary in relation students' preference. Please note that your answers should be based on what you really do but not based on what you wish you could have done or should have been. I like to stress that the information you provide is completely confidential used by the researcher only. For this reason, you do not have to write your name.

Thank you in advance!!!

Part one

Background information

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

Write where it is necessary in the space provided:-

1. Name of your School: _____

2. Sex: M ☐ F ☐

3. Age:

A) 20-25 ☐ C) 31-35 ☐

B) 26-30 ☐ D) 36-and above ☐

4. Qualification

A) College diploma ☐ C) Masters (MA) ☐

B) Degree (BA) ☐ D) other, please state

5. Subjects you teach: A) _____

B) _____

6. Total year of service as a teacher:

A) 1-5 years ☐ C) 11-15 years ☐

B) 6-10 year's ☐ D) 16-20 years ☐

E) 21 and above years ☐

Part 2: Instructions, Activities

Instruction: Indicate to what extent you agree with the following statements based on your belief and experience of vocabulary teaching strategies.

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

5 4 3 2 1

1. Words should be taught separately or in isolated way.
2. Teacher should use only dictionary and guessing from context while teaching vocabulary
3. Vocabulary should be taught as it can prepare students to real world communication.
4. Well equipping students with the vocabulary learning strategies is the role of the teacher
5. While teaching vocabulary item, teachers should follow students' motivation and need
6. In order to determine vocabulary teaching strategies, the teacher should consider the students' Preferences of vocabulary learning strategies.
7. Successful language teaching involves the use of effective teaching strategies.
8. Aware students' deferent vocabulary learning strategies help them to react in different way in order to learn words
9. While teaching vocabulary teachers' should be able to enhance autonomous learning
10. Teaching words itself and teaching the strategies of learning words are different side of the same coin
11. In teaching vocabulary following single strategies preferable rather than follow various strategies.
12. The theories of 'there is no a single size fit all' also applicable in vocabulary learning strategies in order to indicate every individual has his/her own vocabulary learning strategies in different vocabulary item
13. Students should know the vocabulary teaching strategies that teachers' follow.
14. Teachers are responsible to teach both vocabulary items and vocabulary learning strategies
15. Teachers 'should give emphasis for both selection of vocabulary item and vocabulary teaching strategies
16. Teachers' should use different vocabulary teaching strategies to teach certain vocabulary item in order to fit students' vocabulary learning strategies

17. Letting students' to write new words again and again is the most important vocabulary teaching strategies
18. Teachers' should let students to say new words repeatedly until they well familiarize with new words
19. Vocabulary should be taught both directly and indirectly
20. Teachers should encourage students to extend their vocabulary learning strategies through media and computer
21. Vocabulary could be taught in any language lesson such as: Reading, speaking, listening, writing, and grammar
22. Teacher should apply the principle of Hammer (1987:158) in vocabulary lesson

Knowing a word	Word meaning	Meaning in context Sense relations
	Word use	Metaphor and idiom Collocation Spelling and pronunciation
	Word formation	Parts of speech Prefixes and suffixes Style and register
	Word grammar	Nouns: countable and uncountable, Verb complementation: Adjectives and adverbs position,

23. When I teach a vocabulary, I always use different strategies to help students understand the Meaning and recall it for future use.
24. In teaching vocabulary, strategies which enable learners to remember words once they are Learned are very essential.

Appendix III

Adama Science and Technology University

School Of Humanities and Law

Department of English

Students' questionnaire

Dear Student,

This questionnaire is designed to collect information ***on the An assessment of English language teachers' vocabulary teaching strategies vis a vis a student' preference of vocabulary learning strategies in focus of Awash Melka secondary school***

This questionnaire is one of the instruments which the researcher uses to gather the necessary data for his **MA thesis** in the Teaching English as a foreign language (TEFL) .Thus, the researcher kindly requests you to give the required information provided. Your contribution is highly important for the success of this study. The researcher would like to assure you that all the response you give will be confidential and kept safely according to the details on consent from that is given to you on the separate signed sheet. Your name is not necessary in this information.

Thank you in advance for your co-operation!

Alemu Lemecha

Part 1: Personal Information

Direction 1: Please give information about yourself for each of the categories sbelow. Put a tick () mark in the appropriate box where necessary.

1. Name of your school_____

2. Age a) 13-16 ☐ b) 17-20☐ c) 21 and above

3. Sex a) Male ☐ b) Female☐

4. Grade _____

Part 2: Experience or awareness about vocabulary learning strategies

Please take a few minutes to reflect on your views about vocabulary learning strategies.

Think about the extent to which you agree or disagree with the statements below and

Put a tick in relevant boxes

No		Strongly agree	agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
1	In learning vocabulary, strategies which enable me to remember words once they are learned are very essential					
2	Writing a new word in separate vocabulary note book is another interesting vocabulary learning strategies.					
3	To create one self's own mental images of a word's meaning to remember it.					
4	Words should be learned separately or in isolated way (Afan oromoo) jechoota afaan Ingiliffaa yoo barannuu hiikaa isaan galuumsaan qaban osoo hin taanee hiikaa isaan dhaabbidhaan qabaan irratti hundaa'uu qabana					
5	Successful language learning involves the use of effective learning strategies.					
6	The effective vocabulary learning strategies is associating the learned vocabulary with learner real world.					
7	Guessing from context and collocation mostly applicable vocabulary					

	learning strategies in learning vocabulary in reading (Afan romoo) galuumsa irratti hunda'uun hikaa jechaa tilmaamuufi jechoota waliti sasabuun toftaa jechoota afaan ingiliffaa barachuu keessatti yeroo baay'ee itti fayyadaminuudha					
8	Listing words is the best method of remembering the learned words					
9	Using dictionary in learning vocabulary is the most preferable					
10	In learning second language vocabulary the association the meaning with first language is other solution					
11	In vocabulary learning the students' should follow the teachers' vocabulary teaching strategies rather than follow their own vocabulary learning strategies					
12	Translation English language vocabulary in to learner's first language (Afaan oromoo or Amharic) is the most preferable foreign language vocabulary learning strategies					
13	Writing the new word again and again preferable to remember the learned word					
14	Vocabulary could be learned in any language lesson such as: Reading, speaking, listening, writing, and grammar					
15	Students should extend their vocabulary learning strategies through media and computer					
16	When teacher teach a vocabulary, he/she always use different strategies to help students understand the meaning and recall it for future use					

17	Knowing a word	Word meaning	Meaning in context Sense relations					
		Word use	Metaphor and idiom Collocation Spelling and pronunciation					
		Word formation	Parts of speech Prefixes and suffixes Style and register					
		Word grammar	Nouns: countable and uncountable, Verb complementation: Adjectives and adverbs position,					

Appendix IV

Class room observation checklist

No	Appling of vocabulary teaching strategies in EFL class	Responses											
		T1		T2		T3		T4		T5		T6	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Does the teacher vocabulary teaching strategies clear to the student?												
2	Does the teacher considering their students vocabulary learning strategies while teaching vocabulary?												
3	Does the teachers taught vocabulary in various language skills?												
4	Does the student actively participate in vocabulary lesson?												
5	Is the teacher taught vocabulary in authentic way?												
6	Does the teacher let the students to guess the meaning of words from the context while teaching reading?												
7	Does the teacher creating situation that the students practice the leaned words?												

8	Does the teacher applying the principle of Hammer (1987:158) in vocabulary lesson?												
9	Does the teacher applying different vocabulary teaching strategies base on the nature of the words?												
10	Do the students familiarized with different vocabulary teaching strategies that the teachers' used?												
11	Does the teachers' relate his/her vocabulary teaching strategies with students' vocabulary learning strategies?												
12	Does the teacher apply classical language learning theories in vocabulary teaching such as Grammar translation, direct method, audio lingual, natural approach?												
13	Does Teacher apply the modern theory of language learning in vocabulary teaching such as communicative approach and task based												

