



**Addis Ababa University**

**COLLEGE OF HUMANITIES, LANGUAGE  
STUDIES, JOURNALISM AND COMMUNICATION**

**Department of Foreign Languages and Literature**

**Research Title: The Practice and Appropriateness of Communicative  
Teaching Vocabulary in Two Secondary Schools of Endamariam Qorar and  
its Environs: The Case of Teaching English in Grade Ten**

**By**

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**Addis Ababa, Ethiopia**

**August, 2024**

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**Submitted to: Taye Regassa (PhD)**

**A Thesis Submitted to the Department of Foreign Languages and Literature  
in Fulfillment of Master's Degree in English Language Teaching**

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**Approved by Board of Examiners**

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## DECLARATION

This is to certify that this thesis entitled “*The practice and appropriateness of communicative Teaching Vocabulary in Two Secondary Schools of Endamariam Qorar and its Environs: The case of Grade Ten English*” is Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in ELT at Addis-Ababa University, Department of Foreign Languages and Literature written by Gebretsadik Abraha is done in line with all requirements. The thesis has not been submitted earlier for an award of any degree and has acknowledged all sources through proper citations.

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## **Acronyms**

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second Language

L2: second Language

ELT: English language teaching

MOE: Ministry of education

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## **Abstract**

*The general objective of this study was to evaluate the practice and appropriateness of communicative teaching vocabulary used by EFL teachers at Endamariam Qorar and Raesi Alula secondary schools. The study was designed using descriptive study and to select the schools as well as the participants, convenience and comprehensive sampling techniques were respectively used. The specific objectives of the study were to identify the techniques used by EFL teachers to teach vocabulary, to find out if the techniques match with those suggested in the textbook and to evaluate the appropriateness of techniques applied by teachers while teaching vocabulary communicatively. Twenty two EFL secondary school teachers, who teach in grade ten in two government schools and two English department heads, one from each school were participants in this study. To collect the necessary data, a questionnaire was employed as the main data-collecting tool and it consisted of closed and open-ended items. Besides, interview, classroom observation, and document analysis (textbook analysis) were employed as supporting instruments. The data collected using these instruments were analyzed using frequency, percentage, and description of the qualitative data. The findings of the study indicated that teachers failed to use vocabulary for communicative and interactive purposes, teachers couldn't teach vocabulary lessons independent of other lessons, teachers gave less consideration to vocabulary lessons, teachers couldn't practice vocabulary techniques as was required by the syllabus, teachers hadn't adequate training in practicing the teaching vocabularies and the appropriateness of techniques of teaching vocabulary couldn't address to communicative teaching vocabulary. Therefore, teachers' selection of techniques for vocabulary teaching couldn't match with the suggested techniques of the textbook. Thus, the provision of short-term trainings, teaching vocabulary lessons independent of other lessons, preparing up-to-date and diverse techniques, and practicing vocabulary techniques as required by the syllabus overcome the gap in practicing techniques for communicative vocabulary teaching*

# CHAPTER ONE

## Introduction

### 1.1 Background of the Study

Teaching vocabulary is a significant issue in teaching language since words play an important role in expressing our feelings, emotions, and ideas to others during communication. The knowledge of the language's vocabulary makes the communication go smoothly. The vocabulary of a language is just like bricks for constructing a building. Like bricks, vocabularies are vital for the building of a language, Riankamol (2008). The analogy of vocabulary to bricks in language learning helped to emphasize its importance in language acquisition because vocabulary is the only material to occur language acquisition and also vocabulary links the skills of the language.

For the last 40 years, not only the progress in linguistic studies but also the expansion of communicative language teaching (CLT) opened the door for the realization of the role of vocabulary in language teaching. The expansion of communicative language teaching (CLT) has positive impact on the understanding of vocabulary's role in language teaching in a way that communicative language teaching (CLT) creates a room in the use of better understanding of vocabulary's role in language teaching.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) wrote "... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (PP.111-112). This point reflects unless there is a sufficient amount of words, having grammatical knowledge alone cannot be a guarantee for taking part in language for communication. Thus, vocabulary is considered as central to English language teaching because vocabulary is the only means to have a true communication in English language teaching and without communication it is questionable whether there is language or not. In addition, without vocabularies, communication in L2 cannot happen in any meaningful way.

Vocabulary acquisition plays an important role in mastering a language. A learner will not perform well in every aspect of language without sufficient vocabulary size. Yang (1997)

pointed out that many college students still encounter difficulties in reading their English textbooks. The main reason for those college students who cannot read comprehensively is their limited vocabulary size. The lack of sufficient vocabulary knowledge hinders students' ability to participate in communication because without vocabulary the students talk nothing. In addition, without sufficient vocabulary knowledge students cannot understand others and they cannot express their feeling. Hence, for learners, a deep understanding of vocabulary teaching is important to facilitate the learning process.

Considering the importance of vocabulary acquisition, Schmitt (2000) emphasizes that lexical knowledge is central to 'communicative competence', a term introduced into discussions of language use in second or foreign language learning.

To have true communication using words, form, meaning, and use are three significant aspects teachers need to be aware of and focus on. According to Nation (2001), the form of a word involves its pronunciation (spoken form) and spelling (written form), meaning encompasses the way that form and meaning work together (the concept and what items it refers to), and use involves the grammatical functions of the word. For example, meaning and use, Nation (2001) framework for both receptive-reading and listening and productive writing and speaking contexts or skills.

Since vocabulary is the center of the language and essential for the learners to use the language in their real-world life, teachers need to pay attention to teaching and learning process of the vocabulary. An effective teacher should prepare well with various up-to-date techniques and should be creative to master the material to be understood by students. (Alqahtani, 2015), states that teaching vocabulary is a crucial aspect of learning a language as languages are based on words. Vocabulary knowledge is an important element in foreign or second language acquisition. A student can increase vocabulary knowledge formally in the classroom and informally through communication with others.

Considering the amount the English language contributes," The present Ethiopian government has placed teaching and learning of the English language high on the agenda to ensure that Ethiopia will play an active and important role in the world political and economic activities" (Yonas,2003 p.23).

However, in connection with teaching vocabulary in the classroom, Mc Carty(1983,p.12) states that,” the teacher of English as a foreign language would be forgiven for holding the view that not much vocabulary teaching goes on at all.” This fact becomes comprehensible when it is observed from the angle of application of teaching vocabulary in CLT in the actual classroom.

The current researcher, from his experience, has informally noticed that, the place where teachers give attention to vocabulary teaching is not as it is required by the syllabus.

## **1.2 Statement of the Problem**

The main target of learning EFL or ESL is to make use of the four skills; listening, reading, speaking, and writing.

For effective communication, in addition to mastering the four skills, sufficient vocabulary knowledge is very important for successful education. Rich vocabulary helps students master English and its four major skills which cover listening, speaking, reading, and writing. This importance is proven by Tnahh Huyen and Thi Thu Nga (2003, in Rouhani and Purgharib 2013) who define vocabulary as a language element that links the four language skills. The importance of vocabulary was also noted by Richard and Renandya 2002) believing that vocabulary plays a crucial part in one’s foreign language learning that could affect how well learners speak, listen, read, and write.

Using words in actual situations helps learners not only develop their vocabulary skills but also make their lives easier.

In relation to the importance of words, researchers have not been able to agree on one single definition and have offered multiple ways to define it. However, one certainly can say that without words there is no communication and without communication it is questionable whether there is language. Singleton’s (2002:2) states: “...words are vital to linguistic communication, and without them not much can be conveyed.” On the other hand, Mc Carthy (1990, p.81) elaborates that “vocabulary is the single, biggest component of any language course.

Without words, communication in L2 cannot happen in any meaningful way; No matter how well the students learn grammar and no matter how well the sounds of L2 are mastered.

As a result of this, teachers' classroom instruction should focus on relating vocabulary teaching with that of CLT. In support of teaching vocabulary in CLT, Wilkins in 1976 argues that "without grammar, there are few things we can express; while without vocabulary, there is nothing we can express."

On the other hand, Lightbown and Spada (1999: 172) state that: CLT is based on the premise that successful language learning involves not only knowledge of the structures and forms of the language, but also the functions and purposes that a language serves in different communicative settings. This approach to teaching emphasizes the communication of meaning over the practice and manipulation of grammatical forms.

Concerning this study, different studies were carried out. For example, Gashaw (2008) explains that most teachers do not feel confident about their English ability and fail to constantly use it for effective instruction. He keeps on explaining that "teachers, unlike students, believe vocabulary is not such a prominent component of language learning to be given more considerable emphasis during teaching English compared to other aspects." This is due to teachers' dependence on grammar teaching methods rather than CLT-focused methods. Thus, teachers were reluctant to focus on vocabulary in their teaching because most teachers didn't feel confident about their English ability and fail to constantly use it for effective instruction.

There have been general studies concerning the components of CLT in different parts of Ethiopia with respect to EFL. However, this research is different from other studies. Firstly, it explores the activities that EFL teachers use to teach vocabulary communicatively and secondly, it evaluates the practice and appropriateness of communicative vocabulary teaching. Thus, this study differs from other studies on CLT because this study is conducted only on vocabulary, not related to other language skills. There is no systematically collected evidence on Endamariam Qorar and Raesi Alula secondary schools which show how much the techniques of vocabulary teaching are being appropriately practiced in EFL. However, the researcher observed that the students were often in the problem of deducing meaning from the context, collocating words, involving in task-based activity, using more than one new word in a sentence and creating sentences that contain the new word. The students prefer to use dictionaries from the library and ask their friends for meanings. Thus, grade ten students' level of vocabulary knowledge was low even using words communicatively in the

teaching and learning process was not effective. Although the students have been learning English for about ten years, they do not have the experience to use words communicatively and to share their feelings, ideas, and thoughts using vocabulary knowledge.

In every department meeting, the researcher observed that teachers always talk about their students' limited knowledge of vocabulary usage. Thus, teachers couldn't want to prepare vocabulary items either in the final or model exams. In addition, the researcher observed that grade ten students were often in the problem of deducing meaning from the context, collocating words, involving in task based activity, using more than one new word in a sentence and creating sentences that contain the new word. Generally, the researcher observed that grade ten students were in problem of knowing the meaning of the word and preferred to see the meaning of the vocabulary in a dictionary.

Furthermore, there are no local studies that attempt to look at the extent to which English language teachers practice different techniques in vocabulary teaching at secondary schools. Hence, the researcher witnessed such studies are not conducted concerning communicative vocabulary teaching in the study areas and felt that conducting a timely research would have some pedagogical outcomes. Therefore, since the researcher is an English language teacher, this motivated him to evaluate the practice and appropriateness of communicative teaching vocabulary that EFL teachers practice and then to show the gap that currently exists in the study area. To address the intended objective, therefore, the researcher conducted the study on the practice and appropriateness of the techniques of teaching vocabulary that EFL teachers use to teach vocabulary in two secondary schools, Endamariam Qorar and Raesi Alula.

Here are the main research questions the study aims to address and they relate to the overall objectives of the study in that these are the basic questions that the study is expected to address.

1. What are the techniques frequently used by EFL teachers to teach vocabulary?
2. Are there vocabulary aspects available in the textbook, which applied for application of the techniques?
3. How appropriate is teachers' selection of techniques for vocabulary teaching while teaching vocabulary communicatively?
4. What are the factors that hinder teachers in the application of techniques of vocabulary teaching?

### **1.3 Objective of the study**

The general and specific objectives of this study align with the broader goals of improving EFL instruction at the secondary school level in that the objectives dealt everything with the broader goals of improving EFL instruction at the secondary school level.

#### **1.3.1 General objective**

The general objective of this study would be to evaluate the practice and appropriateness of the techniques that English as foreign language (EFL) teachers used when they taught vocabulary at the secondary school level.

#### **1.3.2 Specific Objectives**

The specific objectives of this particular study would to:

- ✓ Identify the techniques used by EFL teachers to teach vocabulary.
- ✓ Find out if the techniques matched with those suggested in the textbook.
- ✓ Evaluate the appropriateness of techniques applied by teachers while teaching vocabulary communicatively.

The importance to evaluate the appropriateness of vocabulary teaching techniques in the context of CLT is to identify whether the teachers appropriately apply the techniques or not while teachers teach vocabulary communicatively.

### **1.4 Significance of the Study**

It was hoped that the findings of this research had the following contributions to English language teachers, evaluators, syllabus designers and researchers in several ways. Primarily, it practically benefited teachers of English as a Foreign Language as it enabled them to identify the techniques used by EFL teachers to teach vocabulary and to fill the gap in communicative vocabulary teaching. Secondly, the study could be helpful for curriculum designers and material developers to consider the potential gaps the current grade ten English for Ethiopia textbook might have, so that missing techniques of communicative vocabulary teaching could be taken into account while revising the syllabus. . Thirdly, it might initiate other researchers to deal with detailed investigation on similar issues that weren't addressed by this research. Finally, it also benefited education policy makers to design short training manuals through observing this study.

### **1.5 Delimitation (Scope) of the Study**

Resources and extended displacement of research subjects made a certain research to limit to a specific area. Accessibility of data was the other reason why this research was conducted in a particular, limited area. Hence, this particular study was conducted with specific reference to Endamariam Qorar city and its environs of Wereda Degua Tembean, in the South East zone of Tigray Regional State. Therefore, the research focused only on evaluating the practice and appropriateness of vocabulary teaching in relation to CLT. The techniques used by EFL teachers to teach vocabulary, activities used to practice newly introduced words, appropriateness of the techniques and factors that hindered to practice communicative approach.

### **1.6 Limitations of the Study**

The researcher believed that this study lack generalizability as the total number of respondents was limited to only 24, and all of them teach in governmental schools. This happened as a result of the researcher's deliberate decision to maintain the homogeneity of the participants. Therefore, to generalize the result it would better to conduct the research in several settings and with more number of participants.

Moreover, in addition to the resources and financial shortages to carry out the research process, the researcher suspected to get fruitful data from some respondents while gathering the information. This would due to some teachers' difficulty to express their responses in the questionnaire very well. Thus, it would somehow hard to clearly understood some of the open-ended questionnaires' reply.

On the other hand, the study also failed to involve learners in this particular study. The data would more reliable if students took their part to fill in questionnaires. But the researcher decided not to include learners in to the study because there are doubts that learners wouldn't have adequate knowledge in the area of communicative vocabulary teaching.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

Traditional approaches to language teaching gave priority to grammatical competence than to communicative language teaching (CLT) as the basis of language proficiency. They were based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling. Richards(2006,p.6) states,” the teaching of grammar was a deductive one: Learners are presented with grammar rules and then given opportunities to practice using them, as opposite to an inductive approach in which students are given examples of sentences containing a grammar rule and asked to work out the rule for themselves.” At this time, like grammar, vocabulary teaching was completely depending on memorization of individual lexical items without contextual use.

English language teaching should move forward in order to keep up with the change. English language teaching has gone through a rapid change of transitions in its methodology, from grammar translation method to direct method, to audiolingualism, and to other variations (Leung, 2005). The most important transition in English language teaching has taken place through a collection of practices materials and belief about teaching and learning that are known by many different names, for instance, communicative methodology, communicative language teaching, and communicative approach (Ricards and Rodgers, 1986). Thus, concerning to accommodate learners’ needs many language experts and English educators have been working seriously in finding the best way to teach English.

Above all, communicative language teaching (CLT) has been accepted as an effective approach by many language educators due to the major focus on developing learner ability to use the language appropriately in context. Among all methods used and practiced so far, CLT has been considered as the best practice in English language teaching (ELT) because it offers’ communication’ means enabling learners to develop their communicative ability (Power,2003). Similarly, according to Nunan (1999) “communicative language teaching has brought the most significant change in to the practice of English language teaching”. Therefore, many educational and language institutions have adopted this approach in to their ELT practices.

Teaching English in Ethiopia is aimed at addressing students’ communication needs. The ministry of education focuses on improving the English language textbooks, syllabus, curriculum, training teachers to enhance their language proficiency and their teaching techniques, MOE (2003, 2004) cited by Endalkachew (2006). Thus, teachers can implement the new system appropriately and the

recent language teaching approach is quite important for learners to practice the language in and outside the classroom although the chance of using the language out of the class is very limited.

Putting the above points in to consideration, this chapter presents the review of related literature and scholarly experiences concerning the practice and appropriateness of communicative vocabulary teaching. The review states the definition of vocabulary in general and communicative vocabulary teaching in particular. It also states the strategies of vocabulary learning, techniques of vocabulary teaching, communicative competence, teaching vocabulary knowledge and communicative vocabulary teaching. Under this topic, there are sub- topics which deal with aim of CLT, roles played by teachers, application of CLT in vocabulary teaching, principles of CLT, the role of CLT in vocabulary instruction as well as in the vocabulary activities and factors affecting the implementation of vocabulary teaching.

## **2.2 Definition of vocabulary**

Graves, (2000), as cited in Taylor,(1990),defines vocabulary as the total collection of words belonging to a branch of knowledge or known by an individual. Vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences. According to Procter (1996, pp. 1628-678), the word vocabulary means “all the words used by a particular person or all the words which exist in a particular language or subject”. According to Adger, (2002) vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, categories of words and phrases. This idea indicates that knowing a vocabulary doesn't simply know only its usage, category of word class and the relation of the word with other word class.

### **2.2.1 The importance of learning vocabulary**

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. Lord (1993: 83) mentions that ‘vocabulary is by far the most sizable and unmanageable component in the learning of any language, whether for a foreign or one's mother tongue because of thousands of different meanings.’ Lewis (1992) holds

the idea that vocabulary acquisition is the main task of second language acquisition and the language skills as listening; speaking, reading, writing and translating all cannot go without vocabulary.

Non- native language learners usually trend to make mistakes about vocabulary; the most difficult thing in listening is vocabulary. Foreign language teaching methods are various but all show the importance of vocabulary teaching. Vocabulary is so crucial because usually when learners go abroad, they face some problems to communicate with the native speakers of the host country to convey their messages. This can be done through using only a word rather than grammar rules. Vocabulary is considered as central in language teaching and is of paramount importance to language learners. Vocabulary is a basic of one learns a foreign language. Few research indicate that teaching vocabulary can be considered as problematic, as some teachers are not really sure about the best practice in the teaching and sometimes not really aware how to start forming an instructional emphasis on the vocabulary learning (Berne and Blachowicz, 2008).

Knowing a word is complex in that it involves not only the ability to recognize its form, or memorizing its definition provided in the dictionary, it also includes knowledge of using it correctly and appropriately in communication and writing (Nation, 1990). Fan (2003) summed that “vocabulary forms the biggest part of the meaning of any language, always been interested in ways of helping learners in building up a big vocabulary as fast and as efficiently as possible.”

### **2.2.2 Vocabulary learning strategies**

Vocabulary learning strategies (VLSs) focus on the measures learners take in order to learn words. Strategies can be defined as conscious or unconscious mental actions a learner takes during a task and can be divided to learning, communication and production strategies (Ellis 1996, Oxford 1990). Production strategies are concerned with efficient use of the language system and communicative strategies are mainly concerned with failure in production while learning strategies deal with acquiring knowledge about the target language (O’Malley and Chamot 1990).Vocabulary in itself is a multidimensional) concept that requires multiple different types of learning strategies and choosing the right strategy for a specific task depends on learner characteristics, task demands, the learning environment and context (Nation and Gu 2007).

The purpose of language learning strategies that are taken by learners are to make a learning process easier, faster, more fluent, more enjoyable, more self-directed, self-explanatory instruction, and more transferable to new experience situations (Oxford, 2003). Through the learning strategies, seems the language learner can set the learning goal to achieve. Nation, P. (2001) states the following different vocabulary leaning strategies.

#### **A. Determination strategy**

To discover a new word meaning, analyzing part of speech, analyzing affixes and roots, check for L1 cognate, analyze and available picture or gesture, guessing meaning from textual context and use a dictionary (bilingual and monolingual) are useful sub strategies of determination strategy.

**B. social strategy:** this uses in some interaction with other people to improve vocabulary leaning. One can ask teachers or classmates for information about new words and they can answer in a number of ways (synonym, antonyms, etc.). And there are also strategies for consolidating word once it has been encountered. Look of the examples: study and practice in a group (social) and interact with native students (social) (Schmitt, 1997)

**C. Memory strategies:** Most memory strategies involve relating the word to be retained with some previously learned knowledge. (Thompson1987:43) mentions some ways of imagery or grouping memory strategies; one way is, connect a word to a previous personal experience, associate the word with its coordinates, use semantic maps, image a word with its meaning, and use key words method. Another way of memory strategy is, grouping words together to study them, studying the spelling of a word, saying a new word aloud when studying and using physical action when leaning a word.

#### **D. Context**

Teaching new words is very important to students in order to gain an initial understanding of meaning. This doesn't mean students need to know all the possible meaning of a word. They can be contented with a partial understanding, which will gradually be refined over time. Further, we need to convince students that they can work out word meaning for themselves not relying on the dictionary and the teacher all the time. Guessing from the context of the most frequent any we discover the meaning of new words, and to do it we use clue, we use our prior experience knowledge of the word; out knowledge of topic, the little we use out of knowledge collocation;

the word that comes before and after the new word in the discourse; we also use any repetition of the word in passage. (Schmitt,1997).

### **E. Inferring meaning**

Inferring involves creating schema for unknown word(s), based on the word knowledge and previous experience, both the word and the text; it meant drawing conclusion as to word meaning in the given text. Inferring, in this way is an example of the construction of meaning by the reader or listener. It is the process we might hope the good learner would follow when faced with difficulty in reading or during a text, or any situation where running to dictionary or asking someone was not possible or appropriate. (McCarthy, 2000)

## **2.3 Teaching of vocabulary**

Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015). It is almost impossible to learn a language without words; even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004). Teachers have problems of how to teach students in order to gain satisfying results when the teaching and learning process takes place. The teacher should prepare himself or herself with various and up-to-date techniques. The teachers have to know the characteristics of his/her learners. They moreover need to prepared good techniques and suitable material in order to gain the target of language teaching. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners (Takac & Sngleton 2008).

### **2.3.1 Concept of vocabulary teaching strategy**

Strasser(1964) states that teaching strategy is a generalized plan for a lesson which include structure, desired learner behavior, in terms of the goals of the instruction and an outline of tactics necessary to implement the strategy. In other words, teaching strategy refers to a technique that is used by the teacher or instructor to ensure that the course has been well understood or it refers to a plan or a program that is extensively used to make sure that a certain message or lesson is passed from the teacher to the student. In brief, vocabulary teaching strategies are actions taken by the teacher to teach or practice target vocabulary. When teachers consider strategies to teach vocabulary, they should keep four factors in mind. (1) the students they are teaching, (2) the nature of the words they decide to teach,(3) their instructional purposes

in teaching each of those words, and (4) the strategies they employ to teach the words (Flanigan & Greenwood, 2007).

Similarly, Graves (2006) clearly explains with respect to effective vocabulary instruction should: (1) provide students with information that contains the context as well as the meaning of the word, (2) design instruction that engages students and allows sufficient time for word learning, (3) make sure students have multiple exposures to the words with review and practice, and (4) create a dialogue around the words. . Thus, teaching words well means giving students multiple opportunities to learn how words are conceptually related to one another in the texts they are studying.

### **2.3.2 Techniques of teaching vocabulary**

#### **A. Teaching vocabulary using objects**

This technique can help learners in remembering vocabulary better, because memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. Using this technique includes the use of visual aids, and demonstration. (Takac & Singleton, 2008). In addition, Gairns & redman (1986) state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization.

#### **B. Teaching vocabulary by drilling, spelling, and active involvement**

Drilling is employed to make learners get accustomed to the word form especially to how it sounds. To make learners more familiar with drilling should be clear and natural (Thorbury, 2002). Drilling is very necessary since learners need to say the word to themselves as they learn it to recall the words from memory (Ellis & Beaton, 1993, in read, 2002; 2004).

The primary means of spelling is actually memorizing words (Reed, 2012). Word spelling needs to be considered since spelling forms of English words is not always inferred by the pronunciation.

Employing this technique, the teacher encourages the students to find out word's meaning by elicitation (Takac & Singleton, 2008). Elicitation maximizes learners' speaking opportunities, and act as a way of

checking learners' understanding (Thorbury, 2002). This technique also includes personalization, which is using the word by learners in a context or sentence that is related to their life. Related to the above techniques, Pinter(2006) argues that teachers are suggested to conduct planned presentations of vocabulary as various as possible, so it is better that teachers present word meaning and form by combining more than one technique.

In addition, Takac and Singleton (2008) points out that in choosing which techniques to be used in the classroom, teachers consider time, availability the content or teaching material.

### **C. Teaching vocabulary using drawing and picture**

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic.

Teaching vocabulary using pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. Illustrations or pictures are excellent means of making the meaning of unknown words clear. The list of pictures includes: posters, flash cards, wall charts, magazine pictures, board drawings, stick figures and photographs. Vocabulary books and course books contain a vast number of attractive pictures that present the meaning of basic words. Visual support helps learners understand the meaning and helps to make the word more memorable.

### **D. Teaching vocabulary using mime, expressions and gestures**

The term “mime or gestur is useful if it emphasizes the importance of gestures and facial expressions on communication ( Alqahtani, 2015). At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication”. It is commonly acknowledged that “teaching gestures” capture attention and make the lesson more dynamic. Using analyses of video recordings of English lessons to French students, Tellier (2007) determined three main roles for teaching gestures: management of the class( to start/end an activity, to question students, request silence, etc.), evaluation(to show a mistake, to correct, to congratulate, etc.) and explanation to give indications on syntax, underline specific prosody, explain new vocabulary, etc.). Teaching gestures appear in hand gestures, facial expressions, body movements, etc. They can either mime or symbolize something and they help learners to infer the meaning of a spoken word or expression, providing that they are unambiguous and easy to understand. This teaching strategy is thus relevant for comprehension (Tellier, 2007). The effect of gesture on memorization is thus something witnessed by many but hardly explored on a systematic and empirical basis (Tellier, 2007).

### **E. Teaching vocabulary using synonyms and antonyms**

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word “good” contrasted with the word “bad”. Many more studies have also shown that vocabulary is best acquired if it is similar to what is already learnt (e.g., Alqahtani, 2015). Learning about synonyms is important also because this is how dictionaries are organized.

### **F. Teaching vocabulary through guessing from context**

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely by L1 and L2 reading specialists (Dubin, 1993). Alqahtani (2015), claims that there are two types of contexts. The first type is the context within the text, which includes morphological, semantic and syntactic information in a specific text, while the second one is the general context, or non-textual context, which is the background knowledge the reader has about the subjects being read. Learning from context not only includes learning from extensive reading, but also learning from taking part in a conversation, and learning from listening to stories, films, television or the radio (Nation, 2001). In order to activate guessing in a written or spoken text, there should be four elements available: 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 learner’s ability to guess. Furthermore, this technique encourages learner to take risks and guess the meaning of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own. There are many clues learners can use to establish meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue, and general knowledge (Walters, 2004).

## **2.4 Communicative competence**

Hymes defines communicative competence as “knowledge of the rules for understanding and producing both the referential and social meaning of language.”

“The goal of a broad theory of competence can be said to show the ways in which the systematically possible, the feasible, and the appropriate are linked to produce and interpret actually occurring cultural behavior, Hymes (1972). Canale and Swain (1980) and Canale (1983) understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. In their concept of communicative competency, knowledge refers to the (conscious or unconscious) knowledge of an individual about language and about other aspects of language use. According to them, there are three types of knowledge. The first

knowledge is knowledge of underlying grammatical principles, the second knowledge is knowledge of how to use language in a social context in order to fulfill communicative functions and the last one is knowledge of how to combine utterances and communicative functions with respect to discourse principles.

According to Harmer, (1991) communicative competence includes four components. The first component is **discourse competence** which deals with the interpretation of individual message elements interims of cohesion and coherence, the second component is **sociolinguistic competence** that understands of the social context in which communication takes place, the third one is **linguistic competence** which means how to use the grammar, syntax, and vocabulary of a language. Thus, linguistic competence is the one that aims at the use of language for communication, and this considers the value of vocabulary and other skills mastery to achieve the goal of language teaching in CLT. The last component is **strategic competence** that means knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context.

Communicative competence includes the following aspects of language knowledge. The first aspect of language knowledge is knowing how to use language for a range of different purposes and functions, the second aspect is knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication), the third aspect is knowing how to produce and understood different types of texts (e.g., narratives, reports, interviews, conversations), and the last one is knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

## 2.5 Teaching vocabulary knowledge

Vocabulary knowledge is viewed as an essential tool for mastering any language skills; it also contributes to the understanding of written and spoken texts. Thus, while more frequent the exposure to vocabulary is, learners are more confident to understand and interpret the meaning of some unknown words from context. Indeed, learning vocabulary doesn't only mean the learning

of new words but also to know their functions and applicability to different contexts and situations.

Teaching vocabulary knowledge is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015). It is almost impossible to learn a language without words; even communication between human beings is based on words.

Regardless the degree of learners' competence in grammar and pronunciation, without sufficient vocabulary knowledge, learners cannot have effective communication. This is because lexicon carries more of the meaning of a text than the grammar does and infact, grammatical errors result in ungrammatical utterances whereas the inappropriate use of vocabulary affects the communicative act.

The purpose of teaching vocabulary is to develop learners' vocabulary knowledge and to have complete command of word knowledge. In connection with vocabulary knowledge, Richards (1976) and Nation (2001) list the different things that learners need to know about a word before we can say that they have learned it. These include: the meaning(s) of the word, its spoken and written forms, what "word parts) it has (e.g., any prefix, suffix, and "root" form), its grammatical behavior (e.g., its word class, typical grammatical patterns it occurs in), its collocations, what associations it has (e.g., words that are similar or opposite in meaning), what connotations it has and its frequency.

For the sake of this study, more emphasis is paid on the teaching of vocabulary aspects like form, function and use of vocabulary words in communicative context through integration with other skills in the language. The practice of vocabulary teaching in CLT is assessed from the teachers' side to observe the activities and instruction that the teacher offer for learners to familiarize them with the new words so as to use the language in the actual situation. The role of CLT in vocabulary instruction and activities are the central point of discussion under this study.

## **2.6 Communicative language teaching (CLT)**

Communicative language teaching (CLT) can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

Richards and Rodgers (2014) discuss about three elements of learning theory that can be distinguished in some communicative language teaching practices. The first element is the communication principle that relates to the activities focused on the use of real communication. The second is the task principle which focused on the use of language to carry out meaningful tasks. The third one is the meaningfulness principle in which the language used must be meaningful to the learners.

### **Major characteristics of CLT**

- Meaning is primary; contextualization is basic.
- Attempts to communicate in TL are encouraged in the beginning of instruction.
- Material sequencing is determined by the content, meaning, and function.
- L1 is acceptable when feasible.
- Activities and strategies for learning are varied.
- Communicative competence is the goal of instruction.

Richards (2006, 23-24) summarizes ten core assumptions of current communicative language teaching:

1. Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
2. Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language used, and take part in meaningful intrapersonal exchange.
3. Meaningful communication results from students processing content that is relevant, purposeful, interesting and engaging.
4. Communication is a holistic process that often calls up on the use of several language skills or modalities.

5. Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.
6. Language learning is a gradual process that involves creative use of language and trial and error. Although errors are a normal product of learning the ultimate goal of learning is to be able to use the new language both accurately and fluently.
7. Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.
8. Successful language learning involves the use of effective learning and communication strategies.
9. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.
10. The classroom is a community when learners learn through collaboration and sharing.

### **2.6.1 Aim of communicative language teaching (CLT)**

Communicative language teaching (CLT) has been accepted as an effective approach by many language educators due to the major focus on developing learner ability to use the language appropriately in context. CLT has been considered as the best practice in English language teaching (CLT) because it offers ‘communication’ means enabling learners to develop their communicative ability (Power,2003). Similarly, according to Nunan (1999) “communicative language teaching has brought the most significant change in to the practice of English language teaching.”

CLT is based on the premise that successful language learning involves not only a knowledge of the structures and forms of the language, but also the functions and purposes that a language serves in different communicative settings. Richards (2006) on his view also defines the current communicative language teaching as a set of generally agreed up on set of principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, their learning goals and so on. He also suggests that, CLT from the learners’ point of view as,

“an approach to foreign or second language which emphasizes that the goal of language learning is communicative competence.” Moreover, Savignon (1991) suggests that the basic point to be considered in language teaching with CLT “communicative competence,” a term defined as the ability to use language, or to communicate, in a culturally- appropriate manner in order to make meaning and accomplish social tasks through extended interactions. It is not to mean that CLT does not consider grammar or structure. The truth is communication cannot take place in the absence of structure, or grammar, this is because a set of shared assumptions about how language works, along with a willingness of participants to cooperate in the negotiation of meaning is needed.

### **2.6.2 Teacher’s roles in CLT vocabulary teaching**

In CLT, teacher is facilitator and guide, not the one who knows everything in classroom. Learners not only receive the knowledge transmitted by teachers but they should construct their own knowledge facilitated by teachers. The construction of meaning in getting knowledge is done through linguistic interaction with others (Brown, 2001). Additionally, the role of teacher sometimes could be partners for communications in the class with students (Littlewood, 1981, cited in Larsen-Freeman, 2000). Similarly, according to Richards and Rodgers (1986) the role of teacher can be an independent member in the learning-teaching group.

According to Breen and Candlin (1980, p.99) a teacher in CLT classes has five main roles. These are: first, organizer of resources and as a resource himself/ herself, secondly, guide in the context of classroom procedures and activities, third, researcher and learner, fourth, independent participant within the learning-teaching group, fifth, facilitator of communication process among all the participants in the classroom and their activities and more important a creator of environment in which learners learn how to learn.

In CLT classrooms, teachers have multiple roles such as director, organizer, and coordinator and so on. Harmer (1987, p.109) explains the teacher’s role in CLT in the following manner.

1. The teacher as controller of everything that goes on in the classroom. He controls not only what the students do, but when they speak and what language they use.
2. The teacher as manager, organizing the activities.

3. The teacher as assessor, giving feedback and advice, as well as correction and grading.
4. The teacher as participant (co-communicator) in an organized activity such as debate or role play.
5. The teacher as prompter to encourage students to participate or make suggestions about how to proceed in an activity.
6. The teacher as a source of language and knowledge.
7. The teacher as instructor, actually teaching the new language points and training students in language skills. These roles prove that the teacher effort as a facilitator to present the language in the class includes teaching vocabulary words together with other skills in order to develop the ability of learners to use vocabulary words in different contexts.

### 2.6.3 Application of CLT in vocabulary teaching

Vocabulary teaching in CLT focuses on meaning rather than form as it aims at achieving effective communication. Teachers are expected to create a suitable language environment so as to enable learners use the language for problem solving. This motivates learners to pick up the language since they practice by considering actual situations and introducing their background experience.

The current popular communicative approach of language teaching has emphasized meaningful interactive activities over form (Hatch and Brown, 1995). This is because knowledge of vocabulary is basic for better understanding of messages either in written or spoken form.

#### 1. Choosing Suitable Topics According to the Unit Theme

The students' textbooks are usually including several units where there are concerned words in the glossary. Usually teachers first explain every word, its pronunciation, word part, spelling and word structure. The Integrated Course of the new Student's textbook contains several themes, each of which is embodied in one unit. For example, if the theme in one unit is growing up, the teacher could choose several topics for students to discuss. Everyone has experienced the process of growing up, during which so many things happened that help you to be mature and successful. So the topics of generation gap, my honored teacher, encouragement, to be sincere towards life, and etc. can be chosen. The teachers instruct and

assign students to prepare for the presentation of their discussion. Thus, the related words are practiced.

## **2. Explain the Word Meaning in a Situation**

The nature of communication may be the guidance in the communicative words teaching approach. If it is really promoting language use, the students should have a desire to communicate. The students should have some kind of communicative purposes, then their attention will be centered on the situational use of words of what is being said or written, they will have to deal with a variety of languages, rather than just one spelling forms or grammatical construction use. Therefore, in the word teaching, what teachers should do most importantly is to arouse the students' communicative consciousness, activities their communicative motivation. To comprehend a word' real communicative meaning and use, there is a great amount of situation knowledge in learner's mind. Thus, what the teachers should do is to enlarge readers' situation knowledge, arouse their communicative desire to attain the communicative aim. So the following are two ways to use:

### **2.1. Role plays (deducing meaning from the context)**

Littlewood (1981) proposed two types of communicative activities: the pre communicative activities and the communicative activities, both of which are needed in the communicative language teaching classroom. Activities and materials which engage students in the classroom communication include: games, music, discussions, are stimulating pictures, dramatic stories, amusing anecdotes, role play and so on etc.

Role-play is to create the presence of a real life situation in the classroom. It is important in the Classroom communication because it gives students an opportunity to practice communicatively In different social contexts.

### **2.2 Reading Authentic Materials**

In communicative principle, authentic material is considered desirable to give students an opportunity to develop strategies for understanding language as it is actually used by native speakers. According to Tomlinson, authentic materials are "materials such as newspaper articles, brochures, train tickets, letters, advertisements, recording of news, airport announcements, etc., which were originally used in real situations and were not designed for use in language teaching. Such materials are used in the classroom to expose the learners to language in real use". For communicative method, the authentic material is the effective way for learners to acquire

communicative abilities. When students pay attention to the really useful materials and the real language situations, the words seem easy to master.

### **2.3. Reading Extensively**

The aim of language teaching is to let students learn how to use language in spoken English or written English. So all kinds of words related to all fields should be mastered and one word can be used in several fields. Students should be available to English newspapers and magazines in the original, especially those freshly published. So in such ways, they have the opportunities to learn authentic English, to add authentic English to their vocabulary and to grasp the up-to-date of English expression. Reading material should be various, such as literary books (novels, dramas, poems and etc.), scientific books, everyday life books and so on.

### **2.6.4 Principles of CLT in vocabulary teaching**

CLT gives much attention to learners to practice the language and this helps learners to develop their communicative competence. To do this, Richards and Rogers (1986) address some elements to be taken in to account: the communicational principle (i.e. activities that involve real communication promote learning), the task principle (i.e. activities in which language is used for carrying out meaningful tasks promote learning) and the meaningfulness principle (i.e. language that is meaningful to the learner supports the learning process). Finocchario and Brumfit (1983:127) summarize the following principle:

1. Teaching is learner –centered and responsive to the student’ need and interests.
2. The target language is acquired through interactive communicative use that encourages the negotiations of meaning.
3. Genuinely meaningful language use is emphasized, along with unpredictability, risk taking, and choice-making.
4. The formal properties of language are never treated in isolation from use. Language forms are always addressed within a communicative context.
5. There is exposure to examples of authentic language from the target language community.
6. The students are encouraged to discover the forms and structures of language for themselves.
7. There is a whole-language approach in which the four language skills (speaking, listening, reading, and writing) are integrated.

### 2.6.5 The Role of CLT in Vocabulary Instruction

Bedchamber (2007) states that, “CLT’s basic responsibility is considering and responding to needs of our students.” Not all learners are taking a new language for the same reasons. It is important for teachers to pay attention, when selecting and sequencing materials, to the specific communicative needs of the learners. Regardless of how distant or unspecific the communicative needs of the learners, every program with a goal of communicative competence should pay need to opportunities for meaningful language use, opportunities to focus on meaning as well as form (Savignon:2002).

What teachers should do most importantly is to arouse the students’ communicative consciousness, activate their communicative motivation. To comprehend a ‘word’ real communicative meaning and use, if there is a great amount of situation knowledge in learners’ mind. Thus, what the teachers should do is to enlarge readers’ situation knowledge, arouse their communicative desire to attain the communicative aim (Yiwei, 2009).

CLT involves equipping students with vocabulary, structures and functions, as well as strategies, to enable them to interact successfully (Pororellana, 2011). Teachers in communicative classrooms will find themselves talking less and listening more becoming active facilitators of their students' learning (Larsen-Freeman, 1986). What is special in using CLT is that learners get exposure to learn the language by integrating the language skills. For example, to know the meaning of certain words and use it for communication, learners first should either read or listen to a text, and then applying the word knowledge in speaking and writing activities.

Texas Reading Initiative (2002) presents what teachers do to help learners to be effective, a program of vocabulary instruction should provide students with opportunities for word learning by:

- **Encouraging wide reading-** students learn new words by encountering them in text, either through their own reading or by being read to. Increasing the opportunities for such encounters improves students’ vocabulary knowledge, which, in turn, improves their ability to read more and more complex text. In short, the single most important thing you can do to improve students’ vocabularies is to get them to read more.
- **Promoting word consciousness** - word-conscious students enjoy learning new words and engaging in word play. They know and use many words, and are aware of the subtleties of word meaning and of the power words can have. Brown (1994)

□ **Providing explicit instruction of specific words-** to be most effective, explicit vocabulary instruction should be dynamic and involve a variety of techniques. Specifically, instruction should:

□ **Use both definitional and contextual information about word meanings-** some instructional activities that provide students with definitional information include:

□ **Teach synonyms-** often a synonym is all students need to understand a new word in context.

□ **Teach antonyms-** not all words have antonyms, but thinking about antonyms requires students to identify the crucial aspects of a word

□ **Rewrite definitions-** as we noted earlier, dictionary definitions can often confuse or mislead students. Asking students to restate a dictionary definition in their own words can be more effective than requiring them to remember the exact wording of the definition. Brumift(1979)

□ **Provide example sentences-** a good way to ascertain whether students understand a word's definitions is to have them provide example sentences in which they use the word. They may draw these examples from personal experiences.

□ **Discuss the difference between the new word and related words-** a discussion of the word *debris*, defined as “trash,” “garbage,” or “waste,” might include a discussion of the differences between *debris* and *trash*, *garbage*, and *waste*. For example, *debris* might be the result of some sort of accident or disaster, whereas *trash* might include anything. *Garbage* generally refers to organic material, such as food leftovers, and *waste* implies something left over, rather than something resulting from a disaster. Some activities that provide students with contextual information include: Harmer (1991)

□ **Have students create sentences that contain the new word-** encourage students to create sentences that show a clear understanding of the meaning of the word.

□ **Use more than one new word in a sentence.** Asking students to use more than one new word in each sentence they create can force them to look for relations among words.

□ **Discuss the meaning of the same word in different sentences.** Many words have multiple meanings, which depend on the context in which the words appear. To prevent students from limiting word meanings to one particular context, have them use a new word in several different and varied sentences.

**Involve students actively in word learning-** students remember more when they relate new information to known information, transforming it in their own words, generating examples and non-examples, producing antonyms and synonyms, and so forth.

**Use discussion to teach the meanings of new words-** discussion adds an important dimension to vocabulary instruction. Students with little or no knowledge of some new words they encounter in a vocabulary lesson are often able to construct a good idea of a word's meaning from the bits of partial knowledge contributed by their classmates.

### **Providing modeling and instruction in independent word-learning strategies**

Independent word-learning strategies are techniques that teachers can model. Key word learning strategies include: The efficient use of the dictionary, the use of word parts (prefixes, suffixes, roots, compounds) to unlock a word's meaning; and the use of context clues teaches to students so as to help them figure out the meanings of unknown words on their own.

#### **The efficient use of the dictionary,**

- o The use of word parts (prefixes, suffixes, roots, compounds) to unlock a word's meaning; and
- o The use of context clues teaches to students so as to help them figure out the meanings of unknown words on their own(Harmer, 1991).

## **2.6.6 The Role of CLT in Vocabulary Activities**

Communicative activities are those that exhibit the characteristics at the communicative end of our continuum. Students are somehow involved in activities that give them both the desire to communicate and a purpose which involves them in a varied use of language such activities are vital in a language classroom since here the students can do their best to use the language as individuals, arriving at a degree of language autonomy (Harmer,1994 :50-51).

Communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example, students might have to draw a map of their neighborhood and answer questions about the location of different places, such as the nearest bus stop, the nearest café, etc. (Richards ,2006).

The ways in which CLT treats vocabulary is in such a way that learners can easily grasp the meaning of new words from the context. To do this, communicative practice that lets learners to use the language should be employed in the classroom.

Keeping this fact in mind Yiwei (2009) believes that presentation of classroom activities begin with giving suitable topics and followed by an explanation of the word meaning in a situation, and finally giving a role-play which engage students in the classroom communication.

Richards further classified communicative activities based on the information gap. These are:

**Information-gap activities-** an important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication people normally communicate in order to get information they do not possess. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing they will draw available vocabulary, grammar, and communication strategies to complete a task.

**Jig-saw activities-** these are also based on the information gap principle. Typically the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.

**Other activity types in CLT:** Many other activity types have been used in CLT; the following are selected for the interest of this study:

□ **Task- completion activities:** puzzles, games, map-reading and other kinds of classroom tasks in which the focus was on using one's language resource to complete a task.

□ **Information gathering activities:** student conducted surveys, interviews and searches in which students were required to use their linguistic resources to collect information.

□ **Opinion- sharing activities:** activities where students compare values, opinions, beliefs, such as a ranking task in which students list six qualities in order of importance which they might consider in choosing a date or spouse.

□ **Information-transfer activities:** these require learners to take information that is presented in one form, and represent it in a different form. For example they may read instruction on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

□ **Reasoning gap-** activities: these involve deriving some new information from given information through the process of inference, practical reasoning etc. For example, working out a teacher's timetable on the basis of given timetables.

□ **Role- plays:** activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

### **2.6.7 Factors affecting the implementation of CLT in vocabulary teaching**

The empirical research on CLT has revealed that language lessons remain dominated by form-based instruction. For example, Al-Shamiry (2000) and Thabet (2002), claim that teachers still prefer to use grammar-based methods, even in the higher educational stages.

Al-Mahrooqi (2012) conducted an exploratory study to examine students' perspectives of learning communicative skills, and his findings revealed that grammar was the main focus of

The instruction leaving students feeling that they lack communicative ability.

Different researchers attributed to the following factors that can be viewed as potential barriers to the implementation of CLT.

1. **Exams:** In many EFL contexts, the education tends to be characterized by the examination system that focuses mainly on testing students' grammatical competence and memorization ability. Thus, both the teachers and students find themselves under the pressure due to the requirements of the exam, which is misaligned with the communicative orientation (Al-shamiry 2000, Altaieb 2013, Andrews 2004, Ansarey 2012, Cheng 1997, Choi 2008, Ghanbari and Ketabi 2011, Lamie 2004, Orafi 2013, Orafi and Borg 2009). Orafi( 2013) argues that the grammar bias of the exam leads to the neglect of other language skills, such as speaking, listening and writing.
2. **Lack of training:** In order to apply of principles of any teaching method, teachers should be equipped with sufficient ability and knowledge to deal with these principles. Carless (1999:23) stated that "teachers need to acquire the skill and knowledge to implement something particularly if it is slightly different to their existing methods."

### **3. Teachers' English proficiency and the use of the first language (L1):**

CLT aims to promote the communicative competence of learners and develop their ability to use English in real situations (Larsen-Freeman 2000, Littlewood 2007). However, there appears to be a lack of communicative competence, which is not restricted to EFL learners alone. Teachers' lack of English proficiency was among the stumbling blocks affecting CLT- based teaching. Littlewood (2007:244) states that teachers themselves lack confidence to conduct communication activities in English because they feel that their own proficiency is not enough to engage in communication.

4. **Learners' English proficiency:** In CLT, learners are required to construct meaning through interacting with each other. However, many studies conducted in EFL contexts have explored how students' low level of English proficiency and competence constitute a major obstacle to the successful implementation of CLT
5. **Time constraints:** Most EFL teachers find it difficult to incorporate communicative activities in to their classes because of lack of time. As a result, the traditional teaching methods are widely preferred among EFL teachers. CLT requires time to construct the learners' meaning and knowledge by interacting with them and involving them in an active dynamic process of speaking, reading, writing and listening (Napoli 2004, Wyatt 2009).
6. **The complexity of word knowledge:** Knowing a word involves much more than knowing its dictionary definition, and simply memorizing a dictionary definition doesn't guarantee the ability to use a word in reading or writing.
7. **Heavy workload:** EFL teachers' heavy workload (exam preparation and marking homework) also influences their performance which means that, in many cases teachers need to teach classes without paying very much attention, for example, to engaging their students in active communication processes. CLT places different teaching demands on teachers, and they should be ready to listen and interact with learners in a natural way (Medgyes, 1986). Thus, this factor, combined with other factors (namely, examination pressure and time constraints) might influence teachers' instructional choices (Borg 2003).

. 8. **Students with limited or no knowledge of English.** Literate English (English used in Textbooks and printed material) is different from spoken or conversational English. This can present challenges as these students try to make sense of the English they read, especially at the high school levels.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Research Design

A research design refers to the overall strategy that the researcher chooses to integrate the different components of the study in a coherent and logical way. Hence, since the main objective of the researcher was to evaluate the practice and appropriateness of communicative vocabulary teaching used by grade ten English teachers, the researcher used a descriptive type of research as the design of this particular study. Descriptive research helped the researcher to have valid data for the study and to gain a better understanding of the issues of the research questions from both qualitative and quantitative perspectives. Neuman (2007:16) confirms descriptive research presents a picture of the specific details of a situation, social setting, or relationship. Descriptive research investigates ongoing practices, phenomena, and conditions (Creswell, 2003). Dawson, 2002; 2016 states that a descriptive research design allows researchers to combine quantitative and qualitative research techniques, methods, and approaches into a single study. Combining both qualitative and quantitative data-gathering instruments during analysis could be easier because, in mixed research design method studies, researchers intentionally integrate or combine the quantitative and qualitative data rather than keeping them separate (Domyei, 2007). As a result, these were the reasons the researcher chose descriptive research design as the method of data collection. Generally, the reason why the researcher uses a descriptive design to evaluate the practice and appropriateness of communicative vocabulary teaching is that because descriptive research is easy to do in social sciences due to manipulating variables. It is also useful in gathering data on a certain population, situations and events. The researcher planned to address potential biases in data presentation, given that descriptive research relies heavily on the researcher's subjective understanding by: using multiple people to code the data, having participants review his results, verifying with more data sources, checking for alternative explanations, and reviewing findings with peers.

#### 3.2 Participants (Subjects) of the Study

Since the application of the techniques of vocabulary teaching was the primary responsibility of teachers, only teachers were selected as participants in the study. Hence, Twenty two EFL secondary school teachers, who teach in grade ten in two government secondary schools and two

English department heads, one from each school would be participants in this study. The exclusion of students may have less impact on the findings, particularly in understanding the effectiveness of vocabulary teaching techniques.

Depending on their availability, 9 teachers and 1 department head from one of the schools, Endamariam Qorar, and 13 teachers and 1 department head from the other, Raesi Alula, i.e. a total of 24 participants took part in this particular study. Given that all participants were from governmental schools, the researcher anticipates any limitations in the generalizability of the findings to other types of schools, such as private institutions, but since there were not private schools in the whole wereda, the researcher purposively selected the two governmental secondary schools.

**Table 1: Summary of participants' information**

item		Number		Sex					
		English grade 10 teachers	English department heads	M	%	F	%	Sub total	%
Working place	Endamariam Qorar	9	1	6	60	4	40	10	100
	Raesi Alula	13	1	9	64	5	36	14	10
	Total	22	2	15	63	9	37	24	100
Age in years	20-25	-	-	-	-	-	-	-	-
	26-30	4	-	4	17	-	-	4	17
	31-35	7	1	5	21	3	12	8	33
	36-40	11	1	6	25	6	25	12	50
	Total	22	2	15	63	9	37	24	100
Qualification	Diploma	-	-	-	-	-	-	-	-
	Degree	17	-	10	42	7	29	17	71
	M.A	5	2	5	21	2	8	7	29
	Total	22	2	15	63	9	37	24	100
Service in years	0-5	-	-	-	-	-	-	-	-
	6-10	2	-	2	8.5	-	-	2	8.5
	11-15	9	-	4	17	5	21	9	37.5
	16-20	8	2	7	29	3	12	10	41.5
	Over 21	3	-	2	8.5	1	4	3	12.5
	Total	22	2	15	63	9	37	24	100

### **3.3 Sample Size and Sampling Techniques**

The researcher decided to conduct the study in two schools selected using convenience sampling due to the proximity they have to the researcher's workplace. The researcher selected the two schools based on convenience sampling and this choice may not greatly influence the representativeness of the sample and the overall validity of the study.

As mentioned above, a comprehensive sampling technique was used to include all EFL teachers of grade 10 and English department heads available in both schools. Comprehensive sampling refers to the inclusion of all populations in a study, and it takes place when the researcher feels that s/he has time, budget, and accessibility to conduct the study (Dawson, 2002; Bhattacharjee, 2012; and Kelly, 2016). Grade 10 was selected purposively, as the researcher teaches at that grade level. Comprehensive sampling was used to include all grade ten EFL teachers and the researcher didn't consider any potential challenges in managing and analyzing data from such a specific group.

Therefore, the researcher of this study decided to take all the population, for he believed the population was accessible and manageable (time and resource-wise).

### **3.4 Data Gathering Instruments**

This study focused on questionnaires, interviews, classroom observation, and document analysis as an instrument of data gathering tools through descriptive type of research.

#### **3.4.1 Questionnaire**

A questionnaire was prepared and distributed to the respondents to fill in. Questionnaire is useful because it is easy for respondents to reflect on what they feel by reading printed questions and writing, and manageable in the available time and material for the researcher. Close-ended and open-ended items of a questionnaire were distributed for the subjects/participants of the study. By doing this, the researcher is able to collect primary data about the techniques teachers use to teach vocabulary in EFL classes. In addition to this, the researcher gathered reliable data on the reasons why teachers prefer some techniques to others, putting the open-ended items as supplements of the close-ended items. This in turn indirectly helped to uncover the factors influencing teacher's preferences of techniques. Thus, the questionnaire was validated to ensure it accurately captures the data needed for the researcher's objectives in that the researcher measures what he wanted to measure from the beginning of the objective.

The researcher uses some strategies to encourage honest and thoughtful responses from the participants, such as: their response is used only for the research purposes and their response is well respected.

#### **3.4.2 Classroom Observation**

Observation is one of the most important methods of data collecting instruments which enabled us to collect data from the natural setting. Allright (1988) on the use of classroom observation for example, says "We need studies of what actually happens, not just of what recognizable teaching methods, strategies or techniques are employed by the teacher, but of what really happening between the teacher and the class." So to witness the actual practice with regard to teachers' use of techniques to teach vocabulary, the researcher conducted a non-participant type of observation. The nature of the observation is a structured one. Such kind of observation helped the researcher to crosscheck the data gathered from questionnaire and the actual practice within

classroom proceedings. before the researcher conduct class room observation he planned to conduct with the teacher being observed to minimize the teacher effect

To do this, the researcher encompassed checklist items with major criteria such as vocabulary instruction, type of technique, vocabulary activities with regard to the nature of the vocabulary aspect that the researcher chose to deal with and factors affecting the implementation of CLT in vocabulary teaching prepared by the researcher ahead of the observation. The researcher observed 5 teachers, 2 from Endamariam Qorar and 3 from Raesi Alula purposively, for they were experienced teachers, and he observed two vocabulary lessons within two weeks one week in November and another week in February of instruction during 2012.

Before the researcher conduct classroom observation, he planned to conduct with the teacher being observed to minimize the observer effect.

### **3.4.3 Interview**

Interview is a process of communication or interaction in which the subjects or the interviewees gave the needed information verbally in a face-to-face situation. It was a very personal way of gathering information because it allowed for adaptability in questioning and helped to get the most in-depth information. Therefore, data was collected through semi-structured interview to 2 English teachers from Endamariam Qorar and 3 English teachers from Raesi Alula. The interviewees were selected using purposive sampling technique to raise some of the practices the researcher observed in the classroom and asked about the appropriateness of such practices. This technique supported the researcher to get further and additional information about the study. The interview questions designed to achieve the desired objectives of the study. Therefore, the items were in line with the literature review of the study.

The researcher developed the interview questions to ensure they were aligned with the research objectives by adding and deleting ideas, by reading deeply, by checking some mechanics, and by arranging the grammar.

### **3.4.4 Document Analysis**

To examine if there are adequate vocabulary lessons designed in English text book for grade ten students, the researcher went through the student's textbook.

### **3.5 Procedure of Data Gathering**

Having the participants identified, the researcher first distributed the questionnaires and collected them within a few hours. Next, he purposively selected two teachers from Endamariam Qorar and three teachers from Raesi Alula for the classroom observation. After the researcher briefly informed every participant about the objective of the observation and ethical considerations, he managed to reach an agreement with the selected teachers to volunteer a lesson for the observation session. When the lesson was to be dealt with and the date set with each selected participant, the researcher conducted observation of vocabulary lessons for five sessions, each lasting for 40 minutes, to witness the communicative vocabulary teaching in its actual setting. Consequently, the researcher observed two vocabulary lessons for five teachers in two weeks, one week in November and another week in December. Then, an interview was conducted with two English teachers from Endamariam Qorar and 3 English teachers from Raesi Alula using a purposive sampling technique.

The researcher addressed ethical considerations, such as informed consent and confidentiality, during the data gathering process by reporting only the points that the respondents stated.

The researcher ensured that the selected teachers' practices were representative of the broader teaching practices in the schools because most researchers agreed that taking 25% of the total population represents the total population.

### **3.6 Data Analysis Techniques**

The researcher used a mixed approach to data analysis. The reason why the researcher chose to use such an approach was that the data gathering tools employed to collect data were both quantitative and qualitative by nature. Hence, the data obtained from the questionnaire converted into percentages quantitatively. Moreover, data from the responses of close-ended items of the observation and responses of the teachers' interview were also analyzed using percentages under each item. However, the document analysis analyzed using qualitative methods.

The researcher planned to integrate the findings from these different types of data to form a coherent conclusion by converting the frequencies in to percentages and then analyzing through qualitative approach of data analysis.

## CHAPTER FOUR

### 4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The main purpose of this study was to explore an evaluation of the practice and appropriateness of communicative vocabulary teaching in two secondary schools in the Tigray regional state.

In order to achieve the intended objective of the study, document analysis (textbook analysis) was presented, analyzed, and interpreted in section 4.1. Moreover, a questionnaire which contained both open and close-ended questions was provided for 24 teachers selected by purposive sampling technique and was presented it in section 4.2. Thus, all teachers included in the research study. In addition, five teachers were held for classroom observation selected by purposive sampling technique and it analyzed in section 4.3. Similarly, semi- structured interview were conducted for five teachers selected by purposive sampling technique out of 24 English teachers and it presented in section 4.4. The teachers provided in observation and interview was the same. Finally, the discussion of the results was presented in section 4.5.

#### 4.1 Results obtained from the document analysis

To find out the components of presented vocabularies, the researcher went through English for Ethiopia Grade Ten student's textbook and came up with the following finding.

The textbook consisted different range of vocabulary activities. The result of the textbook analysis (see Appendix A) indicated that there existed 84 lessons which involved vocabulary instructions in the text, among which: information gap, recording new words, matching with synonyms and antonyms, discussion on synonym meaning of words, matching pictures with words, forming opposite words, grouping words, ordering words, searching dictionary meaning of words, re- write definition, connecting words, choosing appropriate words, describing pictures. In addition these activities, matching words with their collocation, making words using word square, matching word with numbers in a puzzle, hold up appropriate words, grading words from weak to strong, etc. were also suggested in the text book.

Based on the textbook analysis, synonym and antonym meaning, information gap, re- write definition, and discussion on synonym meaning of words were most prevalent in the Grade Ten English textbook.

## 4.2 Data obtained from the questionnaire

The researcher selected all the ELT teachers for the study using comprehensive sampling method.

Table 2: Teachers' experiences of practicing techniques of vocabulary teaching

No	Items	Responses							
		Frequently			Some times	Rarely			
		Always	Usually	Total	Sometim es	Rarely	Never	Total	
1	How often do you use the following techniques when you teach vocabulary?								
	A) Helping students to help each other	F	-	4	4	5	13	2	15
		%	-	16.6	16.6	20.8	54.2	8	62.5
	B) Drilling, spelling and active involvement in doing tasks	F	2	5	7	13	4	-	4
		%	8	20.8	29.2	54.2	16.6	-	16.6
	C)Facilitating group work	F	2	3	5	9	7	3	10
		%	8	12.5	20.8	37.5	29.2	12.5	42
	D) Mimes, expressions and gestures	F	1	6	7	7	10	-	10
		%	4.2	25	29.2	29.2	42	-	42
	E)Using synonyms and antonyms to teach meanings	F	3	21	24	-	-	-	-
		%	12.5	87.5	100	-	-	-	-
	F)Guessing from context	F	4	9	13	11	-	-	-
		%	16.6	37.5	54.2	45.8	-	-	-

Table 2 was focused on teachers' experiences of practicing techniques of vocabulary teaching.

On this idea 4( 16.6%) respondents said teachers usually practice vocabulary teaching by helping students to help each other,5 (20.8%)respondents said that teachers sometimes teach vocabulary by helping students to help each other. Moreover, 13(54.2%) said teachers rarely teach vocabulary by helping students to help each other, whereas 2 (8%) said teachers never teach vocabulary by helping students to help each other. Thus, one can conclude that most teachers rarely teach vocabulary by helping students to help each other.

As it was shown in item 2, 2 (8%) respondents said teachers always teach vocabulary using drilling, spelling and active involvement, and 5 (20.8%) said teachers usually teach vocabulary using drilling, spelling and active involvement. However, majority of the teachers 13(54.2%) said teachers sometimes teach vocabulary using, drilling, spelling and active involvement and 4 (16.6%) said teachers rarely teach vocabulary using drilling, spelling and active involvement. Therefore, teachers sometimes teach vocabulary using drilling, spelling and active involvement.

Regarding item 3, 2 (8%) of the respondents said teachers always teach vocabulary using facilitating group work, similarly, 3(12.5% ) said teachers teach vocabulary using facilitating group work whereas 9(37.5%) said teachers sometimes teach vocabulary using facilitating group work. Moreover, 7(29.2% ) of them said teachers rarely teach vocabulary using facilitating group work and 3(12.5%) respondents said teachers never teach vocabulary using facilitating group work. Thus, teachers sometimes teach vocabulary using facilitating group work. Moreover, according item 4, 1(4.2%) said teachers always teach vocabulary using mime, expression and gesture and 6(25%) said teachers usually teach vocabulary using mime, expression and gestures. Similarly, 7(29.2%) said teachers sometimes teach vocabulary using mime, expression and gesture whereas 10(42%) said teachers rarely teach vocabulary using mime, expression and gesture. Thus, one can conclude that most teachers rarely teach vocabulary using mime, expression and gesture.

Similarly, according the fifth item of table 2, 3(12.5%) said teachers always teach vocabulary using synonym and antonym meanings. However, 21(87.5%) said teachers usually teach vocabulary using synonym and antonym meanings. Thus, one can conclude that teachers usually teach vocabulary using synonym and antonym meanings.

Regarding item six of table 2, 4(16.6%) said teachers always teach vocabulary using guessing from context and 9(37.5%) said teachers usually teach vocabulary using guessing from context. On the other hand, 11(45.8%) of them said teachers sometimes teach vocabulary using guessing from context. This shows that teachers sometimes teach vocabulary using guessing from context.

In general, table 2 as a whole reveals that, almost all teachers use synonym and antonym meaning to teach vocabularies. However, teachers sometimes teach vocabulary using drilling, spelling and active involvement, drawing and picture as well as using guessing from context. Similarly, other teachers teach vocabulary using objects and mime, expression and gesture. Thus, teachers use synonyms and antonyms to teach vocabulary lessons. Thus , . In this section the data from the questionnaire highlighted various techniques used by teachers for vocabulary teaching and using antonyms and synonyms to teach vocabulary was reported as the most frequently used technique by the teachers and this is because teachers prefer to use this technique.

Table 3: Factors affecting the implementation of CLT in vocabulary teaching

2	Do you think the following issues are constraints hindering teachers from applying communicative vocabulary teaching?	F	%	F		F	%				
					%						
	A) lack of training	18	75	6	25	24	100				
	B) time constraints	10	41.7	14	58.3	24	100				
	C) The complexity of word knowledge	11	45.8	13	54.2	24	100				
	D) Teacher's English proficiency and the use of the first language(L1)	9	37.5	15	62.5	24	100				

Table 3 presents another part of the teachers' questionnaire and it focused on factors affecting the implementation of vocabulary teaching. On the other hand, regarding item 2, 18 (75%) of the respondents agreed that lack of training was a constraint hindering teachers from applying communicative vocabulary teaching, but 6 (25%) of the respondents didn't consider that lack of

training was a constraint. Similarly, while 10 (41.7%) respondents took time constraint as a factor of hindering teachers from applying communicative vocabulary teaching, 14 (58.3%) didn't consider it as a factor. Moreover, while 11 (45.8%) respondents took the complexity of word knowledge as a constraint hindering teachers from applying communicative vocabulary teaching, 13 (54.2%) respondents didn't agree that it was a factor. In addition, while 9 (37.5%) of the respondents agreed that teacher's English proficiency and the use of the first language (L1) was a factor hindering teachers from applying communicative vocabulary teaching, 15 (62.5%) of them didn't consider it as a constraint.

In general, Table 3 discusses factors hindering the application of CLT in vocabulary teaching and teachers' lack of training was identified as the most significant barrier.

Therefore, the researcher concluded that lack teachers' training was a constraint hindering teachers from applying communicative

**Table 4. Practicing techniques of teaching vocabulary in English**

No	Items	Responses						
		Strongly Agree	Agree	Strongly Disagree	Disagree	Neutral	Total	
	Teachers teach vocabulary lessons to figure out the meaning of unknown words through context	F	5	6	-	9	4	
		%	20.8	25	-	37.5	16.6	100
	Teachers practice teaching vocabulary through cooperating students towards the vocabulary lesson	F	6	7	2	9	-	24
		%	25	29.2	8.3	37.5	-	100
	Teachers try to practice different techniques according their suitability	F	3	6	-	10	5	24
		%	12.5	25	-	41.6	20.8	100
	Teachers give opportunity to students in English to develop their vocabulary usage	F	4	8	3	9	-	24
		%	16.6	33.3	12.5	37.5	-	100
	Teachers use re-write definition and dictionary meaning to practice the vocabularies	F	17	8	-	-	-	24
		%	70.8	33.3	-	-	-	100

Table 4 presented data about practicing techniques of teaching vocabularies in English classes and the teachers were asked to indicate whether teachers were practicing the techniques of teaching vocabulary. Accordingly, the first item of table 4 reveals that 5(20.8%) of the respondents strongly agree with the idea of practicing the techniques of teaching vocabulary. In addition, 6(25%) respondents agreed with the same idea. On the other hand, while 9(37.5%) respondents disagreed on the issue of teachers' practice of teaching vocabulary, 4(16.6%) were neutral. Thus, the researcher concluded that teachers didn't teach vocabulary lessons to figure out the meaning of unknown words through context.

Regarding item two, the responses indicated that 6(25%) of the respondents strongly agreed that teachers practice teaching vocabulary through cooperating students towards the vocabulary lesson. Similarly, 7(29.2%) of respondents agreed that teachers practice teaching vocabulary through cooperating students towards the vocabulary lesson. However, 2(8.3%) of respondents strongly disagreed. In addition 9(37.5%) were disagreed that teachers practice teaching vocabulary through cooperative students towards the vocabulary lesson. Hence, the researcher concluded that teachers couldn't practice teaching vocabulary through cooperating students towards the vocabulary lesson.

Moreover, the third item of table 4 presented data that teachers try to practice different techniques according their suitability. Accordingly, 3(12.5%) respondents strongly agreed on the issue. In addition, 6(25%) agreed that teachers try to practice different techniques according their suitability. However, 10(41.6%) disagreed and another 5(20.8) were neither agreed nor disagreed on the issue. Therefore, the researcher concluded that teachers hadn't try to practice different techniques according their suitability.

Furthermore, the respondent teachers were asked whether teachers give opportunity to students in English to develop their vocabulary usage in item four of table 4. Accordingly, 4(16.6%) respondents strongly agreed that teachers give opportunity to students in English to develop students' vocabulary usage. In addition, 8(33.3%) respondents agreed on the same issue. However, while 3(12.5%) strongly disagreed, another 9(37.5) of the respondents also disagreed on teachers giving opportunity to their students. Thus, the researcher concluded that teachers couldn't give opportunity to students in English to develop their vocabulary usage.

Similarly, the fifth item of table four presents, data about whether teachers use re- write definition and dictionary meaning to practice the vocabularies or not and the result indicates that 17(70.8%) of the respondent agreed that teachers use re-write definition and dictionary meaning to practice the vocabularies. Moreover, 8(33.3%) of the respondents agreed on the issue. As a result, the researcher concluded that teachers use re- write definition and dictionary meaning to practice the vocabularies.

In general, table 4 as a whole reveals that, the teachers couldn't teach vocabulary lessons to figure out the meaning of unknown words through context, teachers couldn't teach vocabulary through cooperative, teachers couldn't practice different techniques according their suitability and teachers couldn't give opportunity to students to develop students' vocabulary usage.

### **Open- ended questionnaire**

Q1.What vocabulary instructions do English grade ten teachers apply in ELT classes? Why?

Regarding item 1, among the twenty four English respondents, 8(33.3%) of them said teachers usually use word formation, synonym and antonym meaning to teach vocabulary and this vocabulary instruction was easy to teach the lesson Similarly, 8(33.3%) of the respondents said English grade ten teachers use re -write definition, synonym and antonym meaning. The reason was teachers believed that students easily understand the meaning of the word and instead of teaching the vocabulary for communicative purposes; they give more attention to forms. Moreover, 4(16.7%) of the teachers stated that English teachers use definitional and contextual meaning of vocabulary instruction to teach newly introduced words. The remaining 3(12.5%) respondents said that grade ten English teachers apply by dictionary meaning as a means of vocabulary instruction in ELT classes. The reason they gave was due to lack of training of using techniques of vocabulary teaching.

In general, most of the teachers stated that English grade ten teachers apply rewrite definition, synonym and antonym meaning as a classroom instruction to teach vocabularies. This was because as a means of classroom activities, teachers emphasized teaching words in forms and word parts. The other teachers indicate that teachers use definitional, contextual meaning and dictionary meaning as a means of vocabulary instruction. Thus, the researcher concluded that most of English teachers gave more attention to forms and word formation to teach vocabulary.

## **Q2. What are the factors affecting the implementation of vocabulary teaching? How?**

Concerning on item 2, 18(75%) teachers mentioned the same factors that high school English teachers were affected by lack of training, complexity of word knowledge and teacher's English proficiency. Moreover, 6(25%) teachers stated that teacher's low salary, teachers' lack of pedagogical knowledge were factors affecting the implementation of vocabulary teaching. Therefore, lack of training, complexity of word knowledge and teacher's English proficiency were factors that affect English grade ten teachers in applying vocabulary teaching.

### **4.3 Results of the Classroom observation**

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

Moreover, the researcher went through their daily lesson plans to make sure whether teachers paid attention to vocabulary lessons or not. Looking in to the plans paved a way to see the concern and coverage English language teachers gave to vocabulary teaching. Thus, in order to evaluate the daily lesson plan, the researcher prepared a check list. This helps the researcher cross check the appropriateness of teachers' technique usage in cooperation with the lesson contents available in the text book. The researcher witnessed whether teachers integrate techniques of teaching vocabulary or vocabulary aspects with other

The key findings from the classroom observation regarding the techniques teachers used for vocabulary instruction. were teachers did not teach vocabularies independent of other lessons, teachers did not apply techniques of vocabulary teaching

Table 5. Techniques, Activities and Factors Affecting the Implementation of CLT

List of observation			Responses							
Techniques of teaching vocabulary that teachers practice in English classes			Yes		No		Total			
			F	%	F	%	F	%		
1	Do the teachers teach vocabulary lessons by:	Facilitating students to practice meaning in a group to accommodate the meaning?	2	40	3	60	5	100		
		B) Using definitional and contextual meaning to familiarize the unfamiliar words?	1	20	4	80			5	100
		C) Giving synonym and antonym meaning?	4	80	1	20			5	100
		D) Practicing task-based teaching techniques in the teaching vocabulary lessons?	2	40	3	60			5	100
		Giving opportunity to their students to communicate with their peers?	2	40	3	60			5	100
		F) Creating sentences that contain new words?	1	20	4	80			5	100
		G) ) Focusing on collocation techniques to develop teaching vocabulary?	3	60	2	40			5	100
		H) Re-writing and dictionary definition of words	3	60	2	40			5	100

Communicative activities in vocabulary teaching			Responses					
			Yes		No		Total	
			F	%	F	%	F	%
2	Do the teachers use vocabulary activities like:	Information gap	5	100	-	-	5	100
		B)Contextual meaning	2	40	3	60	5	100
		Recording words	4	80	1	20	5	100
		D) opinion sharing	1	20	4	80	5	100
		E) reasoning gap	1	20	4	80	5	100
		F)Information transfer	2	40	3	60	5	100

Adapted from Richards (2006)									
Factors affecting the implementation of CLT in vocabulary teaching			Responses						
			Yes		No		Total		
			F	%	F	%	F	%	
				100					
3	Are there factors affecting the implementation of CLT in vocabulary teaching like:	Teachers' lack of training	4	80	1	20	5		
		Teachers' poor English proficiency and use of L1	3	60	2	40	5	100	
		Complexity of word knowledge	4	80	1	20	5	100	
		Students' limited knowledge of English	4	80	1	20	5	100	

Concerning table 5, item 1 indicates techniques of teaching vocabulary that teachers' practice in ELT classroom. It can be observed from the study that, out of the 5 observed teachers, 2(40%) teachers teach vocabulary lessons through facilitating students to practice meaning in a group to accommodate the meaning however 1 ( 20%) teachers use definitional and contextual meaning to familiarize the unfamiliar words. On the other hand, while 2(40%) teachers practice task- based teaching techniques in teaching vocabulary lessons another 2(40%) of them give opportunity to their students to communicate with their peers focusing on collocation techniques. Moreover, 4(80%) teachers use synonym and antonym meaning, and 3(60%) teachers also used re- write and dictionary definition as a means of vocabulary teaching. On the other hand, 1(20%) teachers did not create sentences that contain new words. Thus, the researcher concluded that the teachers use synonym and antonym meaning, re-write definition and dictionary meaning as a means of vocabulary teaching to teach vocabulary.

Item 2 focused on teachers' use of vocabulary activities in teaching vocabulary .Accordingly, 5 (100%) of the teachers use information gap activities in vocabulary teaching. Similarly, while 2 (40%) of teachers use contextual meaning activity as a vocabulary teaching, 3(60%) of them couldn't use contextual meaning activity. In addition, 4 (80%) of the teachers used recording

words. On the other hand, 1(20%) of teachers use both opinion sharing and reasoning gap activity though 2(40%) of teachers used information transfer activity. Thus, teachers use information gap activity and recording words activity in vocabulary teaching.

Similarly concerning item 3, factors affecting the implementation of CLT in teaching vocabulary, the researcher observed that the teachers were affected by lack of training and students' limited knowledge in English. Finally, lack of training and students' limited knowledge of English were factors that affect the implementation of CLT in vocabulary teaching.

#### **4.4 Data obtained from the interview of English teachers**

To gather pertinent data for the study, semi-structured interview was conducted to five English teachers. The teachers were selected using purposive sampling technique. This helped the researcher to get accurate data about the technique that EFL teachers use to teach vocabulary lessons.

**Q1. Do English grade ten teachers practice task- based teaching, cooperative teaching, collocation, definitional context clue and role play to teach vocabulary communicatively? Why? Why not?**

Regarding item 1, almost all the interviewee, 4 (80%) shared that practicing these techniques of teaching vocabulary in the classroom were difficult. One thing, teachers had not access opportunity to practice these techniques to practice during vocabulary instruction and secondly, teachers couldn't have adequate training and knowledge in how they practice in the classroom. 1 (20%) teacher confirmed that teachers sometimes use definitional context clue and collocation to teach vocabulary. Thus, the researcher concluded that grade ten English teachers did not use task-based teaching, cooperative teaching, and role play.

**Q2. What do you think about teachers' selection of techniques of communicative vocabulary teaching?**

In a similar way, item 2 concerned about teachers' selection of techniques of communicative vocabulary teaching. Accordingly, all the respondents, 5 (100%) stated that teachers were not confident to select a technique that made students be interested and successful. Teachers used different techniques of vocabulary teaching without paying attention to the sake of

communication. The techniques that teachers used should enable learners to communicate and interact each other as a means of meaningful interaction. However, many grade ten English teachers failed to teach vocabulary for the sake of communication. Thus, the researcher concluded that teachers' selection of techniques of vocabulary teaching were not appropriate.

### **Q3.What technique/ s of teaching vocabulary do grade ten English teachers mostly use in their classes? Why?**

Regarding item three, 3(60%) of the respondents stated that English grade ten teachers mostly used re- write definition, synonym and antonym meaning , dictionary meaning and information gap techniques to teach vocabularies. On the other hand, 2(40%) of teachers claimed that teachers use recording words, matching pictures with words, context clue and use discussion to teach the meanings of new words. However, neither of the teachers mention techniques like, task based teaching, collocation technique, definition context clue and cooperative technique

### **4.5. Discussion of Results**

Concerning the techniques of vocabulary teaching, the dominant techniques of vocabulary teaching that frequently exploited by EFL secondary school teachers were synonyms, antonyms, re- write definition, information gap and dictionary meaning. However, other aspects of vocabulary classroom instructions in CLT like, active involvement in doing tasks, facilitating group work, encouraging wide reading, definitional context clue, role-play and collocation were rarely applied in the classroom. In addition, helping students to help each other, drilling and creating sentences that contain new words were almost rejected.

The current syllabus designed for English grade ten student focuses on relating techniques of vocabulary teaching with that of CLT. In support of teaching vocabulary in CLT, Wilkins in 1976 argues that “without grammar, there are few things we can express; while without vocabulary, there is nothing we can express.” That why the vocabulary aspects and their activities emphasize on communicative aspects on the teaching language of the text book. Thus, the text book heavily relay on synonyms, antonyms, information gap, recording new words, dictionary meaning, re- write definition and contextual meaning. In addition, opinion sharing, connecting words, making words in a square, searching words, classifying words, matching words with pictures and grouping words were also found in the text book.

Regarding the factors affecting teachers' implementation of techniques of vocabulary teaching, teachers' lack of training and students' limited knowledge in English were mainly affected the EFL teachers. On the other hand, time constraints, complexity of word knowledge, teachers' poor English proficiency, and use of L1 were slightly hinder teachers from applying communicative vocabulary teaching. In case of lack of training, Carless (1999:23) stated that "teachers need to acquire the skill and knowledge to implement something particularly if it is slightly different to their existing method."

As far as the communicative activities used by EFL teachers to practice newly introduced words, information gap, synonyms, antonyms, recording new words, grouping words, dictionary meaning and re- write activities were largely practiced.

Communicative activities are those that exhibit the characteristics at the communicative end of our continuum. Students are somehow involved in activities that give them both the desire to communicate and a purpose which involves them in a varied use of language such activities are vital in a language class room since here the students can do their best to use the language as individuals, arriving at a degree of language autonomy(Harmer,1994:50-51).

The appropriateness of the vocabulary techniques failed to address communicative vocabulary while EFL teachers apply teaching vocabulary. Firstly, teaching English in grade ten textbook is aimed at addressing students' communication needs but the EFL teachers in the study schools were concentrated vocabulary teaching in forms like antonyms, synonyms and re-write definition . The current popular communicative approach of language teaching has emphasized meaningful interactive activities over form (Hatch and Brown, 1995).

The ministry of education focuses on improving the English language text books, syllabus, curriculum, training teachers to enhance their language proficiency and their teaching techniques, MOE(2003,2004) cited by Endalkachew(2006). Secondly, as the researcher observed from the daily lesson plan of the EFL teachers, the vocabulary techniques used in the daily lesson plan were not matched with the techniques suggested in the text book. These are some practical reasons why the appropriateness of vocabulary teaching failed to address communicative vocabulary. Thus, EFL teachers of the studied schools should implement the vocabulary techniques appropriately.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Summary**

As already mentioned in the preceding chapters, the general objective of this particular study was to evaluate the practice and appropriateness of the techniques of teaching vocabulary that EFL teacher use when they teach vocabulary communicatively in secondary schools.

Regarding the practice and appropriateness of techniques of vocabulary teaching, the EFL teachers frequently use dictionary meaning; re-write definition, synonyms, antonyms and information gap. Whereas techniques of teaching vocabulary like, active involvement in doing tasks, facilitating group work, guessing from context, role play and collocation were rarely practiced by the EFL teachers. In addition, drilling, creating sentences that contain new words, helping students to help each other were almost rejected techniques of teaching vocabulary. In addition, the study tried to address the factors that affect teachers' application of communicative teaching vocabulary and came up with teachers' lack of training and students' limited knowledge in English were the major factors that hinder teachers to implement the techniques of teaching vocabulary.

The researcher used both quantitative and qualitative data collection instruments specifically document analysis (text book analysis), questionnaire, interview and classroom observation in order to reach the objectives. Moreover, since the data gathering instruments that the researcher used needs mixed method of analysis, the researcher used mixed type of data analysis.

The findings of the study revealed that teachers failed to use vocabulary for communicative and interactive purposes, teachers couldn't teach vocabulary lessons independent of other lessons, teachers gave less consideration to vocabulary lessons, teachers couldn't practice vocabulary techniques as it is required by the syllabus, teachers hadn't adequate training in practicing the teaching vocabularies and the appropriateness of techniques of teaching vocabulary couldn't address to communicative vocabulary teaching.

Teachers' lack of training and students' limited knowledge in English were factors that hinder teachers during implementation of the techniques of teaching vocabulary in English. The text book was designed based on the communicative vocabulary teaching but, EFL teachers couldn't teach vocabulary activities that enable students to communicate and use the language effectively.

form as it aims at achieving effective communication. In relation to this, (Hatch and Brown, 1995), stated that the current popular communicative approach of language teaching has emphasized meaningful interactive activities over form. This is because knowledge of vocabulary is basic for better understanding of messages either in written or spoken form. Thus, EFL teachers shouldn't

## 5.2 Conclusion

Based on the findings of this study, the researcher arrived at the following conclusions:

1. Based on the findings obtained from the teachers of Endamariam Qorar and Raesi Alula secondary schools, there were gaps in applying the techniques of vocabulary teaching mentioned in the literature review. Hence, the teachers were concentrated on very selective techniques of vocabulary teaching. Helping students to help each other, facilitating group work, deducing from context, active involvement in doing tasks were techniques that help to teach for communicative teaching vocabulary. However, most teachers use synonyms, antonyms, re-write definition, and dictionary meaning as a means of vocabulary teaching. In connection with teaching vocabulary in the classroom, Mc Carty ((1983,p.12)states that," the teacher of English as a foreign language would be forgiven for holding the view that not much vocabulary teaching goes on at all." This fact becomes comprehensible when it is observed from the angle of application of teaching vocabulary in CLT in the actual classroom. Hence, the researcher concluded that teachers of Endamariam Qorar and Raesi Alula couldn't apply the techniques of teaching vocabulary mentioned in the literature review.

2. The EFL teachers paid less consideration to vocabulary lessons though vocabulary is the center of the language and essential for the learners to use the language in their real world life. Teachers didn't pay attention to vocabulary teaching activities. There were contextual meaning , searching dictionary meaning, re-write definition, information gap, recording new words, connecting words, describing pictures, grouping words, ordering words, synonym and antonym meaning , making words using word square, etc. But teachers lack confidence to select a technique that made students interest and successful.

Concerning the study of vocabulary, Gashaw (2008) explains that most teachers do not feel confident about their English ability and fail to constantly use it for effective instruction. He keeps on explaining that "teachers, unlike students, believe vocabulary is not such a prominent

component of language learning to be given more considerable emphasis during teaching English compared to other aspects.” This is due to teachers’ dependence on grammar teaching method rather than CLT focused methods. . Thus, the researcher concluded that the teachers couldn’t identify appropriate techniques of communicative teaching vocabulary to teach the suggested activities in the text book.

3. The teachers were affected by lack of training and students’ limited knowledge in English during the implementation of the techniques of teaching vocabulary to teach communicatively. Yang (1997) pointed out that many college students still encountered difficulties in reading their English textbooks. The main reason for those college students who cannot read comprehensively is their limited vocabulary size. For learners, a deep understanding of teaching vocabulary was important to facilitate the learning process. Thus, the researcher concluded that teachers were affected by their’ lack of training and students’ limited knowledge in English.

4. The teachers couldn’t teach vocabulary lessons independent of other lessons. Thus, some teachers include vocabulary lessons in to other language lessons and others left the vocabulary lessons.

5. When the researcher observed the appropriateness of the techniques from the angle of application of teaching vocabulary, teachers couldn’t give much consideration to teach vocabulary communicatively. The appropriateness of practicing the vocabulary techniques failed to address teaching vocabulary communicatively. Thus, the researcher concluded that teachers couldn’t apply vocabulary techniques as it is required by the syllabus.

### **5.3 Recommendation**

Based on the conclusions made above, the researcher suggests the following pedagogic implications worth considering by various stakeholders.

1. Teachers should use vocabulary for communicative and interactive purposes and they should teach vocabulary lessons independent of other lessons.

2. In order to be understood by students, teachers had better prepare well with various current techniques and should be creative to master the material .(Alqahtani,2015), states that teaching vocabulary is a crucial aspect in learning a language as languages are based on words.

3. Teachers should use alternative types of vocabulary techniques and should give much consideration to teach vocabulary for communicative teaching purposes.
4. Teachers had better practice vocabulary techniques as it is required by the syllabus
5. For effective communication, since sufficient vocabulary knowledge is very important for successful education, teachers ought to get long and short trainings. Thus, the regional education, the ministry of education and other organizations should give various training to overcome the gap.
6. The appropriateness of the techniques applied by EFL teachers should address to communicative vocabulary. Vocabulary teaching in CLT focuses on meaning rather than form as it aims as achieving effective communication.

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**APPENDIX A**  
**ADDIS ABABA UNIVERSITY**

COLLEGE OF HUMANITIES, LANGUAGE STUDIES, AND

COMMUNICATION AND JOURNALISM

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

DOCUMENT ANALYSIS

**Checklist for checking communicative vocabulary activities in the text book**

1. Are there communicative vocabulary activities in the grade ten text books?
2. If yes, how many communicative vocabulary activities are there?
3. Write the communicative vocabulary activities found in the text book.

List of Communicative Vocabulary Lessons Available in the textbook with their Respective Suggested Teaching Techniques

Unit	Topic	Lesson	Activity	Page	Suggested teaching techniques
UNIT ONE: Sport and fitness	Language focus	A1.7	1	6	Information gap
	Study skills	A1.11	5	8	Recording new words
	Reading	B1.2	2	10	Matching synonym meaning
	Language focus	B1.6	1	12	Putting words in table
	Fun with words	B1.12	1	16	Searching words in a word snake
UNIT TWO: Health-First Aid	Introduction	A2.1	2	17	Dictionary meaning
	Speaking	A2.2	1	18	Matching pictures with words
	Increase your word power	A2.7	1	20	Dictionary meaning
	Language focus	B2.8	1	29	Information gap
	Increase your word power	B2.10	1&3	30-31	Forming opposite words
		B2.10	2&4	30-31	Information gap
UNIT THREE: I like reading!	introduction	A3.1	1	33	Matching reading materials with pictures

	Increase your word power	A3.4	1	35	Grouping words
	revision 1:vocabulary and spelling	B	1	54	Mentioning and defining meaning of words
	Language focus	D	1	55	Information gap
UNIT FOUR: Moral education and personal responsibility	Language focus	A4.3	1	59	definition
		A4.5	2	61	Opinion sharing
	Reading	A4.7	3	64	Contextual meaning
	Increase your word power	A4.8	1	67	Grouping words
		A4.10	3	67	Information gap
	Language focus	B4.2	1	68	Information gap
	Increase your word power	B4.8	1	73	Labeling the part of human body
		B4.8	2	74	Dictionary meaning
B4.8		3	74	Searching words	
UNIT FIVE: Advertising	Language focus	A5.5	-	79	Discussion on meaning of words
		A5.5	1&2	80	Matching normal adjectives with their extreme versions
		A5.5	3	80	Grading adjectives from weak to strong
	Language focus	A5.9	2	83	Selecting incorrect words
	Speaking	B5.2	2	85	Grouping words as fact and opinion
	Increase your word power	B5.4	1	88	Guessing the meaning of unknown words
		B5.4	2	88	Searching and giving contextual meaning
	Language focus	B5.6	-	89	Discussion about pronouns
		B5.6	1	90	Information gap
		B5.6	3	90	Matching words with similar definition
UNIT SIX :Drugs	Reading	A6.2	1	95	Definition on similar meaning of words
	Language focus	A6.7	1	98	Information gap

	Increase your word power	A6.9	1	99	Searching dictionary meaning
	Reading	A6.11	1	100	Searching dictionary meaning
	Speaking	B6.6	3	106	Searching dictionary meaning
		B6.6	4	106	Matching words with diagrams
		B6.6	5	106	Rewriting nouns as a verb
	Speaking	B6.7	2	107	Information gap
	Revision Two(units 4-6)	B	1	113	Synonym and antonym meaning of words
UNIT SEVEN: Natural disasters	Increase your word power	A7.10	1	127	Matching words with their natural collocations
		A7.10	2	127	Recording words under correct headings
		A7.10	3	128	Matching words to form disaster collocations
	Study skills	B7.10	1	138	Recording new words
	Fun with words	B7.11	1	139	Making words using word square
UNIT EIGHT: Education	Study skills	A8.7	1	144	Recording words under their correct headings
		A8.7	2	144	Adding words related to education
	Fun with words	B8.10	1	153	Making words in a square
UNIT NINE: Seas and rivers	Reading	B9.6	2	165	Matching words with synonyms
	Increase your word power	B9.7	1	166	Searching synonym meaning of words
		B9.7	2	166	Matching prefixes to words and looking up their meaning in a dictionary
		B9.7	2	166	Information gap
	Increase your word power	B9.8	1	167	Adding endings to verbs and adjectives to make nouns
		B9.8	2	167	Information gap
	Fun with words	B9.11	1	169	Making words using word square

	Revision 3 (units 7-9)	B	1	170	Writing appropriate words
UNIT TEN: Energy	Language focus	A10.10	1	182	Grouping words in their correct list
		A10.10	2	182	Information gap
		A10.10	4	182	Recording words
	Writing	B10.3	1	185	Information gap
	Increase your word power	B10.5	2	186	Connecting words
	Language focus	B10.6	-	186	Discussion on meaning of words
	Language focus	B10.6	1	187	Choosing appropriate words
	Increase your word power	B10.11	1	190	Discussion on dictionary meaning
		B10.11	2	191	Information gap
		B10.12	1	191	Searching words
Listening	A11.2	4	193	Defining words using dictionary	
Reading	A11.6	4	195-196		
UNIT ELEVEN: Applications for jobs or college	Language focus	A11.10	-	199	Discussion on use of words
		A11.1	2	199	Hold up appropriate word
		O			
		-	3	199	Information gap
	Increase your word power	A11.11	1	199	Connecting words
Reading	A.12.6	3	213	Searching contextual meaning of words	
Language focus	A12.8	-	214	Discussion on meaning of words	
	A12.8	-	214	Information gap	
Reading	B12.5	5	221	Information gap	
UNIT TWELVE: Births, weddings and funerals	Language focus	B12.6	2	221	Information gap
	Fun with words	B12.11	1	224	Matching clues with numbers in a puzzle
	Revision 4(units 10-12)	B	1	225	Searching words from units 10-12

**APPENDIX B**  
ADDIS ABABA UNIVERSITY

COLLEGE OF HUMANITIES, LANGUAGE STUDIES, AND

COMMUNICATION AND JOURNALISM

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

**Questionnaire for teachers,**

**Dear Teachers,**

I am conducting a research on the Practice and appropriateness of communicative vocabulary teaching in two secondary schools of Endamariam Qorar and Raesi Alula. This questionnaire is designed to collect reliable and valid data for the study and without your collaboration in replying to every item, the objective of this particular study will not be attained. You are therefore kindly requested to read each item carefully and give your real responses. I would like to assure you that all information would be confidential and used for the research purpose. You are not required to write your name.

Thank you in advance!!

**Personal information**

Sex: Male                  Female

School: \_\_\_\_\_ Age: \_\_\_\_\_

Qualification: Degree       Master

Part 1(Close- Ended): Teachers' practice of techniques in teaching vocabulary and factors affecting teachers' implementation of techniques in teaching vocabulary

Instruction: Indicate to what extent you agree with the following statements based on your belief and experiences of teaching vocabulary in CLT by putting a right under each number in the table.

Teachers' practice of techniques in teaching vocabulary

No	Items	Responses						
		Frequently			Some times	Rarely		
		Always	Usually	Total	Sometim es	Rarely	Never	Total
1	How often do you use the following techniques when you teach vocabulary?							
	B) Helping students to help each other	F						
		%						
	B) Drilling, spelling and active involvement in doing tasks	F						
		%						
	C)Facilitating group work	F						
		%						
	D) Mimes, expressions and gestures	F						
		%						
	E)Using synonyms and antonyms to teach meanings	F						
		%						
	F)Guessing from context	F						
		%						

Factors affecting teachers' implementation of techniques in teaching vocabulary

No	Items	Responses					
		Yes		No		Total	
		F	%	F	%	F	%
2	Do you think the following issues are constraints hindering teachers from applying communicative vocabulary teaching?	F		F		F	
	A) lack of training						
	B) time constraints						
	E) The complexity of word knowledge						
	F) Teacher's English proficiency and the use of the first language(L1)						

**Table 4. Practicing techniques of teaching vocabularies in English classes**

Items	Responses						
	Strongly Agree	Agree	Strongly Disagree	Disagree	Neutral	Total	
Teachers teach vocabulary lessons to figure out the meaning of unknown words through context	F						
	%						
Teachers practice teaching vocabulary through cooperating students towards the vocabulary lesson	F						
	%						
Teachers try to practice different techniques according their suitability	F						
	%						
Teachers give opportunity to students in English to develop their vocabulary usage	F						
	%						
Teachers use re- write definition and dictionary meaning to practice the vocabularies	F						
	%						

Part two: Open- ended questionnaire

These open ended questioners could be prepared for the teachers in terms of vocabulary instructions and factors affecting teachers' implementation of teaching vocabulary. Please write your response on the provided space given below.

Q1. What vocabulary instructions do English grade ten teachers apply in ELT classes? Why

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**Q2. What are the factors affecting the implementation of vocabulary teaching? How?**

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**APPENDIX C**  
ADDIS ABABA UNIVERSITY

COLLEGE OF HUMANITIES, LANGUAGE STUDIES, AND

COMMUNICATION AND JOURNALISM

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

**Check list to evaluate classroom observation**

Table 4. Checklist for classroom observation

List of observation			Responses					
Techniques of teaching vocabulary that teachers practice in English classes			Yes	No		Total		
			F	%	F	%	F	%
1	Do the teachers teach vocabulary lessons by:	A) Facilitating students to practice meaning in a group to accommodate the meaning?						
		B) Using definitional and contextual meaning to familiarize the unfamiliar words?						
		C) Giving synonym and antonym meaning?						
		D) Practicing task-based teaching techniques in the teaching vocabulary lessons?						
		G) Giving opportunity to their students to communicate with their peers?						
		F) Creating sentences that contain new words?						
		G) Focusing on collocation techniques to develop teaching vocabulary?						
		H) Re-writing and dictionary definition of words						

		Responses										
		Yes		No		Total						
		F	%	F	%	F	%					
2	Do the teachers use vocabulary activities like:	A) Information gap										
		B)Contextual meaning										
		matching activity										
		D) opinion sharing										
		E) reasoning gap										
		F)Information transfer										
Adapted from Richards (2006)												
	Factors affecting the implementation of CLT in vocabulary teaching						Responses					
							Yes		No		Total	
							F	%	F	%	F	%
4	Are there factors affecting the implementation of CLT in vocabulary teaching like:	A) Teachers' lack of training										
		B) Teachers' poor English proficiency and use of L1										
		C) Complexity of word knowledge										
		D) Students' limited knowledge of English										

**APPENDIX D**  
**ADDIS ABABA UNIVERSITY**

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COMMUNICATION AND JOURNALISM  
FOREIGN LANGUAGES AND LITERATURE

**Data obtained from the interview of English teachers**

Q1. Do English grade ten teachers practice task- based teaching, cooperative teaching, collocation, definitional context clue and role play to teach vocabulary communicatively? Why? Why not?

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Q2. What do you think about teachers' selection of techniques of communicative vocabulary teaching?

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Q3. What technique/ s of teaching vocabulary do grade ten English teachers mostly use in their classes? Why?

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**APPENDIX E**  
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COMMUNICATION AND JOURNALISM

FOREIGN LANGUAGES AND LITERATURE

**Check List to Evaluate the Daily Lesson Plan**

1. What is/ are the type/s of techniques/s of vocabulary teaching stated in the lesson plan

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2. Does/do the teacher/s write/s vocabulary lessons independent of other lessons?

Yes  No

3. Is/are the selection of the teacher's/s' techniques of vocabulary teaching stated in the lesson plan matched with the suggested techniques/s of the textbook?

Yes  No

If No, write them down the techniques/s of the daily lesson plan and the technique/s of the text book in the space provided below.

If your response for item 4 is yes, write it how the teacher/s integrates it in the provided space given below.

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If your response for item 4 is no, write the reason why the teacher/s doesn't/ don't integrate it in the provided space given below.

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