

DEBRE BERHAN UNIVERSITY
COLLEGE OF SOCIAL SCIENCE AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
(GRADUATE PROGRAM IN TEFL)

THE PRACTICE OF TEACHING AND LEARNING VOCABULARY IN EFL CLASSES
AT DIL BETIGLE PRIMARY SCHOOL GRADE EIGHT IN FOCUS

BY
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AUGUST, 2018
DEBRE BERHAN

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(POST GRADUATE PROGRAM)

Declaration

I approved by my signature that this work is mine, and all sources used for this study have been acknowledged.

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ABSTRACT

The purpose of this study was to see the practice of teaching and learning vocabulary at DilBetigle primary school grade eight in focus. In this research descriptive research design was employed to study the practice of teaching and learning vocabulary in the real class room situation. To achieve the objective of the study class room observation, questionnaires, and interview were employed to collect data. Qualitative approach was used to analyze the collected data. The participants of the study were 70 grade eight students and three English language teachers. The researcher took 70 students for questionnaire and 10 students for interview from 250 students using lottery method. The researcher also took all of the three English teachers who were teaching at grade eight using convenient sampling. The findings of the research revealed that teachers mostly use translation to mother tongue which separates students from the target language, to teach vocabulary. Besides, teachers did not give attention for vocabulary lesson. They do not use the appropriate techniques to teach vocabulary based on the level of students. Teachers do not also tell their students the appropriate strategy to develop their vocabulary. Thus, it is recommended that teachers should teach vocabulary to their students appropriately using the appropriate techniques, and they should tell their students the strategies to learn vocabulary

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

According to Naved (2015), language is our primary source of communication. In a sense, it is the medium through which we share our ideas or thoughts with others. Besides, Brian (1998) stated that language is the primary resource teachers have and use for the teaching learning process. During the teaching and learning process of language, teachers and students are working with the language simultaneously as an object of the study and as a medium for learning.

According to Lichtenstein (1997), English is an international language that is the language of diplomacy, business, finance, science and technology. It is the most common language. In a sense, Speaking English will help persons to communicate with people all over the world. In Ethiopia, it is also taught as a subject beginning from grade one and it is used as a medium of instruction from grade seven to higher institutions. Regarding this, Heugh et al (2007) stated that many have brought English as a medium of instruction into grades 7-8, to varying degrees: in Amhara and Harare regions English is MOI (medium of instruction) for Mathematics, Physics, Chemistry and Biology; Dire Dawa is using English to teach all subjects except civics; and Addis Ababa and Afar are using English for all subjects. Benshangul Gumuz, Gambella and SNNP use English as MOI for all 2nd cycle primary schooling, beginning from Grade 5. Moreover, it is used as a medium of communication in some governmental institutions like banks, Ethiopian airlines and educational institutions.

Knowing how to communicate effectively in English helps to succeed: educationally, professionally, and personally. Rosalind (1988) stated that communication is a necessity of life and the better you are of it, the easier it is to succeed.

Vocabulary has a vital role to have effective communication. The more words you have at your command, the more persuasively you can present yourself (Rosalind, 1988). Lichtenstein (1997) also asserted that by studying the building blocks of English and assimilating over vocabulary enhancement skills, one can master English language easily. Besides, Read(2000) said that

words are the basic building blocks of language, the units of meaning from which target structures, paragraphs and whole texts are formed.

In a sense, vocabulary is the basis for language acquisition. The more words students know, the better they are able to comprehend, speak and write. Researchers stated that vocabulary deficiencies are a primary cause of academic failure in grades three through twelve (Baumann & Kameenui, 1991; Stanovich, 1986). Even at advanced level, learners are aware of limitations in their knowledge of second language (L2) knowledge; they experience lexical gaps (Read, 2000).

In other words, vocabulary knowledge is linked strongly to academic success because students who have large vocabularies can understand new ideas and concepts more quickly than students with limited vocabularies. Thus, since elementary school is a level where students get a base for their further education, it is necessary to teach them vocabulary appropriately using appropriate techniques and methods. The syllabus also recommended that extra emphasis should be laid on pronunciation of words, intonation of words, sentence construction, and varying moods as expressed in speech (Williams et al, 2008).

In our school, as the present researcher tried to observe in collegial supervision, teachers teach vocabulary as auxiliary activity often through decontextualized word lists. They teach it through other skills. For example, while teaching reading and listening, teachers tell students the meaning of key words without context, but the exact meaning of a word is known through context. If it is without context, a word may have different meaning as an adjective, noun, verb and adverb (see dictionaries).

On the contrary, grade eight teachers usually complain that students' language proficiency is very low. They said that they cannot read even a word and write their name. Teachers also complain that students cannot read and comprehend the instruction of test and activities. Most students also do not promote to the next grade. Because of this, the present researcher is inspired to see the practice of teaching and learning vocabulary in EFL classes at Dil Betigle Primary School.

2.1. Statement of the problem

Long & Richards (2001) stated that vocabulary is the core component of all language skills. Schmitt & McCarthy (1997) also explained vocabulary as the key aspect of learning a language.

In other words, vocabulary is the basic unit of language. Without enough vocabulary one cannot communicate effectively; it is difficult to comprehend, write and speak. In a sense, students' failure and success depends on the amount of vocabulary students know. A student who has large vocabulary can understand concepts and ideas than a student who knows few vocabularies(Baumann & Kameenui, 1991; Stanovich, 1986).

Different local researches were conducted regarding vocabulary in different time and different contexts. Among these, Getnet (2008) conducted a research on vocabulary strategy use in case of high and low achiever students in Gondar College of education and his findings shows that there is a relation between vocabulary learning strategy use and language learning achievement. The more successful language learners use vocabulary strategy better than the less successful learners. In a sense, the more learners use vocabulary learning strategy, the more they become successful.

Despite vocabulary has such a prominent role to develop learners' communicative competence and to be successful in their academic performance, it is not given greater emphasis. This may be because of lack of awareness regarding the appropriate techniques and methods employed to teach vocabulary.

Moreover, Gashaw (2008) in his research "effectiveness of teaching and learning vocabulary in three second cycle primary schools in Addis Ababa", stated that teachers believe that vocabulary is not such a prominent component of language learning to be given more considerable emphasis during teaching English compared to other aspects. Besides, Mekonen (1984) in his evaluative study of vocabulary presentation on the new series of Grade 9-12 Ethiopia text books, he revealed that there is a comprehensible vocabulary amount but the students' English proficiency is not good due to the absence of good teaching techniques. Moreover, Aweke (2016) in his study assessed the practice of teaching vocabulary in the case of Haramaya university model school Grade nine students, and stated that teachers were challenged by lack of clear awareness about appropriate vocabulary teaching methods and techniques used in the class room.

Even if researches on vocabulary considerably increase, due to its crucial role it needs further research. As a result, the current researcher is inspired to conduct the study on the practice of teaching and learning vocabulary in Dil Betigle Primary school grade eight in focus because

grade eight is a level where students take primary school leaving regional exam. They give concentration to grammar which abundantly appears in the regional exam. Besides, as the researcher tried to ask few students, they cannot even read a sentence properly; cannot write a word correctly, and they do not know the meaning of very simple words.

This research is different from the previous studies in different ways. For example, Getnet Gidey (2008) collected the data using questionnaire quantitatively and semi structured interview qualitatively. He also analyzed the data by using frequency (quantitatively) and description (qualitatively). Besides, Gashaw (2008) collected the data using questionnaire, observation interview and text analysis, and he analyzed the data in terms of the mean score as well as grand mean of the statics (quantitatively). Moreover, Aweke (2016) collected the data using observation, interview, text book analysis, and he analyzed the questionnaire data using statistics and the data which is collected using the rest of the instruments were analyzed in description (qualitatively). The grade level, the context, and the time of study are also different. This research was conducted using descriptive research design and qualitative research approach.

1.3. Objective of the study

1.3.1 General objective

The general objective of the study is to see the practice of teaching and learning vocabulary in EFL classes in Dil Betigle Primary School.

1.3.2. Specific objectives

1. To find out the techniques teachers employ in the teaching learning process of vocabulary
2. To identify the role of teachers and students in the teaching and learning process of vocabulary
3. To see the strategies students use to learn vocabulary

1.4. Significance of the study

The researcher believes that the findings of the study can be important for teachers as a reference to teach vocabulary using the appropriate methods and techniques. It may also be beneficial for students to identify their role in the teaching learning process of vocabulary and to use different strategies to learn vocabulary effectively. In addition, it can be used as a reference for those who want to conduct further research on teaching and learning vocabulary.

1.5. Scope of the study

It is obvious that one cannot conduct a thorough investigation of the teaching of vocabulary in all primary schools in Addis Ababa due to distance, time and financial constraints. Hence, the study was delimited to grade 8 students of Dil Betigle Primary School. In the school, there were three English teachers who taught grade eight and 250 grade eight students. Moreover, the study was confined to qualitative data obtained from observation, semi-structured interview and open-ended questionnaires. The data also included Dil Betigle EFL teachers' opinion about teaching of vocabulary. Thus, other language skills and grade levels were not included in this study.

1.6. Limitation of the study

Since the study was qualitative and descriptive, it includes small number of participants because it is difficult to manage and organize the data if the participants are large. But including a large number of participants in different elementary schools would result in a more generalizable finding. So, the finding of this study may not represent all elementary schools in Addis Ababa.

1.7. Organization of the study

The thesis was organized in five chapters. Chapter one, introduction which includes background of the study, statement of the problem, objectives of the study, significance of the study, and scope of the study, and limitation of the study. Chapter two focuses on review of related literature, and Chapter three is about research design and methodology including sampling techniques, procedure of data collection, data collection instruments and data analysis. Chapter four deals with data analysis and interpretation. The final chapter is conclusions and recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Concept of Vocabulary

According to Lewis (1993) vocabulary is defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. In a sense, vocabulary is all the words in a language much more than just a single word but include lexical chunks ;phrases of two or more words such as good morning ,and nice to meet you. Even if these phrases contain two or more words they are used as a single word because vocabulary addresses a single lexical items; words with specific meaning.

Vocabulary can also defined as “words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)”(Newman & Dwyer,2009).Besides, Hornby (1995) defines vocabulary as the total number of words in a language; vocabulary is a list of words with their meanings .While Ur(1996) states: vocabulary can be defined, roughly ,as the words we teach in foreign language. In addition, Buns(1972)defines vocabulary as the stock of words which is used by a person, class or profession. From the above definitions, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers meaning.

2.2. Importance of vocabulary

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Regarding this, Carter (1987) sees vocabulary as” the fundamental thread of which interaction is woven and by which communication is realized. Wilkins (1972) stated that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In a sense, even without grammar, with some useful words and expressions it is possible to communicate. Regarding this Lewis (1993), asserted that lexis is the core or heart of a language .Vocabulary is the building block or the basis of a language from which sentences, paragraphs and essays are formed. Besides, Thornbury

(2002) if you spend most of your time studying grammar, your English will not be improved much but you will see more improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.

From the above explanation without vocabulary communication is not possible in a meaningful way. Regarding this, McCarthy(1990) assured that no matter how well the student learns grammar, no matter how successfully the sound of L2 are mastered ,without words to express a wide range of meanings, communication in L2 just cannot happen in any meaningful way. In other words, even if students know grammar and pronunciation without word power, they cannot communicate effectively. Vocabulary plays a significant role to listen, speak, read and write.

All in all, vocabulary is the basis for English language acquisition. Without vocabulary one cannot communicate effectively. In a sense, it has great significance in expressing thoughts and ideas in interaction activities.

2.3. Aspects of vocabulary knowledge

According to Nation (2001), there are three significant aspects teachers need to know and focus on; form, meaning, and use. The form of a word involves its pronunciation (spoken form), spelling (written form) and any word parts that make up that particular item such as a prefix, root, and suffix.

As Nation noted, use involves the grammatical function of the word or phrase, collocations that normally go with it. When teachers teach vocabulary to build students' knowledge of words and phrases, helping them learn any and all of these different components assist them in enhancing their vocabulary knowledge and use.

2.3.1 Spelling

Having knowledge of correct spelling of a given word is one aspect of knowing a word that students should be taught (Cook, 2001). Students need to have sufficient knowledge of the correct spelling of those vocabulary items of the language that they are learning (Wallace, 1982).In addition, Ur (1996) points out that learner ought to know the correct spelling of the words that they are learning. Many scholars make clear that lack of correct vocabulary knowledge sometimes causes misunderstanding, for instance, Wallace (1982) reveals that spelling mistake causes misunderstanding. It is the lack of the relationship between the sound

and the spelling system which causes problems. Wallace further clarifies that the or/ar/er and able/ible groups of suffixes, for instance, are pronounced in exactly the same way.

2.3.2 Pronunciation

Cook (2001) reveals that to fully know a foreign language word includes the learners' ability to pronounce it in a recognizable way. In the same way, Ur (1996) expresses that learners ought to know the pronunciation of a given word. In teaching vocabulary of a language, correct pronunciation should be taught so as to help learners attain the complete mastery of a given word (Wallace, 1982). It is true to many scholars that English language is characterized by the complex rules of pronunciation; Words which are quite different in their forms are pronounced the same way. Besides, there is confusion in distinguishing between the pronunciation of words with short vowels and long vowels. Regarding this, Wallace (1982) further clarifies that learners are usually puzzled by words which have very different forms but are pronounced identically. For example, genes/jeans, break/brake has different forms but is pronounced the same way. Similarly, words such as, bought, taught, thought are very similar in forms but pronounced differently. As this fact makes the rules of English language so complex, occasionally it leads the students to develop negative feelings towards learning words of English. More importantly, there is also sound confusion such as, /i/ and /i:/ which cause bit/beat, dip/deep, etc., to be pronounced in the same way. In some contexts such kind of confusion can lead to breakdown in communication (Wallace, 1982).

2.3.3 Word Formation

Scholars such as, Harmer (1991); McCarthy (1990); Taylor (1990) state that word formation, how words are formed, is one aspect of knowing a word that learners need to know. According to McCarthy (1990), when we speak of vocabulary of a language we are speaking primarily of the words of that language. Learning words in a language means either freestanding words such as 'laugh', 'make', 'box' etc. which cannot be subdivided or root words with bound morphemes (McCarthy, 1990). McCarthy further explains that bound morphemes can be attached to the beginning of words (prefix), or at the end of words (suffix), re-make and laughter respectively. On the other hand, sometimes by learning words in a language we mean items that consist of more than one root.

In addition, Taylor (1990) points out that words change their shape and grammatical value. Thus, students should have adequate knowledge of how words are formed. Taylor further argues that knowing the underlying forms of a word and the derivations that can be made from one of the major aspects of knowing a word. For example, the word 'dissatisfaction' has a common prefix denoting opposite (dis), a common noun suffix (ion) and is derived from the verb 'satisfy' (Taylor, 1990). Consistent with Gairns and Redman (1986), there are three main forms of word formation which are characteristics of English; affixation, compounding, and conversion. They further clarify affixation as the process of adding prefixes and suffixes to the base item. By the affixation process, items can be modified in meaning and changed from one part of speech to another. For example, to the base form of 'man', we can add prefixes and suffixes in the following way: manly, unmanly, and unmanliness (Gairns & Redman, 1986).

The other form of word formation is compounding, it is the formation of words from two or more separate words. The three different types of compounds are: adjective compound, (e.g. hardworking, time-consuming), verb compounds (e.g. to baby-sit, to sight see), and noun compounds. Conversion, also known as zero affixation, is the third form of word-formation. It is the process by which an item may be used in different parts of speech without changing its form: e.g. we have first had a lovely swim (noun). I cannot swim very well. (Verb)

2.3.4 Meaning

Meaning encompasses the way that form and meaning work together. In other words meaning refers the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expressions (Nation, 2001). According to Harmer (1991) the first thing to realize about vocabulary is that words frequently have more than one meaning. The word "book", for example, according to one learner's dictionary refers to more than eight meanings (Harmer, 1991). So, we have to say that the word 'book' sometimes means the kind of thing you read from, but it can also mean a number of other things. Harmer (1991) further points out that when we come across a word, then, and try to work out its meaning we will have to look at the context in which it is used. For example, If we come across a woman arguing at the ticket office saying 'But I booked my tickets three weeks ago' we will obviously understand a meaning of the verb 'book' which is different from a policeman (accompanied by an unhappy-looking man at a police station) saying to his colleague 'We booked him for speeding.' In other words,

according to Harmer students need to understand the importance of meaning in context. Therefore, when we encounter a word, we have to look at the context in which it is used.

2.3.5 Word Use

The meaning of a word can be changed or limited by how it is used and this is something students need to know about (Harmer, 1991). Concerning word use, Harmer (1991:157) states the following:

Word meaning is frequently stretched through the use of metaphor and idioms. We know that the word 'hiss', for example, describes the noise that snakes make. But we stretch its meaning to describe the way people talk to each other (" 'Don't move or you're dead', she hissed"). That is a metaphorical use at the same time we can talk about treacherous people as snakes (He is a real snake in the grass) 'snake in the grass' is a fixed phrase that has become an idiom like countless other phrases such as (raining cats and dogs; putting the cat among the pigeons, 'straight from the horse's mouth', etc.

From what is stated above, it can be deduced that the way words are used, whether metaphorically or idiomatically may change the common and usual meaning of words.

2.3.6 Word Grammar

Many scholars argue that vocabulary items may have unpredictable change of form in certain grammatical context, for instance, McCarthy (1990); Taylor (1990); Ur (1996) view that Words change according to their grammatical meaning. As pointed out above, words change their grammatical meaning; the use of certain words can also trigger certain grammatical patterns. With reference to this, Harmer (1991:157) states as follows:

Verbs trigger certain grammar too. 'Tell' is followed by an object + to + infinitive, for example, ('He told her to wake him up at six') and so is 'ask'. But 'say' doesn't work in the same way. Knowing modal verbs like 'can', 'must', etc. also means knowing that these verbs are followed by a base infinitive without 'to'. When students don't have this kind of knowledge, they come up with erroneous sentences which all teachers instantly recognize. E.g. 'He said me to come'. 'I must to go', etc.

In the above quotation, Harmer argues that some verbs generate the use of certain grammatical structure. Accordingly, the uses of different verbs necessitate different grammatical structure such as, the case of “Tell” and “Ask” in the above example. Break/broke has different forms but are pronounced the same way. Similarly, words such as, bought, taught, thought are very similar in forms but pronounced differently. As this fact makes the rules of English language so complex, occasionally it leads the students to develop negative feelings towards learning words of English. More important, there is also sound confusion such as, /i/ and /i:/ which cause bit/beat, dip/deep, etc., to be pronounced in the same way (Wallace, 1982). In some contexts such kind of confusion can lead to breakdown in communication (ibid).

2.4. Brief Background of Vocabulary Teaching

Some authors state that vocabulary instruction was traditionally underestimated and teachers gave little attention to techniques to help students learn vocabulary as well. According to Carter & McCarthy (1988), in the past, vocabulary was considered a neglected aspect in the process of language instruction. Some authors present some reasons for neglecting vocabulary and vocabulary techniques in the past. Allen (1983) argues that for many years, vocabulary instruction was not given the recognition and attention that it deserves in the foreign language classroom. She suggests that in methodology courses so little was said about how to teach words and their meanings. Many teachers began to notice that vocabulary instruction is not a simple matter. In fact, this view is true in the sense that vocabulary instruction is not only a matter of teaching that a certain word in one language means the same as a word in another language. Much more needs to be learned and there were many teachers who felt unconfident to teach vocabulary in the classroom.

Additionally, Nation (1988) argues that teachers used to argue that it was difficult for teachers to predict what vocabulary students need. Moreover, Zimmerman (1997) defends that teachers used to think that if they gave attention to vocabulary, learners would have the impression that learning a language was just the accumulation of words. So, teachers tended not to teach vocabulary. Additionally, Carter & McCarthy (1988) state that the specialists in methodology fear that students would make mistakes in sentence construction if too many words were learned before the basic grammar knowledge. The idea above is partially true because knowing a large

number of meaning words is not enough to construct a sentence with sense. This is to say that students without a basic knowledge of grammar can make mistakes when making mistakes.

However, Wilkins (1972) states that without establishing a strong base of vocabulary knowledge a student cannot communicate successfully. And without knowledge of grammar students can communicate, although not effectively. But, without good knowledge of vocabulary it is extremely difficult to communicate and beginning students often manage to communicate in English by using the accumulative effect of individual words. For example, a student who says "Yesterday, go nightclub and friends dancing" will almost certainly get much of his or her message over despite completely voiding the grammar (Hubbard, 1983). The meaning is conveyed by the vocabulary alone. In this case a good knowledge of grammar is not such a powerful tool for understanding the message. So, vocabulary knowledge is an essential component of language comprehension. Now a day, vocabulary instruction is seen as a meaningful tool to be instructed and learnt in meaningful contexts (Scrivener, 1994). Despite the neglected aspect of vocabulary instruction in the past, its instruction and learning have been given much attention in the class room in the last two decades (Douglas, 2000). Still, according to Douglas (2000), instead of giving students long list of words without any context as teachers used to do in the past, some teachers are more and more concerned about effective ways to transmit knowledge of vocabulary to students.

In addition, Carter & McCarthy (1988) state that teachers are becoming conscious of the relevance and importance of vocabulary instruction and they are conscious of their role as facilitator and guides, so teachers have given important steps to call students attention to the importance of focus on lexical form and teachers have paid attention to successful strategies to teach vocabulary as well. Thus, the instruction of vocabulary has come a long way in recent years and it is becoming more prevalent.

2.5. The implication of teaching vocabulary

Thornbury (2002) declares the implication of teaching vocabulary regarding how learners learn and develop vocabulary as follows: 1/learners need tasks and strategies to help them organize their mental lexicon by building networks of associations; 2/teachers need to wean themselves off reliance on direct translation from their mother tongue; 3/words need to be presented in their typical contexts so that learners get a feel for their meaning, their register, their collocation, and their

syntactic environments;4/ teachers should direct attention to the sound of new words, particularly the way they are stressed;5/learners should aim to build a threshold vocabulary as quickly as possible;6/learners need multiple exposure to words and they need to retrieve words from memory repeatedly;7/memory of new words can be reinforced if they are used to express personally relevant meaning;8/ not all the vocabulary that the learners need can be taught :learners will need plentiful exposure to talk and text as well as training for self-directed learning.

2.6. Principles of learning and teaching vocabulary

There are several general principles for successful teaching, which are valid for any method. According to Wallace (1988) the principles are the following:1/Aim-what is to be taught, which words ,how many;2/Need-target vocabulary should respond students' real needs and interest;3/Frequent exposure and repetition; meaningful presentation-clear and unambiguous denotation or reference should be assured. Learning vocabulary is a complex process. The students' aim to be reached in learning vocabulary process is primarily their ability to recall the word at will and to recognize it in its spoken and written form.

Generally, knowing a word involves knowing its form and its meaning at the basic level. According to Harmer(1993)in deeper aspects it means the ability to know its :a/meaning it is about relating the word to an appropriate object or context; b/usage it is about knowledge of its collocation ,metaphors and idioms ,as well as style and register (the appropriate level of formality),to be aware of any connotations and associations the word might have; c/word formation is about the ability to spell and pronounce the word correctly, to know any derivation(acceptable prefixes and suffixes); d/ grammar involves using the words in appropriate grammatical form.

2.7. Techniques of vocabulary teaching

Effective vocabulary teaching involves two approaches; direct and indirect instructions (National reading panel, 2000).Direct instruction means teaching specific words, such as pre teaching vocabulary prior to reading a selection. Another example of direct instruction involves the analysis of word roots and affixes (suffix and prefix). However one cannot teach students all of the words they need to learn only by using different instructions.

So, vocabulary instruction must include indirect instructions methods such as exposing students to a lot of new words and let them read a lot. Indirect instruction also includes helping students develop an appreciation for words and experience enjoyment and satisfaction in their use (Bauman, kameenui & Ash,2003 as cited in the national reading panel).According to Nation (2001) we can teach the shape or form of the word by means of three separate senses;

visually:- We can help learners perceive the form of the word by showing the written form of the word; by showing the mouth movements involved in saying the word; by showing hand movements that draw the letter of the word on air; and by showing wooden or plastic letters that spell the word.

Tactilely: (the learners use their sense of touch); by using letters made of wood, cardboard, sandpapers, and so on, so the learners can feel the shapes of the letters that make up the word. Besides, by writing the word letter by letter on the learners hand we can teach the form of the word.

Aurally: by saying the word, by producing the word in Morse code or some other aural code

2.7.1. Using realia

Using this technique involves the use of real objects, visual aids, and demonstration. Ur (1996) reveals that real objects have great role in facilitating the presentation of new vocabulary items. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques act as cues for remembering words (Takac,2008).In addition, Grains &Redman(1986) states that real objects technique is appropriately employed for beginners and when presenting concrete vocabulary. Real objects can be used to show meanings when the vocabulary consists of concrete nouns .Introducing a new word by showing a real object often helps learners to memorize the word through visualization.

2.7.2. Using pictures

Pictures cut from magazines, brochures, and catalogue may be useful in presenting the abstract, conceptual, and complex vocabulary (Celce, 1991). It is also used to connect student' prior knowledge to a new story, and in process, help them learn new words. Picture can be useful to present the meaning of objects which are not portable enough to bring into the class room. Regarding this Harmer (1991) reveals that bringing pen to classroom is not a problem but

bringing a car may be difficult. so; the solution is pictures. A list of pictures includes: posters flash cards, wall charts, magazine pictures, board drawings, stick figures and photographs.

2.7.3. Games

There are language games which are means of creating entrainment in EFL class room and there by presenting new vocabulary items. These activities can be used in vocabulary teaching in order to arouse interest and promote communication. According to Wallace (1982), for instance, language games can be used to increase motivation and to create conducive class room atmosphere which enhance effective interaction in the classroom. Atkins et al (1995) also disclose that games can be very important in teaching vocabulary. Games have great educational value; they help to present new words in a pleasant and entertaining way (Wallace, 1982; Atkins et al, 1995).

2.7.4. Definitions

According to Hart(1939) definition is one of the best method of building the active vocabulary – words which come readily to the lips when one tries to express a thought of more than ordinary difficulty –is to exercise oneself in the making of definitions. In a sense definition is the major technique of conveying the meaning of words and terminologies. French (1983) also stated that defining words by means of other words is a technique needed by teachers. To meet its purpose definition has to be specific, direct, unambiguous and simple (Ellis, 1995; chaudron1982; and McKeon, 1993 cited in Nation; 2001).

Example; what is an assassin?

An assassin is a man who kills another man.

An assassin is a person who murders someone else.

2.7.5. Translations

Even though translation does not create a need or motivation of learners to think about word meaning (Cameron ,2001),in some situations translation could be effective for teachers ,such as when dealing with incidental vocabulary(Thornbury,2002),checking student’s comprehension, and pointing out similarities or differences between first and second language .Grain and Redman(1986)stated that translation can be an effective way of teaching vocabulary meaning.

Likewise, Wallace (1982) points out that translation into mother tongue equivalent can save valuable time that might be spent on largely unsuccessful explanation in English and it can be very quick way of presenting words. Grains and Redman on the contrary suggest that translation may not usually convey the exact meaning of an item. Accordingly the big problem is when students use their mother tongue as a means to bridge the gap between the target language and continue using the mother tongue.

2.7.6. Drilling

Drilling is employed to make learners get accustomed to the word especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural (Thornbury, 2002). Drilling is very necessary since learners need to say the word to them as they learn it to recall the words from memory (Ellis and Beaton, 1993 cited in Read, 2000).

2.7.7. Mime, expressions and gesture

Mime can easily convey an action or concept like pictures, real objects etc. (Celce Murcia, 1991). According to Celce (1991) mime, action and gesture can be used by the teacher to show the meaning of words and to illustrate the situations in unforgettable way. Harmer (1991:161) states the role of mime, action and gesture as follows:

It is often impossible to explain the meaning of words and grammar either through the use of realia or pictures. Action in particular is probably better explained by mime. Concepts like running or smoking are easy to present in this way, so are walking expressions, prepositions (to, toward etc.)

2.7.8. Guessing from context

According to Nation and Coady (1988) there are two types of context. The first type is the context within the text, which includes morphological, semantic, and syntactic information in a specific text. The second one is the general context or non-textual context, which is the background knowledge the reader has about the subjects being read. Williams (1985) also states that in specific contexts in which the other words and sentences surround that word gives clue to the meaning of unfamiliar word. These other words can be found in the sentence containing the unknown word or other sentences beyond the sentence of the unknown item. McCarthy (1988) sees context as within the text itself i.e. the morphological, syntactic, and discourse information, which can be classified and described in terms of general features. Learning from context not

only includes learning from spoken extensive reading , but also learning from taking part in conversation ,and learning from listening to stories ,films, television, or the radio(Nation,2001).

In order to activate guessing in a written text, there should be four elements: the reader, the text, unknown words, and clues in the text including some knowledge about guessing. The absence of one of these elements may affect the learners' ability to guess. Furthermore this technique encourages learners to take risks and guess the meaning of words they do not know as much as possible. This helps them build up their self-confidence so that they can work out the meanings of words when they are on their own.

2.7.8.1. Types of contextual clues

Context clues are hints to the meaning of the unknown word contained in the text that surrounds it. According to Stahl (1999), such clues may be in the sentence that contains the word or somewhere else in the text with in close proximity. Context clues include definition, example, comparison and contrast, summary, synonyms and antonyms.

A/ Definition: in this case the writer defines the meaning of the word right after it or gives enough explanation for the meaning to clear.

B/example: many times an author helps the reader get the meaning of a word by providing examples that illustrate the use of the word.

C/comparison and contrast: comparison and contrast usually show the similarities and differences between person, ideas and things.

D/ summary: a summary clue sums up a situation or an idea with a word or a phrase.

E/ synonyms: very often the reader can find in the same passage a familiar word that relates to a subject in a manner similar to the way that the unfamiliar term does.

F/antonyms: words with opposite meanings may be found in the same context.

2.7.9 .Teaching word parts

Word parts are a very common and important aspect of vocabulary (Nation, 2001).Mastering word part strategy has several advantages. It can, for example, help students learn unfamiliar words by connecting these words to known roots or known affixes. So, teaching students how to

use information about word parts can be very valuable in promoting vocabulary growth. According to Nation (2001), word part strategy consists of two groups:

1/ break the unknown word into parts. This step requires learners to be able to recognize prefixes and suffixes when they occur in words. 2/ relate the meaning of the word parts to the meaning of the word. This step requires learners to know the meaning of the common word parts. This step also requires the learners to be able to re-express the dictionary definition of a word to include the meaning of its pre-fixes, and if possible its stem and suffix.

2.7.10. Collocation

According to Moon (1997), collocations are words that occur together with high frequency and refer to the combination of words that have a certain mutual expectancy. Besides, Stubbs (2002) defines collocation as the habitual co-occurrence of two unordered content words. The term collocation generally refers to the way in which two or more words are typically used together. For example; we talk about heavy rain but not heavy sun, or we say that we make or come to decision, but we don't do a decision. So, heavy rain and make a decision are often referred to as collocation.

Words are not randomly put together to form strings and phrases. There is always a choice of one lexical item over the other in terms of its collocation. McCarty (1990) explains the importance of collocation as; the relationship of collocations fundamental in the study of vocabulary; it is the marriage contract between words; some words are more firmly married to each other than others.

2.7.11. Sense relations

Sense relation is another technique used to teach vocabulary based on word meaning relations. Basically, vocabularies of a language are not isolated entities. They are naturally related to each other in different systems. According to McCarthy (1990), sense relation refers to the semantic relationship that exists between words. Ur (1996) states that meaning relationship refers to how the meaning of one item relates to the meaning of others. Besides Celce-Murcia (1991) suggests that a common way to present the meaning of new target word is to relate it to another word that the students already know. Many scholars recommend that the teaching of new vocabulary items can be organized around sense relationship rather than in isolation.

2.7.11.1. Synonyms

According to Hart(1939), two or more words having the same or approximately the same meaning but different in emphasis, suggestion or usage are called synonyms. Besides, Gairns & Redman (1986), McCarthy (1990), and Carter and McCarthy (1988), synonymy is sameness of meaning between neither two nor more words of the same grammatical category. Particularly, as to Gairns and Redman, synonymy is a fastest and effective technique of explaining the meaning of new words. Carter and McCarthy also argue that teachers and students employ synonymy as a convenient means of communicating meaning of words because the words are highly interrelated.

Synonymy as a teaching technique may enhance effective communication and prevents communication breakdown for the fact that it provides rich source of vocabulary to talk about specific issues (Hart, 1939).In real situation, when a student fails to remember the required word during communication, either communication ceases to proceed or he /she strives for continuing the speech by paraphrasing, which Wallace (1982) refers to it as repair strategy, in a relatively understandable manner.

For immediate memory of words, grouping of words together based on meaning similarity is the most common method (Schmitt, 2000).But no two of the synonyms have precisely the same connotation(Hart,1939).Forexample;rich,wealthy,opulent,moneyed,affluent,well-to-do, and well-off are synonyms. One who is opulent is much wealthier than one who is well-off. The implication is that no two synonym words are exactly the same. So, students should aware this limitation.

2.7.11.2. Antonyms

Antonym is a word expressing an idea directly opposite to that of another word (Hart, 1939).Oppositeness of words is another way of organizing vocabulary items. Meaning of words in addition to sameness of meaning can be determined by other words with opposite sense. When pairs of words such as friend & enemy; good & bad; large & small; early & late; saint & sinner etc. are presented the learner would be benefited in that an attempt to recall one side will result in the memorization of the other.

According to Carter & McCarthy (1988) there are four classes of antonyms: gradable, upgradable, conversions and directionality. Gradable antonyms (e.g. Hot/cold; big/small) are characterized by having intermediate terms in between and in fact outside the given pairs such as cool/warm and tiny/huge respectively. But upgradable antonyms truly represent oppositeness. Example; dead/alive; male/female; man/women; are binary opposites. There is no other opposite between them. Conversions on the other hand refer to reversible relationship such as parent/child; husband/wife; buy/sell etc. in directionality oppositeness there is sort of direction such as: up/down; left/right; come/go etc. In general teaching vocabulary using antonyms help learners to empower their word power.

2.7.11.3. Hyponymy

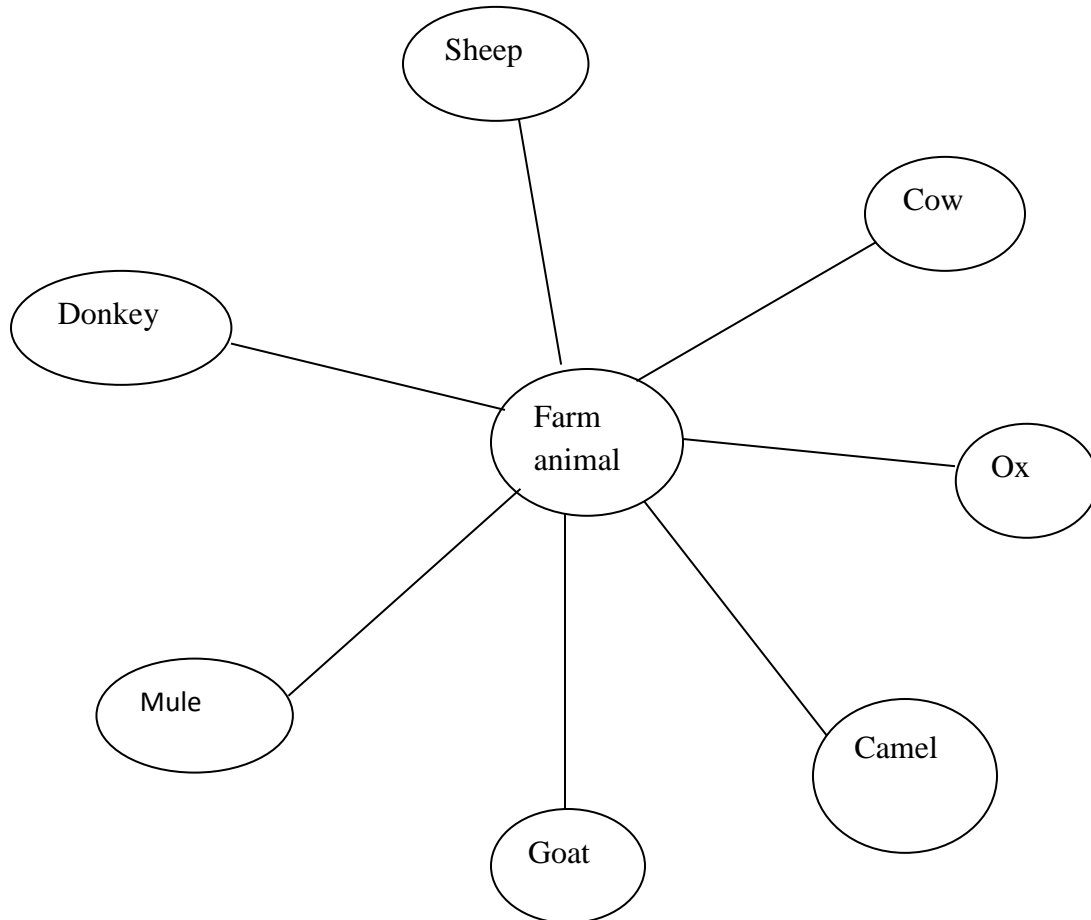
According to Ur (1996) Hyponym refers to inclusion of words. Some specific words (e.g. Green, blue and red) can be included to a general term color or still more general one, painting. in a sense part of the meaning of specific words is included in the general term. Teaching using this relation is also important to develop student's word power.

2.7.12. Word map

This is the technique that the teacher gives a word and let students to brainstorm other words around that word using diagram. According to Schmitt (2000), words are not stored in the mind in isolated pattern, but in an organized and systematic manner. This organization is referred to as word association or network. According to Machalias (1991), creating network has the following specific benefits:

- Words are not perceived as separate items, but as members of larger semantic (meaning) networks.
- It activates our store of existing vocabulary, thus encouraging recall.
- association aids retention.
- We develop knowledge of the semantic relationships between words and the networks to which these words belong to .That allow us to make prediction as we read or listen, which is an important skill.

- A knowledge of the relatedness of words in a language is necessary for fluency in speaking and writing. It is possible to see the following example;



2.8. An Overview of Vocabulary Learning Strategies

It should be noted that to whatever extent the practice of teaching is marvelous in the classroom, there is no evidence to believe that learning has taken place at a satisfactory degree. The mere inseparable nature of teaching and learning does not ensure that learners have gained the intended knowledge. In this regard, Waring (2002) claim that teaching a word doesn't mean students have learned it and the fact that students have finished a unit should not mean they have mastered all the words in it. As a result, besides the effort of maximizing the efficiency of teaching, there should be an equal or even more investigation of the nature of the learning process the learners under go. Because learners are the most responsible bodies to enrich their word power, it is essential to high light the importance of learning strategies.

Researchers do not seem to be interested in defining the term ‘learning strategy’ for different reasons. First, there are no universally best strategies equally suitable for every learner. Second, the effectiveness of strategies depends on many other factors such as the nature of the learning task, the learners’ motivation, attitude, prior knowledge, the learning environment and so on. Thirdly, the application of a wide range of strategies is more useful than using fixed ones. Lastly, strategies found to be useful one time may not be useful other times (Pavivic 1999, Schmitt 2000, Nation 2001, Gu 2003).

However, a common perception held by these writers entails that learning strategies involve conscious, self-initiated, and selective and series of actions the learner takes to facilitate the act of learning, retaining and recalling new words. Likewise, Oxford (1990:1) writes that:

Learning strategies are steps taken by students to enhance their own learning... they are tools for active, self-directed involvement, which is essential for developing communicative competence? Appropriate language learning strategies result in improved proficiency and greater self-confidence.

The concept of selection and appropriateness of strategies implies the availability of numerous strategies for the learner to choose from with respect to suitability and individual preference.

2.9. Taxonomy of Vocabulary Learning Strategies

With regard to language learning strategies, Oxford (1990:16) established two general categories namely, direct and indirect strategies each consisting of three subclasses. Direct strategies are composed of memory, cognitive and compensation strategies. Indirect strategies in turn comprised of metacognitive, affective and social strategies. This is a comprehensive classification suitable for language learning in general for which strategies to sustain communication (compensation strategies) are extremely useful.

However, Schmitt (1997 and 2000), set up five classes of vocabulary learning strategies under two principles: strategies used to initially discover meanings of words (determination and social strategies) and strategies used for remembering words once meaning is recognized (memory, cognitive and meta cognitive strategies).

2.9.1. Determination Strategies

As to Nation (2001), although productive skills (writing and speaking) require the knowledge of several aspects of a word, meaning is the principal aspect that learners are most concerned with. Hence, to learn the meaning of a word for the first time, learners use various strategies. Some especially advanced learners analyze affixes and roots (word formation clue), some others go for contextual clues to work out meaning (guessing from context) and still others lookup a word in a dictionary for the correct meaning. Of course, there are more ambitious and determined learners who are able to make use of the combination of all instead of recourse to another person's help.

Guessing from context (incidental learning) and dictionary use (intentional learning) strategies are particularly relevant to this study and are discussed in some details as follows.

2.9.1.1. Guessing from Context

Life is short but the vocabulary of any language is very huge and its acquisition process takes time. Worse than this is that class time is terribly small that students cannot obtain the required amount of words sufficiently. Therefore, the need to develop self-directed learning is undeniable. Beglar and Hunt (2005) write that the ability of guessing meaning from context is an essential strategy enhancing vocabulary acquisition and commonly used by successful language learner. Schmitt (2000) too argues not only intermediate and advanced learners but also beginners with limited vocabulary knowledge can benefit from reading, because compared to the spoken language, written language provides a better opportunity to acquire a wide range of vocabulary items based on calculated estimation of meaning.

Some writers, for instance Nation (2001), underlined although guessing is a key vocabulary learning strategy, practically it can be a complicated process for a number of reasons : absence of sufficient clues, limited exposure of the word across the text, level of text difficulty, familiarity of the topic, learners' background knowledge and interest to mention some. Due to these limitations, scholars such as Coady and Huckin (1997), Nation (2001), Schmitt (2000), Carter and McCarthy (1988) suggest additional explicit independent word learning strategy, the use of dictionary. Research also shows that learners who employed dictionary together with guessing

from context not only learned more words immediately but also recalled better after several weeks compared to those who used inference strategy alone (Laufer and Hadar 1997, Laufer and Hill 2000, Laufer and Kimmel 1997 in Gu 2003).

2.9.1.2. Dictionary Use

The use of dictionary is the second major self-learning strategy learners go for discovering the meaning of new words. Research indicates definition and examples about the actual use of a word in a dictionary enable learners to successfully use new words in their own sentence meaningfully (Gu, 2003). Apart from meaning, a good dictionary obviously provides a lot of information about a word including spelling, pronunciation, synonymy, antonym, collocation, etc. Scholars also recommend, Laufer and Hadar (1997) in Gu (2003), Beglar and Hunt (2005), Gairns and Redman (1986), that monolingual dictionaries are more useful than bilingual dictionaries. Therefore, students have to be trained how to use a monolingual dictionary effectively.

2.9.2. Social Strategies

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

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

2.9.3. Memory Strategies

As the name explains, memory strategies are used to support recalling and retrieving words once they are learned. One of the major problems FL learners encounter, Gu (2003), is how to make words accessible to memory after they are learned. Likewise, Oxford (1990) painfully explains:

“Though some teachers think vocabulary learning is easy, language learners have a serious problem remembering the large amounts of vocabulary necessary to achieve fluency.” Memory strategies, therefore, assist learners to ease this problem.

2.9.3.1 Semantic Mapping

Semantic mapping strategies range from classifying words in terms of parts of speech (nouns, verbs, and adjectives), sense relationship (synonymy, antonym, and hyponymy), and connecting new vocabulary to concepts in memory through visual images to building complex vocabulary network. These are strategies of meaningful manipulation of words and reflect how words can relate to each other in various ways (Oxford, 1990).

2.9.4. Cognitive Strategies

Cognitive strategies are particularly fundamental for language learners because practice and manipulation of the target language, typical language learning principles, are the major components of these strategies (Oxford 1990, and Schmitt & McCarthy 199).

2.9.4.1. Repetition

Repetition, a form of practice, is saying or writing new words and their meanings again and again until they are easily remembered. Studies identified, (Nation 2001), that most of the forgetting occur immediately new information is learned and the rate of forgetting decreases as time passes on. Hence, it is recommended that repetition should occur as soon as words are first learned then after it can be spaced further. Moreover, research with varying degree also shows that on average 5-7 repetitions are 'needed to consolidate words into long term memory (Crother and Suppes 1967 in Gu 2003 and Nation 2001, Kachroo 1962 and Tinkham 1993 in Nation2001).

Besides, according to Thorn bury (2002) to ensure moving new materials into permanent long term memory, requires number of principles to be followed:

Repetition- repetition of a word is important, useful and effective. If the word is met several times over space interval during reading activities, students have a very good chance to

remember it for a long time

Retrieval-another kind of repetition. Activities, which require retrieval, such as using the new items in written tasks, helps students to be able to recall again in the future.

Spacing-it is useful to split memory work over a period of time rather than to mass it together in a single block.

Pacing-to respect different learning styles and pace, students should be ideally given the opportunity to do memory work individually.

Use –putting words to use, preferably in an interesting way, is the best way of ensuring they are added to long term memory. This is called use it or lose it principle.

Cognitive depth –the more decision students make about the word and the more cognitively demanding these decisions are, the better the word is remembered.

Personal organizing- personalization significantly increased the probability that students will remember new items .It is achieved mainly through conversation and role play activity.

Imaging- easily visualized words are better memorable than those that do not evoke with any pictures. Even abstract words can be associated with some mental image.

Motivation-strong motivation itself does not ensure that words will be remembered .Even unmotivated students remember words if they have to face appropriate tasks.

Attention-it is not possible to improve vocabulary.

The notion of repetition entails the importance of recycling vocabulary items in textbooks and classroom instructions. Recycling previously met words helps to consolidate them in long term memory. However, Hunt and Beglar (2005) explain that because of time limitation to cover a large portion of materials, words learned at the beginning are not systematically recycled.

2.9.4.2. Note Taking

Note taking is an act of processing or manipulation of vocabulary items to facilitate conceptualization and organization into a mental lexicon. When learners meet a new word, they

take notes about it in their vocabulary notebook or simply write along the margins or between the lines. McCarthy (1990) writes that learners differ in what they do in note-taking, when they take notes and how they take notes. Among other things, these differences may distinguish the good from the poor learner. Similarly, Sanaoui (1995) and Hunt and Beglar (2005), identified learners as structured and unstructured based on the way they approach vocabulary learning.

Unstructured learners were found to be dependent on class materials, took less initiative and did less regular review. Structured learners, on the other hand, were better organized and systematically carried out independent study, self-initiated activities, regularly recorded new words in notebooks and reviewed them and seek for opportunities to use previously learned words. As a result, it can be recommended that learners have to use efficiently the different learning strategies in general and cognitive strategies in particular to improve their word knowledge and language proficiency as well.

2.9.5. Met cognitive Strategies

Met cognitive strategies, Oxford (1990:81), “help learners to regulate their own cognition and to focus, plan, and evaluate their progress.” To use met cognitive strategies demands learners to be more conscious and ambitious of their learning. Schmitt (2000:136) also writes these strategies “involve a conscious overview of the learning process and making decisions about planning, monitoring or evaluating the best ways to study.”

Effective learners are experts of implementing met cognitive strategies; they know how to access to rich vocabulary input, decide which methods are the most efficient to follow, test their progress and determine which words are worth studying and which are not. Besides they record words which they have chosen to study. In this connection, Chamot and O’Malley (1994) also maintain that more proficient learners use a great variety of strategies and often switch from one strategy to another when necessary. Moreover, learners who intelligently decide when to make guessing from context, refer to a dictionary or negotiate with other people or combine all of these are far more successful in enriching their word power and improve their language proficiency than their counter parts.

2.10. Teachers' role in implementing vocabulary instruction

According to Thornbury (2004), one of the important roles of the language teacher is to help their learners find the easiest way of conveying new information into the already existing system of the mental lexicon. Moreover, students need to acquire the ability to store the information as long as possible. Another helpful element is motivation, which is closely linked with attention. "A very high degree of attention (called arousal) seems to correlate with improved recall" (ibid).

To develop content specific vocabulary; teachers need to provide lots of opportunities for students to talk about the words. This means explicit vocabulary instruction is necessary by providing the appropriate materials that should help the learners to become better learners of vocabulary by using different strategies and they can use to continue learning outside the classroom. In line with this Nation (2001) stated that the teacher may attract students attention on a particular word by writing the new words on the blackboard; the learner may focus on the meaning of a word by providing a definition, a synonym or L1 equivalent.

Teachers are in charge of planning a systematic way of teaching, instead of resorting to concrete strategies (Laufer et al, 2005). In relation to this, the teacher can provide a description, explanation, or example of a new term. Teachers demonstrate how to use context and other resources to learn the meaning of the word. For example, they may use the context or they may refer to the glossary, dictionary, diagrams, or illustrations to unlock the meaning of the word. After students are familiar with the strategy, teachers provide guided practice to support the use of vocabulary self-selection during reading and organize students in small groups for reading.

Thus the teacher should help students build up and use a mental lexicon in such a way that they will be capable of storing, keeping and retrieving words when needed. Similarly, language teachers need to develop learners an awareness of alternative vocabulary learning strategies that involve active processing of the target vocabulary and need to make learners conscious of the need to develop an independent and structured approach to language learning, which has been shown to be most associated with

vocabulary learning success.

In general, vocabulary knowledge plays a crucial role in closing ELLs' literacy achievement gap. The language teacher should also analyze his lesson plans so that he can determine whether his lesson plan give learners chance to use a variety of learning styles and strategies or not. The language teacher can also be aware of whether his strategy training is implicit, explicit, or both. It should be emphasized that by questioning himself about what he plans to do before each lesson and evaluating his lesson plan after the lesson in terms of strategy training the teacher can become better prepared to focus on language learning strategies and strategy training during the process of his teaching (lessard- clouston, 1997).

2.11. The role of motivation in learning vocabulary

Learners' motivation is very important in learning vocabulary. The influence of motivation up on success in language learning is approved. Allwright and Bailey (1994) states that motivated learners are more receptive than those who are not motivated. Many scholars such as Tudor (1996), Arnold and Brown (1999) and Littlewood (1996) have suggested that there are two very general types of motivation, integrative and instrumental. Integrative motivation refers to a desire to learn a language in order to be a member of a speech community of that language. On the other hand, the instrumental motivation refers to a desire to learn a language in order to get a better education, a better job or to get a ward.

Learning vocabulary requires high motivation because learning vocabulary items is very difficult. As McCarthy (1990) success in vocabulary lesson crucially depends on the interaction between teachers and learners and on the work the learners' themselves put into the assimilation and practicing of new words. If learners are motivated during their interaction, acquisition could be enhanced by fixing new words and their meaning. Thus, learners need to have motivation in order to get satisfaction from their learning.

All in all, in this chapter, an exploration has been made on the common techniques of vocabulary teaching, the principles of vocabulary teaching and learning, the implication

of vocabulary teaching, the importance of vocabulary, brief back ground of vocabulary teaching and the concept of vocabulary as prescribed by different linguists, researchers and language experts. In addition, the different aspects of vocabulary knowledge and the role of motivation in vocabulary teaching are included. More importantly because much of the responsibility of learning lies on the shoulder of learners, basic vocabulary learning strategies commonly used by learners across the world are reviewed.

CHAPTER THREE

3 .RESEARCH DESIGN AND METHODOLOGY

In this chapter, the research design, the population, sampling techniques and sample size, procedures of data collection, instruments of data collection and method of data analysis are discussed in detail.

3.1. Research Design

Descriptive research design enables the researcher to observe and describe the behavior of the subject without influencing them in any way (Kothari, 2004). In a sense, it helps the researcher to study the participant in their natural setting. Therefore, the researcher employed descriptive research design to study the practice of teaching and learning vocabulary in a real classroom situation at DilBetigle Primary School. Besides, a qualitative approach was used to collect data qualitatively and to analyze it thematically.

3.2. Population

The study consisted of three English language teachers who were teaching English in grade eight and 250 grade eight students at DilBetigle Primary School. The school is located at GulleSub city around Shiromeda. This school was selected since the researcher is working there; he knows the language proficiency of students and the situation of the teaching learning process in close. Besides, it was convenient for the researcher to gather reliable, authentic and valid data.

3.3. Sampling techniques and sample size

Since it was difficult to include all the population, the researcher used lottery method to select the samples from 250 students. Lottery method was used as each participant has equal chance to be selected which minimizes bias.

In a qualitative research, the sample size is small (Dornyei, 2007) because it is difficult to organize and interpret the data if the sample is very large. Thus, the researcher selected 10 students for interview and 70 students for questionnaire from 5 sections as a sample using lottery method; the researcher wrote the roll number of all students in pieces of paper and the students were selected by withdrawing chance. But since grade eight teachers were few in number, all teachers were taken as a sample by using convenience sampling techniques.

3.4. Procedures of data collection

To collect data for the study, all the necessary steps were followed. The researcher informed the objective of the study to the participants before data collection was started. Then, he told them that their participation is based on their interest and there is no cost for them. Besides, the researcher informed that the information they give remains confidential. Moreover, the participants were informed that their decision whether or not to participate did not affect their relation with the researcher. After that, the researcher collected the data using observation, interview and open ended questions.

First, the researcher observed the real classroom situation to see the practice of teaching and learning vocabulary. Second, he distributed open-ended questionnaires for 70 students. Third, the researcher interviewed 10 students and the three teachers of English. Finally the researcher analyzed the collected data qualitatively.

3.5. Data gathering instruments

To gather data for this study, classroom observation, interview and open ended questionnaires were used. The data that was obtained from these instruments was triangulated to create trust worthiness of the data.

3.5.1. Classroom observation

Classroom observation is very important to collect data in a natural setting (Teshome &Negesu, 2009). It also gives first-hand account of data (Dornyei, 2007). Hence, to collect data, the researcher adopted naturalistic approach (unstructured observation) to observe the real practice of teaching learning vocabulary in a natural setting. This type of observation helped the researcher observe what actually happened in the teaching learning process of vocabulary. During the classroom observation, there was a co-observer to avoid bias.

As a non- participant observer, the researcher can have a chance to observe the real situation of the practice of teaching and learning vocabulary in the classroom freely without influencing them. The teachers were observed while teaching vocabulary lessons threetimes. The observations were held three times for each teacher to know whether or not teachers used different vocabulary teaching techniques. Besides, it helps to know the consistency of the performance of the students and teachers.

3.5.2. Questionnaires

Questionnaires are effective means of measuring the behaviors, attitudes, preferences, opinions and intentions of subjects more cheaply and quickly than other instruments (Teshome & Negesu, 2009). An important distinction is between open-ended and close-ended questions. But, the researcher employed open-ended question because it allowed respondents to include more information including feelings, attitudes and understanding of the subject. This allows researchers to better access the respondents' true feelings on an issue. Moreover, the data that was collected in open-ended question is supplementary and to cross check the truthfulness of the data obtained from classroom observation and interview as the practice of teaching and learning vocabulary is observed in detail in the real teaching and learning of vocabulary.

Hence, to collect data about the practice of teaching and learning vocabulary in EFL classes, open ended questions were employed. For 70 students, nine open ended questionnaires were prepared in Amharic for clear understanding, but there was no questionnaire for teachers since the real practice of teaching vocabulary was observed in the class room. Some of the questionnaires were adopted from a local research entitled 'The Effectiveness of Vocabulary Teaching-Learning' (Gashaw, 2008), and some of them were prepared by the researcher based on the objectives.

3.5.3. Interview

With skillful interviewer, the interview is often superior to other data gathering tools because people are more willing to talk than to write (Negesu&Teshome2009). Hence, the researcher employed semi-structured interview to collect data from both teachers and students.

Semi-structured interview enhances the understanding of data and makes the data collection more systematic (Lynch, 1996). It also guides the subjects of the study in explaining relevant data and to get verification by asking the reason. Because of this, a semi-structured interview was preferred for this study. Some of the questions were adopted from a research entitled 'The Effectiveness of Vocabulary Leaching-Learning' (Gashaw, 2008), and some of them were prepared by the researcher based on the objectives. After that, all the interview questions were commented by my advisor.

The interview was conducted with three English language teachers and 10 students. It was in Amharic for students to have clear understanding between the researcher and the participants. But, it was in English for teachers hoping that it is possible to communicate effectively. The researcher prepared six questions for students which focused on the strategies of learning vocabulary, and four questions for teachers which focused on the experience of teaching, techniques employed to teach vocabulary and the role of students in the process of teaching and learning vocabulary. The interview was written in note form when the interviewees explained their ideas.

3.6. Data analysis

3.6.1. Analysis of classroom observation

The data which was obtained from observation was analyzed qualitatively. During the observation, the researcher and the co-observer entered the class and note down salient points which is consistent with the objective of the study, such as the role of teachers in teaching vocabulary, the techniques they employed to teach vocabulary, the role of students during learning vocabulary and strategies they used in learning vocabulary. After the observation, the researcher and the co-observer sat together and compared and contrasted what they observed. Surprisingly, the idea was almost the same. This indicates that the data collected through observation was valid and the researcher organized the data thematically as to the objectives of the study. Moreover, the points registered during observation were re-read. Finally, themes were developed and compiled in note form, and was analyzed in detail.

3.6.2. Analysis of open- ended questionnaires

The open-ended questions were prepared based on the observation data to create trustworthiness. The content of open ended questions was consistent with the objective of the study. The Amharic data were also translated into English, and these data were analyzed qualitatively in the following way:

First the researcher reread the collected data in order to become familiar with what the data entails. Next, he created initial codes by identifying where and how patterns occurred. This happened through data reduction where the researcher broke down data into labels in order to create categories for more efficient analysis. Data compilation was also completed here. This

involved the researcher making inferences about what the codes mean. After that the researcher explored themes; assembled codes into themes that accurately depict the data. It is important in developing themes that the researcher describes exactly what the themes mean, what they include and exclude. Then he revised the themes; check if the themes make sense and account for all the coded extracts and the entire data set. The researcher returned and checked what is missing. Again, he defined and named categories; generated clear definitions and names for each theme. Finally, the final report was produced; decide which themes make meaningful contributions to understand what is going on within the data.

3.6.3. Analysis of interview data

Based on the observation data and open ended questions, the interview questions were prepared. The interview questions focused on the strategies students use to learn vocabulary, students and teachers roles in the practice of teaching and learning vocabulary, the techniques employed by teachers to teach vocabulary. These points were written properly while interviewing and analyzed qualitatively in the following process: First the researcher read and reread the data; then coded the whole text; assigning one or more categories to each response; then themes were searched. After that, themes were reviewed to make sure they fit to the collected data. Finally, themes were defined and named, and a coherent narrative was created that includes quotes from the interviews.

In general, in this section the researcher tried to show the procedures that he went through to analyze the data which was obtained using classroom observation, open ended question and interview. Since these data were qualitative, it was analyzed thematically. In a sense, the analysis was written by re-reading the collected data and making meaning or by understanding the overall themes in the data set.

CHAPTER FOUR

4. ANALYSIS AND INTERPRETATION OF DATA

This part of the paper deals with analysis of the data collected through classroom observation, open ended questions and interviews to see the practice of teaching and learning vocabulary at DilBetigle Primary School grade eight in focus. The data which were collected in these instruments were analyzed separately as follows:

4.1. Analysis of classroom observation

In this part the role of teachers and the techniques employed in the teaching learning process of vocabulary were observed. Besides, the roles and strategies of students while learning vocabulary was also the focus of the researcher. As it was mentioned in the methodology part, observation was held three times for each teacher in the teaching learning practice of vocabulary.

4.1.1. The roles of teachers in teaching vocabulary

The researcher recorded /took note regarding the roles of teachers in the teaching and learning process of vocabulary during observation. Based on the collected data, the following results were gained. Teacher1 delivered the lesson in lecture method using explanation and dictation because the teacher was blind. But there were students who could not spell the words correctly. Even if students sit in one to five grouping, they were discussing nothing. Teacher2 was presenting the gaps-fill-in exercise, but few students were participating actively. The teacher did not encourage students to participate actively. Besides, he instructed them to read a passage within their group but most of them were talking because he did not monitor their performance. Teacher3 presented vocabularies which are used to open and close folktales by translating into Amharic. The teacher instructed students to discuss the animals they know or heard, but most of the students were talking and the rest were discussing in Amharic.

In all teachers teaching practice, some clever students were participating but most of them were passive. Some students were talking with friends next to them and others specially the back benchers were doing something different from the day's lesson. The teachers and most of the students could not interact. But success in vocabulary lessons crucially depends on the interaction between teacher and learners, and the work the learners themselves put into the assimilation and practicing of new words (McCarthy, 1990). Mostly teachers did not organize

group discussion for the lesson. They did not also monitor their performance. To some extent they told them words in their text book and let them write sentences but they did not tell them new words they practice in communication and writing.

4.1.2. Techniques employed by teachers

Based on the collected data from observation, teachers did not use different techniques. For instance, Teacher1/ revised the previous lesson and introduced the day's lesson, reading the passage, "world's great leader" even if there were groups formed, students did not discuss about key words. They wrote words orally which were taken from the passage respected, icon, opportunities, jailed, discrimination, revenge, and hosted. Since the teacher was blind he dictated his students but they did not write the spelling correctly, and the meaning. The teacher told the meaning of words by translating into Amharic. In the next day, the teacher instructed to discuss the meaning of words and to construct sentences but they were discussing in Amharic.

Teacher2 was doing gaps-fill in exercise in question and answer. Students were instructed to fill the words bear, in, study, go, work, win, die, attend, be and were. But he did not tell them the meaning of words. The students tried by themselves, and they did not ask about the words. After class, I tried to ask some students about the words but they did not know. This indicates that students are not interested to learn. On the other day, the teacher tried to teach words by giving example, like profession means like Doctor, engineer etc. but I think the teacher misled students because when students mentioned teacher as profession, he said no. This indicates that the teacher was not well prepared about what he was going to teach.

Teacher 3 introduced the vocabularies of opening for folk tales like once upon a time, long, long ago, many years ago, a long time ago, in the beginning, and there was once. Besides, the teacher told them folktale endings likeand they lived happily ever after,and they never saw him again. The teacher told students these vocabularies by translating into mother tongue. On the other day, the teacher wrote a list of words on the black board which were taken from the passage and told them the Amharic equivalent. But she did not teach them other vocabulary learning strategies.

In general, mostly teachers used translation of words into mother tongue (L1), and explained a word by giving example to teach the meaning of the word. All teachers did not teach the

meaning of words in relation to meaning relationship like synonym and antonym. They did not also employ other techniques, such as crossword puzzle, word mapping, collocation, context and the like. Besides, they did not encourage their students to discuss the different meaning of a word in different sentences. According to carter (1987), in teaching vocabulary, teachers are expected to know how to teach language elements, how to rate techniques, activities, and how to make learners do these activities enthusiastically. Besides, they are expected to understand the nature of the language he/she is teaching, able to produce and understand the vocabulary items and the sentences which are appropriate in a given context when they occur in the texts to be taught.

4.1.3. The role of students in the teaching learning process of vocabulary

As it is observed in the teaching learning process of vocabulary, most of the students were passive; some of them were talking with their friends and others were doing something different from the day's lesson. Only few students were participating actively and taking note which was written on the black board. When students faced new words, they did not try to guess the word from the given sentence according to its context or they did not try to brain storm rather they ask their teacher and their class mates. Some of the students were careless about knowing the meaning of the words rather they simply copied which was written on the black board because after class the researcher asked the meaning of the words that they copied in their exercise book but they knew nothing. Besides, the researcher tried to observe that the students were asking in their mother tongue to know the meaning of a word, and their teachers were answering in their mother tongue. This is one way of learning, but if they over use their mother tongue it is difficult to understand even simple expressions (Atkins etal, 1989).

4.2. Students' questionnaire

4.2.1. Teachers' Role in Implementing Vocabulary Teaching

Table 1. Do your teachers arrange group discussions to teach vocabulary? How?

Categories of answers	Times each categories were mentioned by each respondent
There is a group formed but we do not discuss about vocabulary rather sometimes we discuss a given ideas.	(62)
Teachers list different words on the black board and let us discuss their meaning and construct sentences.	(12)
Total	(74)

From this table, we can infer that even if students sit in a one to five grouping, they do not give concentration for vocabulary rather they discuss ideas .But few of them replied that their teachers give words and let them discuss their meaning and construct sentences. According to Biemiller (2001), discussion can greatly enhance any vocabulary instruction. Students with small vocabularies benefit from the knowledge contributed by their class mates, and misunderstanding of words can be cleared up clearly. In addition, as students wait to be called on, they often practice responses silently. So, discussion re-in forces vocabulary development.

Table2: Advices teachers give to students to use words for long term.

Categories of answers	Times each categories were mentioned by each respondents
Write words in note form	(38)
Read repeatedly	(20)
Use in speech	(8)
Relate to the real situation	(4)
Total	(70)

From this table, we can infer that teachers mostly advise their students to use the words for a long term is writing words in a note book. They also advise them to read repeatedly. But unless they apply in writing or speaking, writing and putting in a note book and reading repeatedly is not enough. A few of the students also replied that their teachers advise them to use in speech and relate to the real situations to use the words in a long term.

According to Oxford (1990), memory strategies acronym and imagery enables learners to store materials and retrieve them when needed for communication. Using acronyms is a kind of placing new words into a context in order to remember them better, and placing new language information to concepts to memory by means of meaning visual imagery either in the mind or in actual drawings is called imagery.

Table 3: Do your teachers present new words to students to practice in communication systematically and meaningfully?

Categories of answers	Times each categories were mentioned by each respondents
They do not tell us except words in a text book	(61)
They present some expressions and let us to communicate	(9)
Total	(70)

From this table, it is possible to deduce that mostly teachers do not present new words to students to practice in communication except words which are present in the text book. But few students respond that their teachers present some expressions and let them practice during communication.

4.2.2. Techniques employed by teachers

Table 4: What techniques do your teachers use to teach new words?

Categories of answers	Times each categories were mentioned by each interviewee
Translating into Amharic	(42)
using synonym and antonym	(10)
Let us use dictionary	(9)
Using realia	(7)
Drilling	(6)
Total	(74)

As it is seen from the table, mostly teachers teach new words by translating into L1 (Amharic). This indicates that teachers over use mother tongue when they teach vocabulary. According to Atkinson et al (1989), over- use of mother tongue can result in the following problems.

Without translation learners or even teachers do not understand any simple items. Besides, learner become lazy and they use their mother tongue even in simple Communication tasks which they are able to discuss in the target language, and they do not understand the essential role of the target language in some of the activities.

Teachers also use antonym and synonym, realia, and drilling to some extent to teach new words. Besides, teachers let students use dictionary. Therefore, even if teachers over use translation, to some extent they employ different techniques to teach vocabulary.

Table5: The techniques teachers use to teach that a word has different meaning.

Categories of answers	Times each categories were mentioned by each respondent
They don't tell us a word has different meaning Except translating into Amharic	(32)
By constructing different sentences	(12)
Find the synonym of words from dictionary	(11)
Tell us contextual definition of a word	(9)
Nothing	(6)
Total	(70)

As it is observed from the above table, teachers do not usually tell their students that a word has different meaning except telling the Amharic translation of a word. But to some extent, they tell them that a word has different meaning by constructing different sentences, searching the synonym of words from dictionary, and by telling them the contextual definition of words. A few of the students also responded that their teachers do not tell them that a word has different meaning. But if teachers do not tell their students special expressions or words to communicate

in their day to day interactions, they will not be eager to know more words and improve their word powers.

4.2.3. Roles of students in learning vocabulary

Table 6: What do you do when you face new words?

Categories of answers	Times each categories were mentioned by each respondent
asking the teachers	(40)
search from dictionary	(24)
ask their friends	(10)
Total	(74)

From this table, we can infer that students mainly ask their teachers when they face new words. They also search from dictionary and ask their friends. These indicate that students never try to guess from its context which is 'an essential tool for word acquisition' (stahl, 1999). Most of the words acquired through incidental reading are learned through context by making connections between the new word and the text in which it appears. Regarding this, Stahl has found that children of all abilities learn at the same rate from context; that is, advanced readers are no more efficient at learning from context than less advanced readers-the advanced readers simply read more.

Table 7: Where do you learn and use English words?

Categories of answers	Times each categories were mentioned by each respondent
At school	(55)
In English period and in ELIC	(10)
In and outside school	(8)
Total	(73)

From this table, the majorities of the students learn and use English words only at school. But unless students' learn and use English words at any place and in any situation or if they are not exposed to words, it is difficult to develop their word power. Regarding this, Biemiller (2001) stated that the more exposure students have to a word, the more likely it is that they will be able to define, comprehend and remember it. There is also one common saying, "practice makes perfect". According to William et al (2008), 'the syllabus exposes students to the use of English language in and outside the class room environment.' But according to the participants' response, the syllabus did not meet its objective.

Table 8: What skills does your teacher emphasize on teaching EFL?

Categories of answers	Times each categories were mentioned by each respondent
Reading	(30)
Speaking	(20)
Grammar	(9)
Listening	(8)
Vocabulary	(3)
Total	(70)

This question is asked to know the concentration of teachers in teaching vocabulary but teachers mostly focus on reading and speaking. To some extent, they also focus on grammar and listening. But it is possible to say that teachers ignore vocabulary which is the base for language acquisition. Because as it is seen from the table the word vocabulary is mentioned only three times.

4.3. Analysis of interview questions

4.3.1. Analysis of interview questions obtained from students

Table9: What strategies do you use when you face new words to know its meaning during EFL class?

Categories of answers	Times each categories were mentioned by each interviewee
Asking teacher	(8)
Using dictionary	(5)
Asking their friends	(3)
Total	(16)

From this table, we can infer that the recurrent theme was the overreliance of students on their teachers to know the meaning of words when they face new words. In this respect, one participant said that ‘since we do not know other strategies of developing our word power we are forced to ask our teachers’ (s1). In the same manner, another participant stated that ‘we do not have the habit of using other strategies to know the meaning of words’ (s5).

Besides asking teachers, students use dictionary to know when they face new words. ‘since I always take dictionary to class, I use dictionary to know the meaning when I face new words’ (s3). The other student said ‘dictionary tells us the pronunciation, the spelling, and the different meanings of a word. so, I use dictionary when I face new words’ (s6).

Another strategy students used when they face new words was asking their friends. Regarding this, one of the students said ‘since I am afraid to ask my teacher, I ask my friends when I face new words to know its meaning’ (S9). In the same vein another student remarked that ‘since it is easy to ask our friends freely, I ask my friends to know the meaning of new words because sometimes teachers undervalue us by re-asking ‘don’t you know this simple word?’ (s4). From this it is possible to imply that students mostly use social strategies to know the meaning of words.

Table10. What problems do you face when you learn vocabulary during EFL class?

Categories of answers	Times each category were mentioned by each interviewee.
Unfamiliarity of words	(8)
Inability to pronounce words correctly	(4)
Inability to spell words correctly	(4)
Total	(16)

As it is seen from the above table, the problem that students mostly face is unfamiliarity of words when they learn English. Regarding this, one of the students stated that since we do not give concentration for English most of the words are unfamiliar for us because we believe it is difficult (s2). In the same remark, the other student said, 'since our attitude is not good towards the subject, I do not give attention for it, because of this the words become unfamiliar for me' (s5).

Students also replied that they face pronunciation problem. In this respect, a student stated that the teacher is rushing to cover the portion but not to equip us with aspects of vocabulary knowledge, he does not tell us how to pronounce words because of this I am unable to pronounce words correctly (s7). The other student stated that 'since our teacher is blind, he tells us everything orally because of this we cannot spell words correctly. Our teacher does not also tell us the rule of pronouncing words' (S1).

The other problem raised by learners is the difficulty of spelling words correctly. In line with this, a student remarked 'since we are not more exposed to the target language and we did not practice how to spell words, we face the difficulty of writing the spelling of words correctly' (s3). The other student also responded, 'since the teacher did not tell us the rule how to spell words, and we do not give concentration to the subject, we usually face the difficulty of writing words correctly' (s5). From the students' response, it is possible to deduce that they face unfamiliarity of words, pronunciation problem and inability to spell words correctly when they learn vocabulary during EFL class.

Q3/ when you think the word “farm animal” different words come to your mind. Do you use this technique to learn new words?

For this question, all of the respondents replied that they do not use this technique to learn new words because their teachers do not tell them about word mapping. For instance, student1said, 'I do not know this technique'. So, I sometimes use dictionary to learn new words'. Student2 also said, 'since our teacher did not tell us, I never use this strategy to learn new words'. In the same remark student3 said, 'Since I have no idea about this technique, I do not apply it to learn new words'. But this technique, word mapping, is very important to learn many words at a time and to remember words easily. According to Sthal andVencil (1986),cited in ,Nation and Newton (1997) semantic mapping is a useful strategy that can be introduced to learners at any level of proficiency .It involved drawing a diagram of relationships between words according to their use in a particular text. Semantic mapping has the effect of bringing relationships in a text to consciousness for the purpose of deepening the understanding of a text and creating associative networks for word.

Table 11: After you know” give” means “provide” what do you do to use in a long term?

Categories of answers	Times each category were mentioned by each interviewee.
Keep it in a note book	(7)
Relate to the real situation	(3)
Use it in speaking and writing	(2)
Total	(12)

As it is seen from the above table, the recurring theme is keeping the words in their note book to remember easily. Regarding this, one student said, 'I write words in my exercise book when the teacher writes to us on the black board and I read it when it is necessary to remember easily'. The other strategy that students employed to use a word for a long term is relating to the real situation. In this respect, a student said, 'I relate words to real situations and objects to use for a long term. For example, I relate the word dangerous with bare electric wire'. The other theme is

applying words in speaking and writing. one of the students said, 'when I know new words, I apply them in writing and speaking to use them for a long term'.

But they did not use other strategies because they said, 'we do not have ideas about other strategies since our teachers did not tell us'. From this, it is possible to deduce that students do not use other strategies except keeping in note book, relate to the real situation and applying in speaking and writing since their teachers did not tell them.

Q5/ Do you have plan when, how, and what type of words to study? If yes, to what extent? If no why?

All of the participants replied that they have no plan to study words rather they study when the program for test or exam is posted. They said that we can read and prepare ourselves for test in a day. For instance, Student 1 said, 'I do not have plan to study words, but I study words when the schedule for exam or test is posted'. Student 2 said, 'I read words that I have written in my exercise book a day before exam but I do not have regular program'. In the same remark students 3 said, 'since grammar is abundantly appear in tests and exams I have no plan to study vocabulary'. Student 4 said, 'I have read words which are present in my exercise book for test or exam but I do not have regular plan regarding when, how and what type of words to study'. Student 5 said, I have no idea regarding how to prepare plan. So, I read words which are present in my exercise when we are told there is exam'. In the same sense, student 6 said, 'since I do not have interest for English, I read words which are present in my exercise book a day before a test but I do not have regular plan'.

So, it is possible to deduce from students' response that students did not give attention for vocabulary. But unless they do not have plan to study words in a regular time, they will not acquire many words .Because if they are more exposed to words, they can learn more words more quickly (stah, 1999).

Table 12: How do you evaluate that you know new words?

Categories of answers	Times each categories were mentioned by each interviewee
When I express something properly in speaking	(6)
When I write about something properly	(4)
When I answer questions asked about words	(4)
Total	(14)

According to the respondents' response they assured that they know new words when they express something properly in speaking. For instance, one of the students said, 'when I express ideas properly in speaking, I assured I know words but when I face difficulty to express my ideas I know I have lack of vocabulary' (S1). The other student replied that they assured they know words when they write about something properly and when they answer questions about words (s3). But 'I know I have lack words when I cannot answer questions properly and cannot write about something properly' (S6).

Form this, it is possible to deduce that students evaluate themselves that they know words when they express their ideas in writing and speaking without any difficulty, and when they answer questions about words correctly.

4.3.2. Analysis of interview data obtained from teachers

Table13. What techniques do you use to teach vocabulary?

Categories of answers	Times each categories were mentioned by each interviewee
Give dictionary meaning	(3)
Let them guess from context	(2)
Drilling	(1)
Using action and gesture	(1)
Total	(7)

From this table it is possible to imply that all of teachers use bilingual dictionary to teach vocabulary to their students. To some extent, they use contextual guess, drilling and action and gesture. One of the teachers said, ‘I use dictionary to teach vocabulary but most of the time dictionary meanings not the exact meaning of the word. So, I give them contextual meaning.’ The other teacher also said, ‘I teach words through action and gesture.’ Regarding drilling, a teacher said, ‘I write words on the black board and let them say after me’.

Table14: what problems do you face when you teach vocabulary?

Categories of answers	Times each categories were mentioned by each interviewee
Students cannot spell and pronounce words correctly	(3)
Students do not follow attentively	(3)
Students do not know the use and meaning of words	(1)
Total	(7)

From this table, we can infer that teachers face different problems when they teach vocabulary. All of the teachers stated that students do not follow attentively as a result they become unable to

spell and pronounce words easily. The other problem that teachers face in teaching vocabulary is that students do not know the use and meaning of words. If they do not know the use and meaning of words, they cannot comprehend, they cannot write and they cannot speak.

Q3/Do you think that you are teaching effectively?

All teachers replied that we are not teaching effectively. For instance, Teacher 1 said, 'I do not think I am effective in teaching vocabulary because if I were effective, my students would be effective. 'Teacher2 also said,' since the text book gives focus on reading, listening, speaking, grammar, and writing, I teach vocabulary through these skills. So, I don't think I teach vocabulary effectively'. Moreover, teacher3 said,' since I am striving to cover the portion, I don't think I am teaching vocabulary effectively. Because the coverage of vocabulary in the text is limited, it is necessary to teach important expressions out of the text book to motivate students'. From this response it is possible to infer that teachers themselves witness they are not teaching vocabulary effectively.

4/ Language scholars suggest that teaching decontextualized /separate words is in effective teaching technique? What do you say? Do you apply it in your teaching learning process of vocabulary?

Regarding this question, teacher1 said, 'I agree to some extent but it doesn't work at all grade levels. For example, at elementary level students cannot comprehend a given text if so they cannot guess a meaning of unknown word from its context and I mostly apply it in teaching vocabulary because grade eight students cannot comprehend and try to guess the meaning of the word from context. 'Teacher 2 also said, 'it is impossible to conclude that teaching decontextualized words is ineffective because at early grades it is necessary and preferable. I also apply it in teaching vocabulary since grade students cannot guess from its context. 'Besides,teacher3 said, 'I disagree by this idea because teaching decontextualized word list is common and very basic at elementary level since they cannot comprehend and cannot guess the meaning of the word from its context. Because of this I mostly apply it in the teaching learning process of vocabulary.' From the teachers' response it is possible to deduce that teachers mostly teach decontextualized word lists or separate word lists to their students.

CHAPTER FIVE

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- Teachers mostly use translation when they teach vocabulary. In a sense they over use mother tongue (L1) during the teaching learning process of vocabulary. They do not use games, word map, pictures, realia, and role play which are important techniques to motivate learners and let them use the words for a long term.
- Teachers mostly teach decontextualized word lists to their students. They do not also encourage and motivate them in the teaching and learning process.
- Teachers themselves witness that they are not teaching vocabulary effectively. Since they use traditional method, most of the students become passive during the practice of teaching and learning vocabulary. It is also possible to conclude that teachers have gap of knowledge regarding the techniques of teaching vocabulary. They do not also give proper advice to their students regarding the strategies to learn vocabulary. Therefore, it is also possible to conclude that teachers do not give attention for vocabulary lesson.
- Students have no plan to study and learn words. They only learn and use English words in the class and in the school compound. But the objective of the syllabus is to expose students to English language in and outside the class room environment (William etal, 2008).
- Students mostly write words in their note book to use them in a long term, but keeping in a note book is not enough to use in a long term. When they discuss with their friends and when they ask their teacher, they use their mother tongue. In such a way it, is difficult to improve their word power. Students also do not try to guess from the context when they face new words rather they mostly depend on teachers.
- Students evaluate themselves that they know words when they express their ideas in writing and speaking without any difficulty, and when they answer questions about words correctly. In a sense, to some extent they use metacognitive strategies.
- Students face difficulty like unfamiliarity of words, inability to pronounce words correctly, and inability to spell words correctly. They also have gap regarding the

strategies how to develop their word power and how to use words in a long term because their teachers do not tell them.

5.2. Recommendations

Based on the findings obtained from the data analysis and interpretations, the following recommendations are given:

- Teachers should not overuse mother tongue when they teach vocabulary during EFL class.
- Teachers should give attention for vocabulary by employing both implicit and explicit pedagogical approaches since it is the base for language acquisition. So, explicit or intentional techniques of teaching vocabulary such as antonyms, synonyms, word mapping, hyponym, and collocation need to be used as often as reading texts.
- Teachers should upgrade themselves by reading and by taking short training regarding the appropriate vocabulary techniques of vocabulary techniques based on the level of students.
- Teachers should also teach essential aspects of vocabulary knowledge like pronunciation, spelling, word formation, parts of speech and use because vocabulary is not only the knowledge of meaning.
- Teachers should use the appropriate techniques like realia, pictures, games, contextual clues, action and gesture to teach their students especially at elementary level.
- Teachers should also tell their students how to use the appropriate vocabulary learning strategies like memory, cognitive, and meta-cognitive strategies to improve their word power.
- Students should promote autonomous vocabulary learning by practicing guessing from context and using dictionary to improve their vocabulary acquisition.
- Students should also practice words at any time and any situation to use words for a long term. In addition, they should use memory strategies to use words for a long term.
- Students should plan to study words so that they can develop their word power.

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APPENDICES

APPEDEX- A

Data collected during observation

A Summary transcription of data collected during observation

Teacher1

Day1/ The teacher revised the previous lesson and introduce the day's lesson, reading the passage "world's great leader" even if there is group formed, students do not discuss about key words. They wrote words orally which are taken from the passage respected, icon, opportunities, jailed, discrimination, revenge, and hosted. Since the teacher was blind he dictated his students but they did not write the spelling correctly, and the meaning. There were also students who did not write, and there were students who were talking with their friend specially the back benchers.

Day2/ on the next day, the lesson was "vocabulary practice "the teacher organize and arrange group discussion, but students were discussing in Amharic about the given words like vengeance, isolation, imprisoned, recognized, chances, recognized, and staged. The teacher did not monitor their performance. The teacher gives chance only few students to participate. The teacher was with some clever students but the majority of them were passive. The teacher did not try to motivate their students.

Day3/ The teacher let write a clever student to write words on the black board and let students jot down the words. But I have seen spelling error when she writes on the board. There were students sitting idle. The teacher did not encourage students to use new vocabulary in speaking and writing.

TEACHER2

Day1/The teacher tried to teach words by giving example, like profession means like Doctor, engineer etc. But I think the teacher mislead students because when students mention teacher as profession, he said no. Besides, students were given home work to write a paragraph but he did

not give correction except listening what they wrote. A few students were participating actively but the teacher did not try to motivate them.

Day2/ the teacher wrote a list of words on the black board which are taken from the passage and tell them the Amharic equivalent. But they didn't teach them other vocabulary learning strategies. Most of the students were not participating actively. But the teacher didn't motivate them to participate actively.

Day3/ The teacher were doing gaps-fill in exercise. Students were instructed to fill the words bear, in, study, go, work, win, die, attend, be, line and was. But he did not tell them the meaning of words. The students tried by themselves. Then they did the questions together. The teacher did not encourage students to discuss the different meaning of a word in different sentences that it has in different context. Students also did not ask. After class I tried to ask some students about the words but they did not know.

TEACHER3

Day1/ the teacher wrote a list of words on the black board which are taken from the passage and tell them the Amharic equivalent. But they didn't teach them other vocabulary learning strategies. Most of the students were not participating actively. But the teacher didn't motivate them to participate actively.

Day2/ The teacher introduce the vocabularies of opening for folk tales like once up on a time ,long, long ago ,many years ago, a long time ago, in the beginning ,and there was once.Besides,the teacher tell them folktale endings likeand they lived happily ever after,.....and they never saw him again. The teacher tells students these vocabularies by translating into mother. The teacher instructed students to discuss about the different animals they know or have heard about, their characteristics, and the dangers of living with them. After that students were discussing in Amharic. The teacher didn't monitor their performance. The teacher gives chance only few students to participate. The teacher was going with some clever students the majority of them were passive. The teacher didn't try to motivate their students.

Day3/the lesson was vocabulary networking but the teacher didn't go further on it. The teacher only teaches what is present in the text book. She didn't teach them other strategies to learn

vocabulary like cross word puzzle, synonym, antonym and the like. She also tells the meaning of words in Amharic.

Summary of the data regarding the Roles of students in the teaching learning process of vocabulary

They rarely ask their teachers and class mates for clarification when they don't understand. They did not try to guess the meaning of a word from context .Most of them didn't participate actively. They did not apply the words in writing and speaking. They discussed in Amharic and ask their teachers and friends in Amharic.

APPENDIX- B

DEBRE BERHAN UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH /MA PROGRAM/

Questionnaire on the practice of teaching and learning vocabulary

This questionnaire is intended to gather relevant data for the study entitled the practice of teaching and learning vocabulary in EFL classes, Dill Betigil primary school grade 8 in focus, so I kindly request you to give your genuine response for the success of the study. your response will be used only for the purpose of the study and will be kept confidential.

Note it is not necessary to write your name on the questionnaire. Thank you very much for your cooperation in advance.

Part 1: background information

Please put a tick / */ mark in the given box and give short answer in the space provided.

- Name of the school _____
- Sex Male Female
- age 12-15 16-18

I. Teacher's role implementation

1. Does your teacher arrange and organize group discussion? If your answer is yes how? _____

2 .What techniques does your teacher use to teach you new English words? _____

3. Does your teacher present new words you need to practice in communication systematically and meaningfully? If yes, how? Explain it _____

4. How does your teacher teach you new words? _____

II. Techniques used by teachers

1. What does your teacher do to develop your word power? _____

2. What advice does your teacher advise you to use words for long term? _____

3. What techniques your teacher use to teach you that a word has different meaning? _____

III. Role of students in learning vocabulary

1. What do you do when you face a new word in learning English? _____

2. Where do you learn and use English words? _____

3. What kind of activities do you perform to learn vocabulary skills? _____

4. What skill does your teacher emphasizes on teaching EFL and what do you think him /her emphasizes on that? _____

APPENDEX -C

Categories of answers for students' questionnaire

I .Role of teachers in implementing vocabulary teaching

Question 1.Do your teachers arrange group discussions to teach vocabulary? How?

Categories of answers	Times each categories were mentioned by each interviewee
There is a group formed but we do not discuss about vocabulary rather sometimes we discuss a given ideas.	(62)
Teachers list different words on the black board and let us to discuss their meaning and construct sentences.	(12)
Total	(74)

Question 2: Advises teachers give to students to use words for long term.

Categories of answers	Times each categories were mentioned by each interviewee
Write words in note form	(38)
Read repeatedly	(20)
Use in speech	(8)
Relate to the real situation	(4)
Total	(70)

Table 3: Do your teachers present new words to students to practice in communication systematically and meaningfully?

Categories of answers	Times each categories were mentioned by each interviewee
They do not tell us except words in a text book	(61)
They present some expressions and let us to communicate	(9)
Total	(70)

II. Techniques employed by teachers

Question3: Techniques used by the teachers to teach new words;

Categories of answers	Times each categories were mentioned by each respondent
Translating into Amharic	(42)
using synonym and antonym	(10)
Let them use dictionary	(9)
Using realia	(7)
Drilling	(6)
Total	(74)

Question4: The techniques teachers use to teach that a word has different meaning.

Categories of answers	Times each categories were mentioned by each respondent
They don't tell us a word has different meaning Except translating into Amharic	(32)
By constructing different sentences	(12)
Find the synonym of words from dictionary	(11)
Tell us contextual definition of a word	(9)
Nothing	(6)
Total	(70)

III .Roles of students in learning vocabulary

Question 5: What do you do when you face new words?

Categories of answers	Times each categories were mentioned by each respondent
asking the teachers	(40)
search from dictionary	(24)
ask their friends	(10)
Total	(74)

Question 6: Where do you learn and use English words?

Categories of answers	Times each categories were mentioned by each respondent
At school	(55)
In English period and in ELIC	(10)
In and outside school	(8)
Total	(73)

Question 7: What skills does your teacher emphasize on teaching EFL?

Categories of answers	Times each categories were mentioned by each respondent
Reading	(30)
Speaking	(20)
Grammar	(9)
Listening	(8)
Vocabulary	(3)
Total	(70)

APPENDIX -D

Interview for teachers

1. What techniques do you use to teach vocabulary?
2. What kind of problem did you face when you teach vocabulary?
3. Do you think that, you are teaching vocabulary effectively?
4. Language scholars suggest that teaching decontextualized /separate words is in effective teaching technique? What do you say?

APPEDEX- E

(Transcription of teachers' interview)

1/ regarding the techniques

Teacher 1

- I select the words from the passage and translate into Amharic; use bilingual dictionary.
- I write words on the black board and let them to say the word after me (drilling
- I give them dictionary meaning

Teacher2

- I dictate the words tell them the Amharic equivalent; use bilingual dictionary.
- using action and gestures, mime
- by constructing different sentences

Teacher 3

- Translating into Amharic equivalent
- give them dictionary definition, by giving examples

2 /regarding the problems they face when they teach vocabulary

Teacher1

- Students cannot spell and pronounce words correctly.
- Students do not follow attentively
- they cannot read even a word correctly.

Teacher 2

- Students do not follow attentively
- they cannot spell and pronounce words correctly

Teacher3

- Students do not know the use and meaning of words
- Students do not follow attentively
- Students cannot spell and pronounce words correctly.

Q3/Do you think that you are teaching effectively?

Teacher 1/ I do not think I am effective in teaching vocabulary because if I were effective, my students would be effective.

Teacher2/ since the text book give focus on reading, listening, speaking, grammar, and writing, I teach vocabulary through these skills. So, I don't think I teach vocabulary.

Teacher3/ since I am striving to cover the portion, I don't think I am thing vocabulary effectively. Because the coverage of vocabulary in the text is limited, it is necessary to teach important expressions out of the text book to motivate students.

4/ Language scholars suggest that teaching decontextualized /separate words is in effective teaching technique? What do you say? Do you apply it in your teaching learning process of vocabulary?

Teacher1 / I agree to some extent but it doesn't work at all grade levels. For example, at elementary level students cannot comprehend a given text if so they cannot guess a meaning of unknown word from its context and I mostly apply it in teaching vocabulary because grade eight students cannot comprehend and try to guess the meaning of the word from context.

Teacher 2 / It is impossible to conclude that teaching decontextualized words is ineffective because at early grades it is necessary and preferable. I also apply it in teaching vocabulary since grade students cannot guess from its context.

Teacher3 /I disagree by this idea because teaching decontextualized word list is common and very basic at elementary level since they cannot comprehend and cannot guess the meaning of the word from its context. Because of this I mostly apply it in the teaching learning process of vocabulary.

APPENDEX-F

Interview questions for students

Interview questions for students regarding the techniques students use to learn new words

1. When you learn English what techniques do you use to know new words?
2. What problems do you face when you learn new words?
3. When you think the word farm animal different words come to your mind. Do you use these techniques to learn new words?
4. After you know give means provide, what do you do to remember easily?
5. Do you have plan when, how and what type of words to study? If yes, to what extent? If no why?
6. How do you evaluate that you learn /know new words?

APPENDEX-G

Categories of answers obtained from students interview

1/what strategies do you use to know when you face new words during EFL class?

Categories of answers	Times each categories were mentioned by each interviewee
Asking teacher	(8)
Using dictionary	(5)
Asking their friends	(3)
Total	(16)

2. What problems do you face when you learn vocabulary during EFL class?

Categories of answers	Times each category were mentioned by each interviewee.
Unfamiliarity of words	(8)
Inability to pronounce words correctly	(4)
Inability to spell words correctly	(4)
Total	(16)

Q3/ when you think the word “farm animal” different words come to your mind. Do you use this technique to learn new words?

All the respondents replied that they do not have an idea about this strategy they do not use it for language learning.

Student1said,'I do not know this technique'. So, I sometimes use dictionary to learn new words'.

Student2 also said, ‘since our teacher did not tell us, I never use this strategy to learn new words’.

Student3 said, ‘Since I have no idea about this technique, I do not apply it to learn new words’.

Student4said,’ I never use it because I do not know this technique’.

Student 5said, ‘I never use other strategy except using dictionary, and asking teacher and my friends because I do not know other strategies to learn new words’.

4/ after you know” give” means “provide” what do you do to use in a long term?

Categories of answers	Times each category were mentioned by each interviewee.
Keep it in a note book	(7)
Relate to the real situation	(3)
Use it in speaking and writing	(2)
Total	(12)

Q5/ Do you have plan when, how, and what type of words to study? If yes, to what extent? If no why?

Student1said,’I do not have plan to study words, but I study words when the schedule for exam or test is posted’.

Student2said,’I read words that I have written in my exercise book a day before exam’.

Student3 said, ’since grammar is abundantly appear in tests and exams I have no plan to study vocabulary’.

Student4 said, ‘I have read words which are present in my exercise book for test or exam but I do not have regular plan regarding when, how and what type of words to study’.

Student 5 said, 'I have no idea regarding how to prepare plan. So, I read words which are present in my exercise when we are told there is exam'.

Student 6 said, 'since I do not have interest for English, I read words which are present in my exercise book a day before a test but I do not have regular plan'

Student 7 said, 'I do not have plan to study words, because I am not interested to learn English'.

6/How do you evaluate that you know new words?

Categories of answers	Times each categories were mentioned by each interviewee
When I express something properly in speaking	(6)
When I write about something properly	(4)
When I answer questions asked about words	(4)
Total	(14)

