



**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM**  
**AND COMMUNICATION**

**DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**  
**(POST GRADUATE PROGRAM)**

**AN ASSESSMENT OF THE TEACHING VOCABULARY STRATEGIES USED BY**  
**ENGLISH LANGUAGE TEACHERS IN AGAZI SECONDARY SCHOOL: GRADE**  
**TEN IN FOCUS**

By

ELFNESH TESFAY REDA

July, 2024

Addis Ababa University

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USED BY ENGLISH LANGUAGE TEACHERS IN AGAZI  
SECONDARY SCHOOL: GRADE TEN IN FOCUS**

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**A THESIS SUBMITTED TO THE DEPARTMENT OF FOREIGN LANGUAGES  
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**Chair of Department or Graduate Program Coordinator**

## **DECLARATION**

This is to certify that this thesis entitled “*An Assessment of the Teaching Vocabulary Strategy Used by English Language Teachers in Agazi Secondary School: Grade Ten in Focus*” 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 Elflesh Tesfay 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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### **Abstract**

*The main purpose of this study was to assess the vocabulary teaching strategies used by English language teachers of Agazi Secondary School in Adigrat woreda, eastern Tigray Regional State .In order to address the research questions, a descriptive research design was used. A total of 52 grade ten students were selected purposively and two English language teachers, similarly selected, were involved. Three data-gathering tools namely a questionnaire to the sample students, classroom observation and interview for the sample English language teachers were used to collect data for the study. Frequency and percentage were used to analyze the data gathered from the questionnaire whereas qualitative data analysis was used to analyze the data obtained from classroom observation and interview. Thus, the results from the data revealed that an attempt was made to use various vocabulary teaching strategies to teach words. The English language teachers used the following vocabulary teaching strategies in class; teaching vocabulary through translation, teaching words through context clues and role-playing. However, there were lots of vocabulary teaching strategies like; teaching words through collocation, morphological analysis of the words, loud reading, the etymology of the words, teaching words through association, teaching words through crossword puzzle, videos, word formation and word mapping techniques, using teaching aids, models and real objects, word part's (affixation) analysis and dictionary were not used by the English language teachers of Agazi Secondary School. Therefore, it is recommended that English language teachers should use or apply different vocabulary teaching strategies in class to teach words in addition to the strategies used in the current grade ten English textbook. And, textbook writers should consider the vocabulary teaching strategies included while designing vocabulary lessons. Higher educational institutions should also help teachers by providing continuous trainings on teaching strategies for vocabularies.*

## CHAPTER ONE

This chapter presents the background of the study, the statement of the problem, research questions, the objective of the study, the scope of the study, the significance of the study, and the limitation of the study, the organization of the study and definition and abbreviations.

### 1. Introduction

#### 1.1. Background of the study

Learning is a constructive process that occurs best when what is being learned is relevant and meaningful to the learner and when the learner is actively engaged in creating his or her knowledge and understanding by connecting what is being learned with prior knowledge and experience this is carried out by language as language is a priceless gift of God to a human being without it human being would have remained only a dumb animal, Sajid J.et. al. (V.24). This idea states that language is the basic element which makes human being different from animals in the way that humans can express their feelings, ideas, and messages using a language. Hence, a language is such a basic thing that helps humans to express anything using it; it needs the knowledge of the structure and stock of words of a language. Knowing the structure or grammar rules of a language alone cannot mean that knowing the language, it is the knowledge of the language's vocabulary that makes the communication goes smoothly. To elaborate this idea, Wilkins, (1972) said "Without grammar, very little can be conveyed, but without vocabulary, nothing can be conveyed". Jordanset. al. (1996) also believed that vocabulary is more important than grammar because people generally use vocabulary and reduce grammar particularly when getting a message across quickly and precisely and is of the utmost importance; like telegrams, panic situations or times when emotions are very high.

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). Language is made up of words. If we want to use language effectively, we must have good stock of vocabulary. The English language has a vast vocabulary. It is the richest language in the world. One cannot learn a language without learning vocabulary. Therefore, the study of vocabulary has occupied a central place in teaching-learning activities, Thornbury(2002).

Learning a foreign language is a matter of learning the vocabulary of that language Wallace, (1982). And learners feel that their language difficulties result from inadequate vocabulary, Nation, (1990).

The term vocabulary refers to students' understanding of oral and print words. Vocabulary includes conceptual knowledge of words that goes well beyond a simple dictionary definition. Students' vocabulary knowledge is a building process that occurs over time as they make connections to other words, learn examples and no examples of the word and related words, and use the word accurately within the context of the sentence, Snow, Griffin, & Burns, (2005). This is because vocabulary knowledge means knowledge of the words' meaning like; synonyms, antonyms, contextual meanings, usage, formations, and knowledge of the word's etymology and others knowledge of the given vocabulary or word. To add the significance of vocabulary knowledge, Harmer, (1991) states the following idea: If language structures make up the skeleton of language, then, it is vocabulary that provides the vital organs and the flesh.

Taylor, (1990) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions.

Vocabulary is one of the most essential components of language which makes it very plausible to at least acquire the most frequently occurring words in a language to be able to communicate in that language, Nunan, (1999). Thus, it is the ESL teachers' responsibility to make sure that learners are exposed to a good amount of vocabulary in class using the various teaching techniques in that area. The knowledge of words or richness in vocabulary plays a great role in language comprehension and the ability to communicate. Wilkins (1972) stated that without grammar very little can be conveyed but without vocabulary nothing can be conveyed. This idea needs to be considered by both language teachers and students, because, knowing the structure of a language alone doesn't mean that one can communicate with others who know the language. The center of a language for communication is the knowledge of vocabulary.

Teachers need to pay attention in the teaching and learning process of the vocabularies, since; it is the center of the language and essential for the learners to use the language in their real world life.

Vocabulary teaching and learning is a constant challenge for teachers as well as students because historically as researchers stated there has been minimal focus on vocabulary instruction in the ESL classroom. Due to this, an increased emphasis on vocabulary development is crucial for the English language learner in the process of language learning, Mukoroli (2011).

According to Adgert, (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 how they learn words and the relationship between words, phrases, categories of words and phrase.

## **1.2. Statement of the study**

English being a second language or foreign language, one needs to learn vocabulary systematically. In fact, without vocabulary communication in a second or foreign language is not possible in a meaningful way.

As Riankamol (2008) stated words are the building blocks of a language, no one can convey the intended meaning of objects, actions, and ideas without them.

The importance of the lexicon has been recognized in almost every language-teaching method from the traditional silent way in which the most versatile and functional vocabulary was emphasized, Richards & Rodgers, (1999) to the more recent communication language teaching in which teachers utilize a wide variety of techniques such as definition, synonym and antonyms, to teach vocabulary given low attention by the English language teachers. McCarthy and Carter R. (1987) claimed that vocabulary study has been neglected by linguists, applied linguists and language teachers. Most of the time English language teachers give emphasis to the macro skills and they believe that vocabulary can be best learned by accumulating definition words. However, it is the basic language component that learners must learn and practice.

As Carter (1988) indicated, for many years vocabulary has been the victim of discrimination by researchers who claimed syntax to be a more significant issue in the language development process. This situation has changed today and students' textbooks are prepared in a way that needs using different vocabulary teaching approach. Because, it is believed that the more words we know, the more and fluently we can communicate Schmitt,(2000). The

incompetence of students in English at all levels is believed to have been caused partly by lack of adequate vocabulary.

We can take the English textbook of grade ten as an example. The grade ten English teachers' book (Minimum Learning Competence) states that the students are expected to perform with and understand a total number of 1500 words in different contents of the twelve units.

In Ethiopia, researchers carried out research related to vocabulary teaching and learning strategies. Demissew A. (2015) for example, carried out a study on the impact of vocabulary learning strategy training on students' vocabulary learning performance. Another research by Alemu H. (1994) also conducted concerning the effectiveness of the vocabulary teaching and learning used in secondary schools. He says "the most frequently used vocabulary techniques are those that often test learners' achievements of vocabulary rather than techniques that enable the students to use opportunities of vocabulary expansion. On the same title, Gashaw N. (2008) studied the effectiveness of vocabulary teaching-learning in secondary schools in Addis Ababa. From his data results he stated that, teachers seem to be less concerned with the importance of vocabulary and he said that teachers regularly used guessing, synonyms, translation and definition to teach vocabulary. The current research is, however it is with the same language skill, it focuses on the strategies used by English teachers to teach vocabulary to their grade ten students. Besides, Berhane A. (1998) studied the exploration of vocabulary teaching in primary schools with special reference to grades one and two. He concluded that Teachers do not use all the possible techniques that would interest children and help them understand meanings of words and they are not aware of different techniques of vocabulary teaching.

The researcher, taking the former research as a springboard for her research, was initiated to do this research in that, she was observing many times that the students were often in problem of giving contextual meaning of words, matching words, collocating and relating words. The students prefer to use dictionaries from the library and ask their friends for meanings. They can't express their ideas, or feelings, and even they cannot write a simple meaningful sentence using their own words. The learners also had difficulties listening, to speak, reading, and writing, though they have been learning English for about ten years. Then, the researcher wants to know whether the main factor that causes the grade ten students unable to use the language is a shortage of vocabulary or other. Besides, she observed teachers always talk about their student's low vocabulary knowledge in every department meeting, semester and annual score evaluation assemblies. In addition, the researcher felt that the English language

teachers, even in the whole woreda, were not aware of the importance of vocabulary and because of this they did not want to prepare questions about vocabulary in the final or mid exams. The exam questions are often focused on grammar only. The other reason was that in the pedagogical center, there are lots of grammar and language structure teaching materials but there was not vocabulary related teaching aids that would support teachers teaching words. Another reason was also that the researcher didn't come across a study conducted on the vocabulary teaching strategies at the selected school from experience and the researcher's observations, it is understood that teachers seem to lack the proper practice of Assessing the vocabulary teaching techniques or strategies used by the grade ten English language teachers of Agazi Secondary School.”.

Based on the prior knowledge of the researcher such related studies were not conduct in Adigrat city administration Agazi secondary school. That is research of this kind has not been carried out so far in Agazi secondary school

### **1.3. Objectives of the study**

#### **1.3.1. General objective**

The general objective of the thesis was:

- ❖ To Assess the Vocabulary Teaching Strategies Used by English Language Teachers of Grade Ten of Agazi Secondary School.

#### **1.3.2. Specific objectives**

The specific objectives of this study were to:

- ❖ Identify the vocabulary teaching strategies used by English language teachers of Agazi Secondary School
- ❖ List the most frequently used vocabulary teaching strategies by English language teachers of Agazi Secondary School.
- ❖ Reveal the least frequently used vocabulary teaching strategies by Agazi secondary school English language teachers.

### **1.4. Research questions**

To attain the objective stated above the study tried to answer the following research questions:

- a. To what extent do English Language teachers of Agazi Secondary School use different strategies in teaching vocabulary?

- b. Do the English language teachers of Agazi Secondary School use different vocabulary teaching strategies?
- c. What are the most and least frequently used vocabulary teaching strategies by English language teachers of Agazi Secondary School?

### **1.5. Significance of the study**

The study has a significant contribution to the following bodies: First it encourages English language teachers to use different teaching strategies of vocabulary in different situations and classes and familiarizes English language teachers and students with important vocabulary teaching strategies that can help them to improve their vocabulary knowledge and improve the students learning style. Moreover, it motivates teachers to give more attention to vocabulary and to use different appropriate techniques to teach learners in different grade levels. In addition to those significances, the study can raise students' awareness of the existence of diversified techniques that they could use to meet their specific needs and help them to guide their learning style.

It also helps the syllabus design and textbook writers to focus on the importance of incorporating activities and techniques that encourage students' productive abilities. In addition to these benefits, it may help for researchers of the same title or case as a reference.

### **1.6. Delimitation of the study**

There are five secondary schools in Adigrat Woreda Education bureau, Tigray regional state. Geographically the study was delimited to one of five secondary schools, i.e. Agazi Secondary School. The school is located almost near to Adigrat University in comparison with the other Secondary schools of the woreda. This was a chance to the researcher for the reason that he got chance to use the library, to download book stand to ask some instructors for the thesis work. In addition the school had enough sample sizes for the research. The research is also delimited to grade ten English language teachers of Agazi Secondary school on how they teach vocabulary in their classroom program. It assessed the vocabulary teaching strategies used by the school's English language teachers.

### **1.7. Limitations of the study**

The researcher faced the following problems while conducting the research; the first thing was the students' English language ability to translate or understand the questions on the

questionnaire paper and lack of awareness on how and why to give feedback to the questionnaire. To solve this problem, the researcher gave orientation to all the respondents in a classroom. Another limitation faced by the researcher was lack of SPSS knowledge to analyze the data gathered from students and teachers questionnaire but to alleviate this problem; the researcher took some trainings on how to apply the SPSS process and had asked his friends who knows this application. There was no trained typist around the school and the researcher was forced to go to Adigrat University so as to get typists, but, though she got a typist, they were an able to write the paper's first draft in the needed time. Light was also another challenge. The most challenge for the researcher was convincing for the female English teacher to be interviewed and be recorded though finally she was agreed to be interviewed without recording.

### **1.8. Organization of the research**

This research has five chapters. First chapter, CHAPTER ONE, is an introduction which provides the outline of the research, its purpose, significance, delimitation, and the context of the study. The next, CHAPTER TWO, is reviews of related literature relevant to English vocabulary teaching strategies, its background, different strategies to vocabulary teaching, etc. The third chapter, CHAPTER THREE, explains research methodology, sample size, sampling methodology and instruments of data gathering used in the research accomplishment. CHAPTER FOUR is about analysis, interpretations and discussions of the collected data, the findings of the research, conclusions and recommendations have discussed in CHAPTER FIVE.

### **1.9. Key terms and Abbreviations**

- ✓ ESL= English as Second Language
- ✓ L1= First Language
- ✓ L2= Second Language

- ✓ MLC= Minimum Learning Competency
- ✓ PDF = portable document format
- ✓ SPSS= statistical package for social science
- ✓ VTS= Vocabulary Teaching Strategies

## **CHAPTER TWO**

### **1. Review of Related Literature**

This Chapter focuses on review of related literature which lays the conceptual framework on the instructional approach in general and teaching strategies in particular. Moreover, it reveals perceptions and reactions on teaching vocabulary.

#### **2.1. Definition and concepts of vocabulary**

According to Wilkins, (1972), vocabulary is one of the basic units of any language. No language can be taught effectively without its vocabulary. So vocabulary is the heart of language.”

In line with this, 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. Krashen (1998) extends the definition further by stating that lexicon organizes the mental vocabulary in a speaker’s mind. An individual’s mental lexicon is that person’s knowledge of vocabulary. Gardener, D & Miller, L (1999), vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences.

In addition to this Adger, (2002) revealed 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 does not simply know its meaning only. It includes all aspects of the words’ meaning, usage, and etymology, collocation and it includes the uses of the word, its category of word class, and besides the relation of the word with other word classes and parts of sentences.

Knowing a word is far more than just understanding (one of) its meaning(s), Harmer (1991) summarizes 'knowing a word' in a figure form as follows:

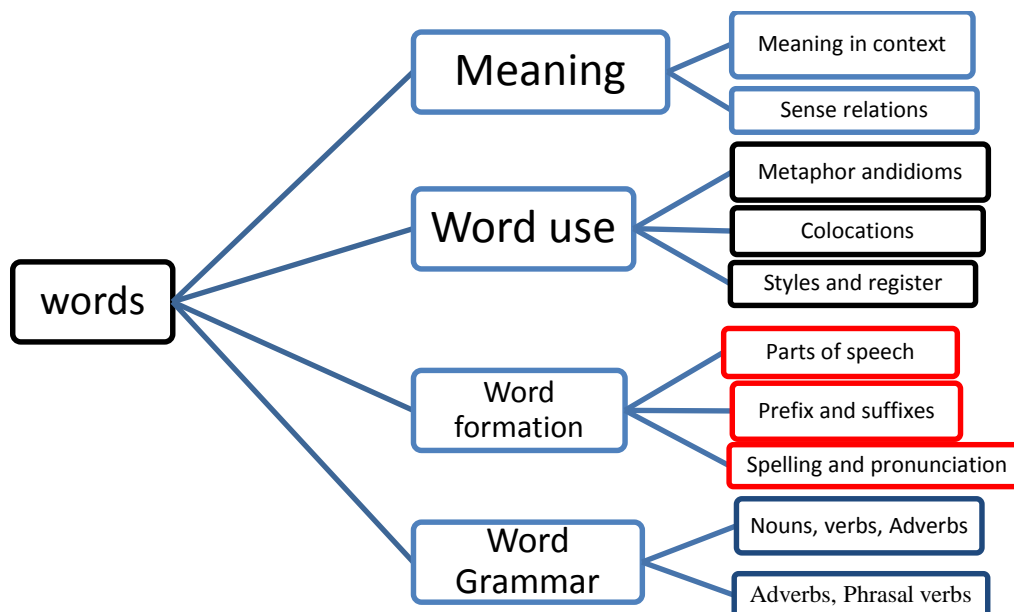


Figure.2.1. Summary of knowing a word by Harmer, 1991

## 2.2. The concept for teaching Vocabulary

Vocabulary teaching/learning is the study of the meaning of words. It is not only matching the meaning of a certain word in English the same as a word with another language, but understanding the power of words to give meaning in different content for words can generate a number of meanings if they are combined with different words in a sentence, Allen, (1983). Teaching vocabulary is a challenge for teachers, partially because of the size of the task, and partially because of the variety of vocabulary types to be learned, including single words, phrases, collocations, grammatical patterning, idioms, and fixed expressions.

Teaching vocabulary takes an essential part when students start to learn a second language. Teaching vocabulary can be said as a process or way to make students learn unit of words presented by the teacher.

In learning vocabulary it is quite important to focus on the most frequently used words in day to day activities (Mackey, 1965). In relation to this idea as cited in Mekonen (1984:23) stated that "it is very important to realize that there is no need for mixing-up unnecessarily with large number of vocabulary items since the masters of the maximum 4,500 words would enable one to be familiar 99% words found in any English text". The current grade Ten English text book stated a MLC for the students that they are required to know about 1500 words from all the twelve units and Four Revision exercises.

### **2.2.1 General Guidelines for Teaching Vocabulary**

In the A “Word” about Vocabulary Considerations Packet manual, the following vocabulary teaching strategies’ guide lines are listed. These guide lines are taken from different writers and these are principles or guide lines that facilitate acquisition of new vocabulary.

- ❖ Teach new words in the context of a meaningful subject-matter lesson and facilitate student discussion that requires students to use the new word (Ellis & Farmer, 1996-2000). This means a context is one way of teaching vocabularies which should also be a technique that let the students use the words.
- ❖ Ensure that students hear the correct pronunciation of the word and practice say in aloud. Hearing the syllable structure and stress pattern of the word facilitates its storage in memory (Fay & Culter, 1977). Saying words aloud is also another method to teach vocabulary. This strategy helps the students develop their speaking skill too.
- ❖ To teach new words or vocabularies to students, teachers have to teach their students “word parts” – root words, base words, prefixes, and suffixes that students will encounter frequently (Jones, 1999).
- ❖ Teach words in related clusters to help students understand how words are related and interrelated, Marinak, et al., (1997). Associations and collocations are best ways to teach words how they are related to other words.
- ❖ Identify examples/applications and non-examples/non-applications related to the meaning of the new word (Ellis & Farmer, 1996-2000).
- ❖ So as students remember what they have learned of words they have to relate the words or connect new vocabulary to something with which they are already familiar (Ellis & Farmer, 1996-2000).
- ❖ Create opportunities for students to paraphrase the definition of a new term so that they can identify the main idea associated with the term and recognize specific bits of information that clarify its broader, more general core idea (Ellis & Farmer, 1996-2000).
- ❖ Offer students the opportunity to acquire new vocabulary using a variety of learning modalities or formats that actively engage them in the learning process (Ellis & Farmer, 1996-2000).

### **2.3. What is Learning Vocabulary?**

Vocabulary Learning is the process of acquiring building block in second language acquisition. The task of vocabulary learning is to see the distinction between knowing a

word and using it. Learning vocabulary should focus on remembering words and using them easily in the right contexts. Evidence suggests that the knowledge aspect requires employment of conscious mechanisms of learning while the skill aspect involves implicit learning. This is essential in selecting strategies for both using words as well as knowing them (Ellis, 1994).

#### **2.4. The need for Vocabulary in Language Teaching and Learning**

Learning Vocabulary will help students improve their language level and communication in English effectively. Vocabulary is viewed as one of the central aspects of second language learning, which is important to language learners (Ming Wei, 2007). While in the process of vocabulary learning, the employment of vocabulary learning strategies can facilitate vocabulary learning. Therefore it becomes important to investigate useful learning strategies and introduce them to the learners (Schmitt, 2000).

Nowadays, teaching and learning vocabulary has such an importance in EFL classrooms, and should therefore be part of a syllabus and taught on regular basis. Vocabulary should be at the center of language teaching because language consists of grammatical and lexis not lexicalized grammar (Lewis, 1993). According to Wilkins (1972) Foreign language learners need to learn and expand their vocabulary because without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Thus, Beginners manage to communicate in English using individual words, and they can most of the time convey meaning without necessarily having acquired grammar. This is the evidence that in learning a language, grammar is not sufficient and, thus, more importance has to be given to vocabulary. Wilkins (1972) also said if you spend most of your time studying grammar, your English will not improve very much, you will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything without words.

Similarly, 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. Students take with them dictionaries while traveling not grammar books (Krashen, 1993). Fan (2003) summed that "Vocabulary forms the biggest part of the meaning of any language, and vocabulary is the biggest problem for most learners. So I've always been interested in ways of helping learners in building up a big vocabulary as fast and as efficiently as possible".

Moreover, Lewis (1993) believes Vocabulary is put in the central place in many linguistic theories and lexis to be the core of language. According to Gas and Selinker (2008) the lexicon is more important than any other component, and that it may be the most important language component for learners.

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).

## **2.5. What are Vocabulary Teaching and Learning Strategies?**

### **2.5.1. Vocabulary Teaching Strategies**

Baddely A. & Godden D. (1980). Vocabulary teaching strategies are the way that helps the teacher to familiarize the students with new words. The strategies should increase the student's retrieval of the word after a certain period of time. Besides, they should help the students to retrieve the word either receptively or productively during a task. This retrieval of words strengthens the path linkage of the form and meaning of the word in students mind so that they can have a long lasting memory of the word Baddeley A. & Godden D. (1980).

As (Nation, 2001; Gairns and Redman, 1986) described techniques of vocabulary teaching, there have been classifications. In a categorization of this kind, the techniques of vocabulary teaching illustrated into a three-way distinction; presentation strategies, practice strategies and strategy training strategies.

1. **Presentation strategies** (Nation, 1990) are those that introduce the target vocabulary for the first time. These will involve either presentation of the **meaning** (i.e. concept) or the **form**.
  - a. **The meaning strategies** are visual strategies like the use of pictures, body actions, real objects or videos, *verbal presentation* strategies like definition, translation, or exemplification and *audio strategies* like sound imitation or learners listen to a tape-recording Cross (1991).
  - b. **Form presentation** focuses on the pronunciation or spelling of the word and contains strategies like the teacher's modeling of the target word, chorus repetition, or the what-is-it technique proposed in Nation (1990).
2. **Practice strategies.** Involves classroom review of the previously introduced vocabulary as well as homework (e.g. classroom tests, games, semantic maps, written repetition).

3. **Strategies for strategy training.** The purpose of strategy training is to teach learners strategies for independent vocabulary learning like guessing from context, word-building, dictionary use and keeping vocabulary notes.

The vocabulary teaching technique should help the teacher to exploit the student's prior knowledge for effective use of classroom conversation. Mostly there are words which are known by some of the students but not by everyone, hence the teacher should try to teach using these words in the class room Newton (1993). Authorities agreed that there is no one best strategy of teaching vocabulary in a specific situation to teach vocabulary. One way of teaching strategy may be good in one time and may be bad in another time even to teach similar contents. In relation to this, Wilkins (1999) said that Language learning doesn't proceed by the same circumstance of learning. This is because learning vocabulary is, entirely related to human behavior and it is difficult to keep the human behavior as it is. To remedy this, teacher has to try to bring the external environment situation in the classroom to create a real situation to practice in the classroom. If the teacher tries to teach vocabulary without alluding to the immediate environment of the school, he or she makes the lesson detached from the learner's experience.

Obanya, (1985: 23) suggested that "learning language in general and learning vocabulary in particular can be transient or enduring". What matters it transient or enduring is how much and how well it is learned. He also suggested that the effective way of teaching vocabulary must be systematic, planned, resource fullness on the part of the teacher and it must be a logical, should be activity based to the learner's experience".

#### **2.5.1.1. Vocabulary Teaching through Translation**

Translation method is the use of mother tongue to define new words. The teacher tries to teach the equivalent meaning of the word because words cannot be totally similar except few words. For example English word 'bread' is neither looks nor tastes like 'pain' in France (Redman and Gairns 1986).

Authorities do not have the same outlook about the advantage of translation technique in teaching vocabulary. Some say it is advisable to teach vocabulary through translation. Nation (1990) thinks that the value of translation depends on how and when we use it. Vocabulary clarification is completely possible to view translation itself as a relatively important method of teaching new words. It helps to express difficult words easily. In addition to this Redman and Gairns (1986) said that:

*teachers who have admitted to feeling guilty on the use of translation in the classroom; almost as if they were cheating is quite ridiculous for translation can be a very effective way of conveying meaning. It can save valuable time that might otherwise be spent on a tortuous and largely unsuccessful explanation in English, and it can be a very quick way to dispose of low frequency items that may worry the students but do not warrant significant attention. It is also a valid approach to highlight the danger of false cognates (p.75).*

Translation in vocabulary teaching has positive usage because at elementary and intermediate level students think in their mother tongue. They cannot think in English. Therefore translation technique in teaching vocabulary is very important until students develop their thinking ability in English”.

The teacher can use simple and already known words to explain new words and this strengthens the relation of words in students mind Allen (1983). On the other hand, translation cannot express clearly and comprehensibly words which cannot be explained with objects, actions and pictures; and it should be clear that translation method is an easy method for teachers who do not be concerned to prepare interesting ways to teach new words.

#### **2.5.1.2. Teaching Vocabulary through Context**

Students use contextual analysis to infer the meaning of a word by looking closely at surrounding text. It is an important technique in developing the student’s inferential technique to extract the meaning of an unknown word from the text. Atkins (1996: 26) suggested that” the teaching of vocabulary through context is an indispensable technique to exploit students’ prior knowledge in guessing the meaning of an unknown word using contextual clues”. Ibid. (1996) also underlined that if students are early trained in how to extract meaning, they will not be in difficulty whenever and wherever they read or listen texts. Hubbard et. al. (1983) also asserted that” if teachers want students remember new vocabulary what they have learned so far, they have to teach them in different context and they have to make them practice well. This helps students to have a wider understanding of words and to prevent them from forgetting words”.

In addition to this, Lado (1964) cited in Dessie B. (1988) asserted that the importance of vocabulary teaching through context and words can have different meanings in different context:

*The meaning of words is much more fluid than is usually realized by most people. In a sense words mean the memory of situation in which they have been observed and understood, brought out by the context in which they are used. The meaning of a word has a variety of features. When the word is used in context, some of features brought out, and others remain dormant. To know alive words to be able to use it or understand it in situations in which the person has not explained it before. (p.20)*

So to develop students' vocabulary ability, they should be exposed to different context in which they can have chances to extract different meanings of a word (Al-Kufaishi, 1988).The teacher assists the students in learning to recognize clues to guessing word meaning from context. This vocabulary learning skill is effective for learning low-frequency vocabulary (Harrell, 2008, as cited in Hendrickson, 1999) and suggests the following method in assisting students guessing meaning from context:

**Definition:** - a definition gives the meaning of words. The writer may use phrases or statements to define something. The key words used to provide a definition are: are/is known as, are /is described as, are/ is defined as.

**Restatement:** -the writer may use other words, phrases or sentences to provide meanings of difficult words. The key words used in restating something: in other words, that is and that is to say.

**Punctuation marks** - the writer uses punctuation marks to describe the meanings of unfamiliar words. The author will write unfamiliar words and then use punctuation, words, phrases or sentences to explain new words. Punctuation marks such as commas, inverted commas, parentheses, semi-colon and colon. E.g. Family members (siblings) should always stick together.

**Examples** - examples help learners to understand the meaning of new words. Key words- such as, like, for example, for instance, is/ are, are used by the author.

**Contrast** - contrast shows the opposite meaning of new words. Key words- but, instead of, even though, in contrast to, yet, and in spite of, are used by the author.

**Similarity** - the writer uses signal words of similarity. Key words – like, similarly, in the same way, as, and just as.

**Surrounding words** - words surrounding the new vocabulary might provide clues to the meanings of new words. For example- Children are too young to understand that **swallowing** gum can be **dangerous**.

**Background knowledge** - Experience and background knowledge about the text plays an important role in vocabulary comprehension. For that reason it is important for teachers to do schema-building before learners read the text.

### **2.5.1.3. Teaching Lexical Chunk**

As Peters, (1992) suggests that the memorization of chunks of language might be productive and powerful. She states that the learning of lexical chunks can serve two objectives: it enables the student to have chunks of language available for immediate use and it also provides the student with information that can be analyzed at a later stage. The main advantage of the use of lexical chunks is that they build on the fluency of the English language learner. They can also be associated with certain communication rituals such as “To whom am I speaking?” Lexical chunks are related to typical functional language use. For example “Have you heard about....?” is reserved for starting gossip or talking about an event. Lexical chunks like these are institutionalized as the most efficient and most familiar linguistic means to carry out language function.

To this effect, Bollinger, (1997) Lexical chunks facilitate clear, relevant and concise language use and are stored as individual whole units. These units can be easily retrieved and used without the need to compose on-line through word selection and grammatical sequencing. This means there is a less demand on cognitive capacity because the lexical chunks are ready to go and require little or no additional processing. Bollinger also states that once a chunk is known it can be analyzed and broken down into constituent words. This can occur when some variability is noticed in a lexical chunk. For example- after having heard the phrase “How are you today?” Several times, it may be acquired as a chunk with the meaning of a greeting. However the learner may later notice the phrase “How are you this evening?” At that point the learner realizes that the main structure is actually “How are you--?” The gap can be filled with a time reference. The learner is then aware that what fits in the gap is a separate unit from the rest of the phrase, which opens the door to learning that lexical unit.

### **2.5.1.4. Teaching Collocations**

According to Nattinger (1989) Vocabulary knowledge doesn't only involve just knowing the meaning of a word in isolation, but includes knowing the word that usually co-occurs with it. These words that co-occur with high frequency are called collocations, e.g. heavy rain, strong coffee but not powerful coffee, a brief discussion but a short man. Collocations help

students to define the semantic area of a word such as: Synonyms- words with identical meaning; however, Nattinger warns that absolute substitutability is not possible, since factors such as register and style determines the usage of synonymous words. Examples of synonyms include commence/begin, end/ terminate. Antonyms - antonyms refers to a notion of semantic opposition or un-relatedness. Examples of antonyms include married/ single, buy/ sell, big/ small. As Carter (2000) Hyponymy refers to a relationship existing between a specific and general lexical item e.g. (a) super ordinate grouping (vehicle- car) (b) co-ordinate grouping (car-sedan). Word formation refers to the recognition and production (speaking and writing) of word formation processes.

#### **2.5.1.5. Teaching Vocabulary through Word Structure/ Affixation**

Vocabulary teaching using word structure gives students more insight to understand the roots and affixes of the word and this helps them to analyze strange words in to their components and understand their meaning, or at least they can understand the parts of speech of the words (Nuttall 1996).It is advisable to disintegrate words into their components so that it helps to understand or guess the meaning of the new word. Word structure can be divided into the meaning of the words root, affixes (prefixes, infixes and suffixes) and the identification of the word classes. Many or the affixes have their own origin like Greek or Latin. Therefore knowing the meaning of the suffix or the prefix helps greatly to understand the words parts of speech (noun, adjective, adverb or verb) and it will be easy to guess the meaning of the unknown word. For example if the suffixes or the word is -or/-er, -ment, -tian, the word is a noun. If the suffix of the word is -ish, -ly, -en... the word is an adjective (Kennedy and Bolitho, 1984).

Al-Kufaishi, (1988) stated that the importance of word structure for vocabulary learning as follows:

*Learners are usually unable to identify or recognize words that are related or derived from the same root unless such relations are pointed out to them. When this is done, they gain a better insight into familiar words and a clearer and sharper picture of the habit of looking for keywords and breaking down them. The most difficult words will be easy. To gain maximum vocabulary ability words should be explained by breaking down into their components and their components should be studied. This technique definitely will increase the students' confidence to tackle the stronger word. (p, 42).*

#### **2.5.1.6. Vocabulary Teaching Using Words Relation**

The whole of English words is a huge network of lexical sets consisting to related words and most modern text books used these relations. Words can be related in terms of meaning. That means how they are similar or different to one another, how they can substitute each other. The relation which is most commonly applicable is synonyms, antonym and hyponymy. They are relations of sameness, oppositeness and inclusion. Therefore, using these relations of words in vocabulary class is an indispensable technique in teaching vocabulary as words do not occur in isolation (Kennedy and Bolitho (1984). A number of complex relations exist between them which make the semantic structure of the language. Therefore words shouldn't be thought in isolation rather exercises should be devised to exploit their relationships sameness, oppositeness and inclusion. For example if the word "freshman" comes, words like junior, sophomore and senior should be taught (Court right and Wesolok, 2001).

#### **2.5.1.7. Teaching Vocabulary through Games or Vocabulary Games**

Teaching vocabulary through games is highly motivating and encouraging. Games are a welcome break from the normal routine of the language class; it provides various contexts to find the meaning of the word and to practice it (Atkins, 1995). Wright et.al. (1983: 113) also asserted that "games are very important to learn words, but the effectiveness of games in teaching words needs especial attention because students may deviate from the main objective and may go to unnecessary playing. This should be determined by the teacher". Dobson (1975: 296) also asserted that "an alert enough teacher can use games in teaching vocabulary effectively. For example she/he can make to fill boxes in some sort of word classes like names of animals, plants, machineries etc. or other groups of words. This type of game is very important to share what one student knows to others".

#### **2.5.1.8. Teaching Vocabulary using Teaching Aids**

According to Allen (1983) using teaching aids in vocabulary teaching is an indispensable way to relate the new word with students in a simple and real way. Students can remember the name of the object or picture that was used as a teaching aid in association with its name in English. This helps them to remember the new word easily. It also asserted that to help students understand and use the word in real situations, it is foolish not to use teaching aids because it helps to capture students' attention to words the new word.

Allen, (1983) claimed that good teachers can prepare so many kinds of teaching aids from their surrounding easily. Even showing actions, gestures, using students themselves as a teaching aid are very important way to create life situations. In using teaching aids the sense of sight can be added to the sense of touch or the sense of an imaginary idea can be expressed easily by combining different senses using teaching aid.

Visual techniques in teaching vocabulary include these of pictures, photographs, and blackboard drawings, wall pictures and real (objects themselves) and mime and gesture. As cited in Berhane A. (1998), these are useful for teaching concrete items of vocabulary and certain areas of vocabulary like; places, professions, descriptions of people, actions and activities, (Gairns and Redman, 1986).

#### **2.5.1.9. Unplanned Vocabulary Teaching**

Seal, (1991: 298) defines this term as the “teaching of vocabulary that comes up without warning in the course of a lesson”. Sometimes students feel that they are in need of the meaning of a vocabulary item during a lesson and sometimes the teacher feels that it is necessary to make certain clarifications. In this, the teacher is going to get along and explain. Seal (1991) suggests three stages in the unplanned vocabulary teaching:

*The stage of conveying meaning, the stage of checking the meaning, and the stage of consolidation. In the first stage the teacher tries to convey the meaning of the target word using different ways as miming, giving synonyms or an anecdote, using opposites, or translation. In the second stage, he checks that the meaning of the unknown word is understood. This may be done through asking the learners questions, or clearly by doing some activities to guarantee or test their understanding, such as crossword puzzles. In the final stage of this kind of vocabulary teaching, the teacher tries to consolidate the information by urging students to use the word in other contexts. (p.298)*

#### **2.5.1.10. Presentation or teaching new lexical items by Takac (2008)**

The meaning of lexical items can be presented verbally or non-verbally. The most frequently mentioned ways of presentation are the following, Takac (2008):

- ❖ Connecting an L2 item with its equivalent in L1.  
This strategy is used when the teachers want to check their students’ comprehension and is to see the similarity or differences between the L2 and L1.
- ❖ Defining the meaning:

This can take many forms like; the words synonym, antonym, giving examples and super ordinate of the term, functional description, grammatical definition, and other forms so as to make the word clear to the learners. However, the definitions given by the teacher with different forms should be clear and simple.

❖ Presentation through context:

To teach learners a word, a teacher should create a situation in which the learners could understand the meaning of the word based on the given context. The teacher can create one context for a word in a sentence, but to show the different meanings of the given word, he should create different sentences of contexts.

❖ Directly connecting the meaning to real objects or phenomena:

This is a strategy used with beginners or young learners. Procedures like; demonstrations, real, and visual aids are used and this can help learners to remember what they have in their memory about the word.

❖ Active involvement of learners in presentation:

In this strategy, learners are actively participated and the teacher is motivator in that he or she encourages them (learners) to discover the given words meanings from its parts and by eliciting it. The teacher can use different pictures to elicit the new words he needs to teach.

Moreover, Takac (2008) said, learners, in order to establish a connection between meaning and form, need to be stimulated to attend to the orthographic and phonological form of the word. The following are some of the ways in which the forms can be presented:

- ❖ Oral drill. The teacher pronounces the word several times, learners listen and they repeat the word aloud and then they individually pronounce the word to themselves.
- ❖ Phonetic transcription and graphic presentation
- ❖ Presentation of the graphic form (by writing the word on the board, underlining it or highlighting it in the text).
- ❖ Encouraging learners to try and spell the word.

#### **2.5.1.11. Verbal techniques for vocabulary teaching**

When we talk about verbal we talk about communication and speech. Here are some verbal technique kinds listed below:

### 2.5.1.11 Kinds of verbal techniques (Mendez and Rodriguez, 1999)

- Definition and Illustrative sentences: the introduction of a word in English through the use of other words in the same language offers the advantage of contextualization.
- Synonym and Antonym: synonym and antonyms are special important in building new vocabulary because learners are able to use known vocabulary
- Explanation: this technique explains the meaning and the use of a given foreign language itself.
- Translation: is that translating the new words from the target language into the learners' mother tongue.

### 2.5.1.12 Teaching Vocabulary through Word Mapping

As Schwartz & Raphael, (1985) stated the 'word mapping' vocabulary teaching strategy is useful for helping students develop a general concept of a word's definition. To make students aware of the types of information that make up a "definition" and how that information is organized, it answers the following three questions, "What is it?," "What is it like?," and "What are some examples?".

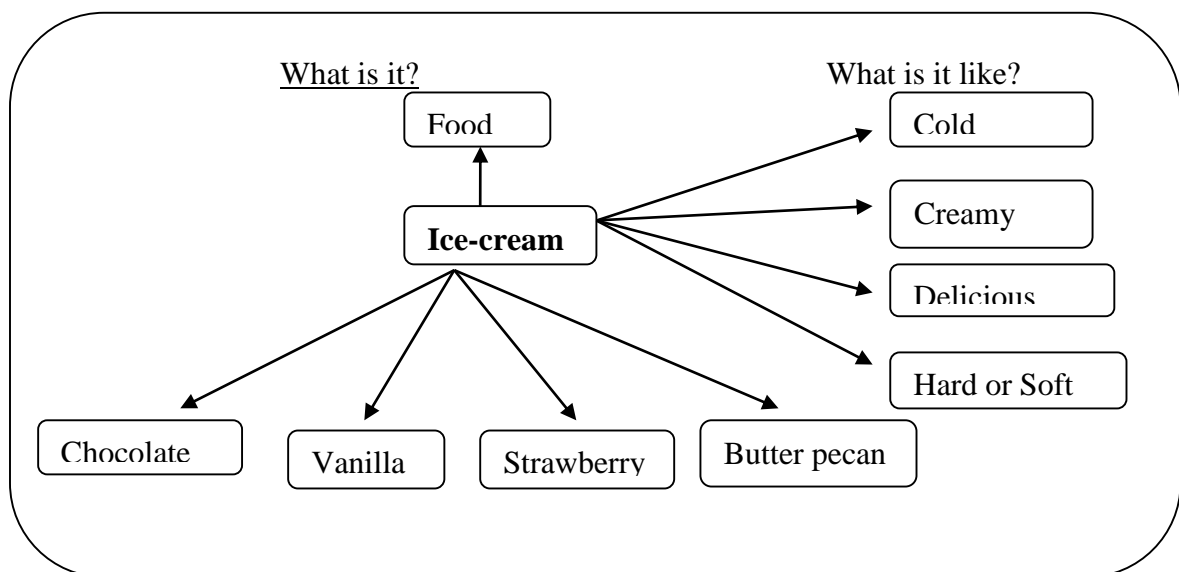


Figure 2.2 Example of word mapping by Holder, 1997

### 2.5.1.13 Teaching through Semantic Mapping

Joseph, (2011) stated that this method of teaching vocabulary is used to motivate and involve students in thinking, reading and writing. It helps them to link new information with previous experience, and it is done by making an arrangement of words into a picture which has a key

concept at the middle or center, as the, McCarthy, 2009, example below is shown. There are many types of semantic relations between words such as synonymy, antonym, metonymy, hyponymy, homonymy, and polysemy (p. 118).

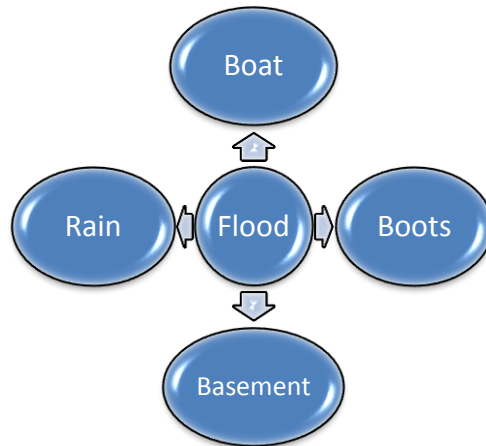


Figure 2.3 example of semantic mapping diagram of the word ‘food’

#### 2.5.1.14 Teaching Vocabulary through Word Family

The semantic field theory as Stubbs, (2001) suggested that the lexical content of a language is best treated not as mere aggregation of independent words or unstructured list of words but as a collection of interrelated networks of relations between words.

A simple example of a semantic field is the set of relationship terms: father, mother, brother, sister, son, daughter, uncle, aunt or the various body parts can be learned as a subset. Fortunately, in the grade ten student’s text book, there is an exercise entitled “body parts” therefore, this strategy; word family is a technique to teach such lessons.

#### 2.5.1.15 Teaching Words’ Etymology

The study of the origin and history of a word is known as its etymology George Y.(2010).So, whenever we teach an English word that is completely strange, we can ask students to look it up in a dictionary or other reference books, and or surf on the internet to find its origin, Prashant S. M.(p. 381).The study of the origin of words can help the learners to enrich vocabulary. It is necessary to know the meaning of a Latin or Greek root, prefix or suffix in order to better understand and more easily remember. Most vocabulary words are derived from Latin or Greek etymologies. Thus, learning the etymology of a word will certainly promote students’ comprehension of new words.

### **2.5.1.16 Teaching Vocabulary through Dictionary**

Dictionary is a not worthy instrument in teaching and learning of vocabulary. Teacher should encourage students to look up the word in a dictionary. Exploring dictionary entries can be one essential and effective component of understanding a word completely. When learners come across a new word that they cannot infer from the context they can either ignore it or consult a dictionary. However, the current grade Ten English text book states the following idea about how to use a dictionary while learning new words:

*When we meet a new word (a word that we haven't seen before) in a text, it is not always necessary to stop and look up the word in a dictionary or ask someone what it means. Reading can become boring if we have to keep stopping. Sometimes we can just carry on reading and not worry about a few words that we don't understand. Sometimes though, the meaning of the word can be guessed from how it is used in the text, its context (pg. 144).*

### **2.5.1.17 Teaching Vocabulary through Video**

Films can help to learn for instance vocabulary around a certain theme. According to Oluwayomi S.O. (2017) it is possible to teach vocabulary and even ready scripts of a certain social situation with the help of television. Authentic video and subtitles can precisely play an important role to help learners increase and strengthen their vocabulary background knowledge and communication ability. For example, take a clip from a film or TV show containing someone willing to buy or sell a house, either going to the real state agency or visiting a house. It helps to gain words related to one particular subject and it can help them to practice and use the way they have seen in the movies in their real life situation.

### **2.5.1.18 Teaching Words through Association/Word Networks**

If one topic consists of a number of words, it is easy to teach the whole words altogether. For example, it is easier to teach words like orange, banana, guava, cherry, blackberry, strawberry, lemon, pineapple, mango and watermelon together in the context of fruits' than to teach anyone of these words in isolation. Examples of associated vocabularies are: (a) Parts of the Face, (b) Stages of Life, (c) Water, (d) Clothing, (e) Computer, (f) Banking and Finance and (g) Jewelry; here is an example from Ur (1996).

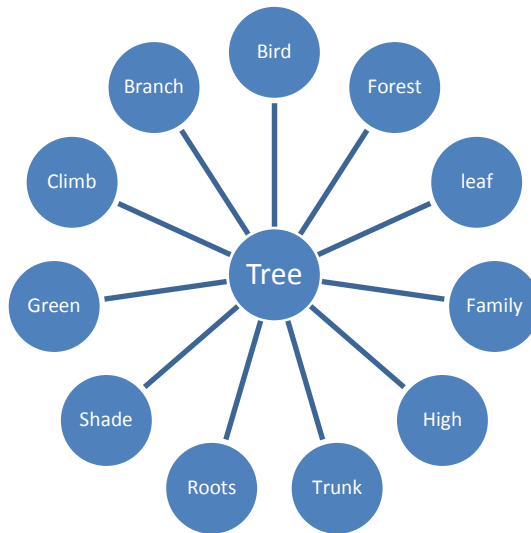


Figure 2.4 Diagram showing word association Ur (1996; 69)

### 2.5.1.19 Teaching Vocabulary through Cross Word Puzzle

Crossword puzzles offer an entertaining way of reviewing vocabulary. The teacher can design a ‘Word Puzzle’ or ‘Word Cross’, asking the students to be in groups to find and write or circle the words that the puzzle contains. It is also a much more active type of learning. Puzzle creation software and websites are abundant and easy to use. Therefore, the teachers can create curriculum-specific crosswords with little trouble. While studying any subject, a crossword puzzle with subject-specific vocabulary can be shaped with simplicity and in a short duration of time. Students can do the puzzles in the class in pairs or at home as homework. The crossword puzzle design is common activity familiar to most students. Horizontal (across) and vertical (down) clues are provided as stimuli found in large newspapers and magazines under a variety of different names. The standard format of these problem-solving activities involves a list of words that the participant tries to locate in a square or a rectangular maze of letters. The hidden lexical items may appear in a variety of configurations (left-right, right-left, and diagonal, vertical, horizontal). The difficulty of these puzzles is determined by the number of lexical items to be located, and the quantity of the unrelated alphabetic distracters (random letters). Following is the crossword puzzle example which lets the students find out words related to Energy sources:

E	N	E	R	G	Y	C	H	Z
---	---	---	---	---	---	---	---	---

L	X	M	V	E	H	B	Y	G
E	S	U	N	O	E	W	D	E
C	A	L	P	T	A	S	R	N
T	L	I	G	H	T	O	O	E
R	V	B	U	E	S	U	P	R
I	G	M	W	R	A	N	O	A
C	A	T	O	M	P	D	W	T
I	S	O	L	A	R	B	E	O
T	N	U	C	L	E	A	R	R
Y	V	Q	C	O	A	L	I	G

Figure 2.5 Cross word puzzle (taken from the current Gr.10 English student textbook (p.191))

### 2.5.1.20 Teaching Words Using Morphological Analysis of Words

Morphology is the study of the formation of words, showing how words are broken down into smaller units, and how such units are recognized. By using the analysis of roots, affixes and word structures, thousands of English words can be learned. According to Carlisle (2003:98) state: Leaving morphological analysis to be discovered by students on their own means that those who are not inherently linguistically savvy are likely to be left behind their peers in the development of vocabulary, word reading and comprehension, and spelling. Therefore, In the way of teaching, teachers can use the analysis of bound morphemes, derivational morphemes, roots, affixes and stems of words.

### 2.5.1.21. Teaching Words through Role-play

Role play creates a real- life situation in the classroom. It is important in the classroom communication because it gives students a chance to practice communicatively in different social contexts and in different social roles. The language practiced in this activity is varied according to the student's status, attitudes, mood, and also different situations.

## CHAPTER THREE

## **2. Research Design and Methodology**

In this chapter, it is attempted to give explanations of design of the study, sampling size and sampling techniques, data collection instruments, methods of data analysis

### **3.1 Research design**

According to Kothari, (2005) Research design is the plan or framework used to conduct a research accordingly, descriptive survey design both qualitative and quantitative or mixed approach was used to address the research questions. The researcher used both techniques to analyze the information gathered from the data gathering tools he used and this shows that the data are analyzed in both numerical and words. In addition, this mixed approach was chosen for the reason that it provides clear information and analyze data concerning the status of the English teachers' way of vocabulary teaching in grade ten.

### **3.2 Target population**

The main target populations of the study were grade ten English language teachers and students of Agazi Secondary School. There were only two English language teachers and two hundred ten (210) students of grade ten in Agazi Secondary School.

### **3.3 Sample size and sampling techniques**

Grade ten students and English language teachers of Agazi Secondary school were sample size of the research. In Agazi Secondary School there were 210 students and 2 English language teachers. Of the 210 students, the top 52 (25%) students who were ranked from 1-13 based on their first semester's result from all the four sections were taken as the sample of the research using purposive non-probability sampling techniques. The researcher used these techniques to get relevant and sufficient information from the selected simple. Because, the researcher thought that the top 13 students of each class (from 10<sup>th</sup>A taken13, 10<sup>th</sup>B taken13, 10<sup>th</sup>C taken13, and 10<sup>th</sup>D taken13 students) could read and at the same time individuals have a better understanding about the issue raised. Besides, both the English language teachers of the school were taken as the sample of the study using the purposive sampling techniques. This was done because the number of EFL teachers was easily manageable.

### **3.4 Data gathering instruments**

The researcher used the following data collection instruments to get significant and adequate data from the selected samples of the study.

### **3.4.1 The questionnaire**

The researcher used written questionnaires about vocabulary teaching strategies to gather information from the selected 52 grade ten sample students. The students' questionnaires contained two parts: the respondents' background section and the students' questionnaire part which contained 15 questions or items of vocabulary teaching strategies. Those questionnaires consisted of five alternatives to which the respondents were to indicate their degree of agreement by selecting one of the five-point Likert scale format i.e., SDA (strongly disagree), DA (disagree), N (neutral or undecided), A (agree) and SA (strongly agree) respectively and one open ended question, which allowed the students to write down answers in their own words, was included.

### **3.4.2 Classroom Observation**

Observation, commonly used in classroom research for gathering data on such phenomena as language, activities and instruction, can allow the study of a behavior at close range with many important contextual variables present, Mackey and Gass (2005). Therefore, to get more essential information for the study, the researcher made classroom observation show the English language teachers teach vocabulary lessons. Both the English language teachers in the study were informed of the purpose of the research and their participation was completely voluntary. To collect the needed information anone participant classroom observation was conducted for EFL teachers'with brief checklists for the observation sessions. Each teacher was observed three times only when the topic of the lesson was vocabulary.

### **3.4.3 The Interview**

This was another tool for gathering information. The two grade ten English language teachers were interviewed. The interview contained seven open indeed questions about vocabulary teaching strategies. The male English teacher's interview was recorded because he volunteered to be recorded but the female one was not interested and did not voluntary to be recorded and to be interviewed even, though she finally agreed to the interview without recording her response.

### **3.5 Methods of Data Analysis**

The researcher adopted three steps in collecting the data for the study. First, relevant literatures were reviewed to get adequate information on the topic. Second, objectives and research questions were formulated to show the direction of the study. Third, data gathering tools were developed and piloted. Finally the data was gathered through questionnaire, interview and class room observation then the data that was gathered from the sample students (52) through questionnaire, from the two English language teachers through interviews and classroom observation were analyzed, and interpreted using the following two methods the administration of the data to the respondents was under taken by the researcher. The data gathered from the questionnaires was analyzed quantitatively (percentage and frequency) using the SPSS v20 (Statistical Package for Social Science Students version 20) software. And, both the data collected from teachers' interview and classroom observation were analyzed qualitatively. The teacher's interview, which was recorded, was transcribed (see Appendix-C).

## CHAPTER FOUR

### 4. Data Analysis and Presentation

The data which was collected from the questionnaire was tallied and systematically organized into items for analysis purposes. In this section the data were gathered from the tools that the researcher used based on the information from the gathered data analysis and interpretation were made. As explained in Chapter-3, the quantitative, frequency and percentage, data collected from the questionnaire is analyzed by the SPSS v20 software and is also qualitatively analyzed using words and in relation to the questionnaires' data, the teachers' interview and classroom observations were also analyzed accordingly.

#### 4.1. Analysis of students' questionnaire in relation to the classroom observations and English teachers' interviews

##### 4.1.1 Teaching words using a dictionary (English-Tigrigna or Bilingual) to teach words' meanings

Table 4.1 Students' Responses on teaching vocabulary through Dictionary (Bilingual-dictionary)

No.	Item	Degree of Agreement											
		SDA		DA		N		A		SA		Sum	
		F	%	F	%	F	%	F	%	F	%	f	%
1	My English language teacher uses a dictionary (bilingual dictionary) to teach words' meanings	39	75.0	13	25.0	-	-	-	-	-	-	52	100

As can be seen in the above table 4.1 of the respondents 39 (75%) responded strongly disagree that their English language teachers didn't use the bilingual dictionary in teaching words' meaning. The other 13 (25%) of the respondents also replied disagree that their English teacher weren't used a dictionary to teach them words meanings.

Regarding to the teaching words' meanings using dictionary (Bilingual, English-Tigrigna dictionary) the researcher conducted classroom observation and she observed that both teachers were simply telling the meaning of the words in Tigrigna orally. Generally, during the classroom observations held, there were no dictionaries used in the class. In addition to the questionnaires and classroom observations, the English language teachers' interview responses indicated that they never carry a dictionary to the classroom to teach students words meanings, because, said the teachers, if they carry a dictionary to the classroom to teach them

words' meanings the students' attitude towards the teacher's words knowledge might decrease.

Therefore, from the data collected through the data gathering tools, the researcher can conclude that the English language teachers of Agazi secondary school did not use Dictionary (Bilingual dictionary) to teach words' meanings to their students.

#### 4.1.2 Teaching Words through Translation

Table 4.2 Students' responses on teaching vocabularies through Translation

No.	Item	Degree of Agreement											
		SDA		DA		N		A		SA		Sum	
		F	%	F	%	f	%	F	%	F	%	F	%
2	My English language teacher translates the word's meanings into Tigrigna to teach me the words' meanings	-	-	10	19.2	-	-	30	57.7	12	23.1	52	100

As it can be observed in the table.4.2, the majority of the respondents 30 (57.7%) agree and 12 (23.1%) of them was said strongly agree to the item that their teacher was teaching words through Translation method. There were respondents 10 (19.2%) who responded that their teachers were not using the translation strategies to teach them vocabularies. Therefore, the majority of the respondents 80.8% (sum of the A and SA respondents) agreed that their teachers were using the strategy to teach vocabulary.

The teachers' interview also supported the student's response that they were using the strategy of translating words into the students' first language. During the classroom observation, for cross- checking, the researcher observed that the teachers were translating English words into the learners' first language.

Therefore, the data gathered from the instruments revealed that the teachers were applying the translation method to teach their students vocabulary.

### 4.1.3. Learning new words through analyses of Affixation (Word parts)(Prefixes, stems, and suffixes)

Table 4.3 Students' responses on teaching words through affixation (prefixes, stems and suffixes analyses)

No.	Item	Degree of Agreement													
		SDA		DA		N		A		SA		Sum			
3	My English language teacher teaches words through Affixation(word parts)	F	%	F	%	F	%	F	%	F	%	f	%		
		37	71.2	15	28.8	-	-	-	-	-	-	-	-	52	100

As can be seen in the above Table 4.3., 37 (71.2%) of the respondent's response was strongly disagree and 15 (28.8%) of the respondent's response was also disagree. The English language teachers' interview response indicated that the teachers' were teaching words through affixation (word parts) only when they got exercises about prefixes and suffixes in the English textbook. On the other hand, the researcher's classroom observation showed that the English teachers of Agazi secondary school didn't use the strategy of teaching words by analyzing the words' parts or through affixation (prefix, suffixes, and stem).

Therefore, based on the data collected, the researcher can conclude that the English language teachers of Agazi secondary school were not teaching their students words through analysis of the word's parts or affixation (prefixes, suffixes, and stem).

### 4.1.4. Presenting vocabulary in contexts clues

Table 4.4 Students' responses on teaching words through context clues

No.	Item	Degree of Agreement											
		SDA		DA		N		A		SA		Sum	
4	My English language teacher teaches me words in context clues.	F	%	F	%	f	%	F	%	F	%	f	%
		-	-	-	-	-	-	7	13.5	45	86.5	52	100

About vocabulary teaching through context clues, the majority of the respondents 45 (86.5%) replied strongly agree and 7 (13.5%) of the respondents also replied agree, that their teachers were teaching them vocabulary in contexts. The data from the teachers' interviews also indicated that both the English language teachers were applying the strategy to teach words in their English classes.

The English language teachers, during the classroom observation, the researcher observed that words were presented in different contexts and were put in to sentences, dialogues and conversations.

Based on the results obtained from all the data-gathering tools, the researcher can conclude that both the English language teachers were using the strategy of teaching words through context clues in the classroom to teach their students about words' meanings.

#### 4.1.5 Teaching words using teaching aids, real objects and models

Table.4.5 Students' responses on teaching vocabularies through Teaching aids, real objects and models

No.	Item	Degree of Agreement											
		SDA		DA		N		A		SA		Sum	
		F	%	F	%	F	%	F	%	F	%	f	%
5	He/she teaches words using teaching aids, real objects and models.	22	42.3	17	32.7	-	-	5	9.6	8	15.4	52	100

Based on the result from above Table 4.5, of the respondents (42.3%) 22 students responded that their teacher never used teaching aids, real objects and model 17 (32.7%) respondents also replied similarly that they didn't learn words through teaching aids or materials. On the other hand, of the respondents 25% (9.6% + 15.4%) replied that their teachers were teaching words using teaching materials. However, the majority number 75% (42.3 + 32.7) of the respondents indicated that the English teachers were not using teaching aids to teach words in their classroom. The teachers' interview indicated that they use their mobile phones as an aid to teach them pronunciation and it also showed that the school had lack of teaching aids and materials and that they were unable to use teaching aids.

To triangulate the reality of the data gathered from students' questionnaires and teachers' interviews, the researcher observed the classroom teaching process and she observed that both the English language teachers were not using teaching aids real materials or even models to teach words.

Generally, the researcher, from all the respondents and observations, can conclude that both the English language teachers did not use teaching aids, real objects and models to help students while they teach words.

#### 4.1.6. Word Mapping technique to teach new words

Table 4.6 Students' responses through word-mapping

No.	Item	Degree of Agreement											
		SDA		DA		N		A		SA		Sum	
6	My English language teacher teaches words through word mapping	F	%	F	%	F	%	F	%	F	%	F	%
		-	-	38	73.1	-	-	10	19.2	4	7.7	52	100

As can be observed in the above table, Table 4.6, most of the respondents 38 (72.1%) said that their teachers were not teaching them vocabulary using the word mapping strategy. On the contrary, of the respondents, 10 (19.2% agree) and 4 (7.7% strongly agree) responded that their teacher used the word mapping strategy to teach them words.

The teachers' interview responses showed that they sometimes use a word mapping strategy to teach their students about the relations of words with other words, but they were using the strategy when the textbook's instruction lets them do so. However, during the six classroom observations, the researcher observed that the Agazi secondary School English language teachers never used the way of teaching words through word mapping strategy.

Therefore, from the above data, the researcher can conclude that the English language teachers were not applying a word mapping strategy to teach words or vocabulary to their grade ten students.

#### 4.1.7. Vocabularies Word Formation Strategy

Table 4.7 Students' responses of teaching vocabulary through word formation

No.	Item	Degree of Agreement											
		SDA		DA		N		A		SA		Sum	
7	My English language teacher uses word formation strategy to teach words	F	%	F	%	F	%	f	%	F	%	f	%
		26	50.0	24	46.2	2	3.8	-	-	-	-	52	100

As shown in the table 4.7, of the total respondents 26 (50%) replied strongly disagreed and 24 (46.2%) response was disagreed for the item "My English language teacher uses word formation strategy to teach words". Only 2(3.8%) respondents were neutral about the strategy of word formation. However, the teachers interview show that there were exercises in the

text book that instructs the students to form words from words, example they said that there were a task that let students create Nouns from Verbs.

To conclude whether the English language teachers of Agazi secondary school were using or not the strategy of teaching words through word formation technique, She observed six classroom vocabulary lessons of the sample teachers and these revealed that both teachers were not using the strategy of word formation to teach their students about how words can be formed from different words' parts of speech (Verb, Noun, Adjective, and Adverb).

To sum up the data gathered from the tools, the researcher concluded that the English language teachers of Agazi secondary school did not use the word formation strategy to teach their students to form new words from a given words.

#### 4.1.8. Videos to teach vocabularies

Table4.8 Students' responses on teaching vocabulary using video materials

No.	Item	Degree of Agreement											
		SDA		DA		N		A		SA		Sum	
8	He/ She uses English language videos to teach words	F	%	F	%	F	%	f	%	f	%	F	%
		52	100.0	-	-	-	-	-	-	-	-	52	100

In reference to vocabulary teaching strategy using videos to teach words, as can be seen in table 4.8, all the respondents 52 (100%)responded that their English language teachers never used videos to teach them vocabularies. Furthermore, both the information gained from the English language teachers' interview and the classroom teaching-learning observation also assured that the English language teachers never used Videos as a technique to teach words or vocabularies.

Therefore, the researcher can conclude that both the English language teachers of Agazi secondary school were never using videos to teach words in their classroom programs.

#### 4.1.9. Cross Word Puzzle Vocabulary Teaching Strategy

Table 4.9Students' response on teaching vocabulary via cross-word puzzle

No.	Item	Degree of Agreement					
		SDA	DA	N	A	SA	Sum
9							

	F	%	F	%	f	%	F	%	F	%	F	%
My English language teacher teaches us words through Cross Word Puzzle	13	25.0	23	44.2	-	-	16	30.8	-	-	52	100

According to the above table 4.9, from the total respondents 13 (25.0%) responded strongly disagree and 23 (44.2%) of the respondents were replied disagree for item-9. On the other hand, 16 (30.8%) respondents of the total sample were replied agree to the same item. Thus, the majority respondents 69.2% (25.0% + 44.2%) response revealed that the English language teachers were not applying cross word puzzle method to teach words.

Whereas the English language teachers' interview data, on the other hand, indicated that there were exercises in the grade ten English text book and teachers were applying the strategy to teach words. To cross check the data obtained from students' questionnaire and teachers' interview, the researcher observed six classroom teaching processes of the sample teachers. The classroom observation, however, indicated that both the English language teachers of Agazi secondary school didn't apply the cross word puzzle strategy to teach words. Therefore, from the data obtained, the researcher can conclude that the English language teachers of Agazi secondary school were not applying the cross word puzzle strategy to teach words to their students.

#### 4.1.10. Words' Meanings (synonym, antonym, homonyms)

Table 4.10 Students' responses on teaching words through meanings

No.	Item	Degree of Agreement											
		SDA		DA		N		A		SA		Sum	
10	He/ she tells us meanings of words (e.g. Synonyms, antonyms, homonyms)	F	%	F	%	f	%	F	%	F	%	F	%
		-	-	-	-	-	-	-	-	52	100.0	52	100

As can be observed in table 4.10, all the respondents 52 (100%) responded strongly agreed that their teacher were telling them meanings of words in terms of their synonyms, antonyms, homonym and others. Besides, to the information gathered through questionnaire, the teachers' interview also proved that the English language teachers were teaching their students the words English corresponding synonyms and antonyms.

During the classroom observation the researcher also observed that both the English language teachers were telling the students only the similar or synonym meanings of some words.

Therefore, based on the data gathered, the researcher can conclude that the English language teachers of Agazi secondary school were applying the strategy of teaching words' meanings.

#### 4.1.11. Associate the words with other words

Table 4.11 Students' responses on associating words with other words in teaching words

No.	Item	Degree of Agreement											
		SDA		DA		N		A		SA		Sum	
11	My English language teacher teaches words through association	F	%	F	%	f	%	f	%	F	%	F	%
		25	48.1	27	51.9	-	-	-	-	-	-	52	100

The data in table 4.11 showed that the 25(48.1%) of the respondents responded strongly disagreed and the 27(51.9%) disagreed on the strategy of teaching words through associating words with other vocabularies.

Besides, the data from teachers' interview and the researcher's classroom observations also pointed out that the English language teachers of Agazi secondary school did not use the strategy of associating words with other words in teaching words.

Therefore, it can be said that the teachers, when teaching vocabulary, were not using the vocabulary teaching strategy through associating words with other words.

#### 4.1.12. Telling the words Etymology

Table 4.12 Students' responses on teaching vocabulary through their Etymology

No.	Item	Degree of Agreement											
		SDA		DA		N		A		SA		Sum	
12	He/she tells us the word's etymology (its origin)	F	%	f	%	f	%	f	%	F	%	F	%
		52	100	-	-	-	-	-	-	-	-	52	100

As can be seen in table 4.12, all the respondents 52 (100%) responded strongly disagree for the item that their teachers way of teaching vocabulary through telling the etymology of the words'.

Teachers' respondents were also asked or interviewed whether they were using the strategy of teaching words through telling the words etymology or not. Thus, both the English language teachers replied that they were not using the strategy to teach vocabularies to their students. The researcher in her classroom observation also triangulated the data result of the use of the strategy and she confirmed that the English language teachers were not using the strategy of teaching words 'etymology to their students.

For this reason, it can be concluded that the English language teachers of Agazi secondary school were not telling their students the words' etymology or origin when teaching vocabularies.

#### 4.1.13. Reading aloud and role playing

Table 4.13 Students' responses on teaching words through reading aloud and role-playing

No.	Item	Degree of Agreement											
		SDA		DA		N		A		SA		Sum	
13	My English language teacher teaches me words through loud reading and role-playing	F	%	F	%	F	%	F	%	F	%	F	%
		15	28.8	28	53.8	-	-	9	17.3	-	-	52	100

The table 4.13 above illustrated that the majority of the respondents 15 (28.8%) and 28 (53.8%) replied SDA and DA respectively that their English language teachers didn't use the strategy of teaching words through reading words aloud and role playing. This means their teacher never let them to read words aloud and role playing when they learn words in class. However, 9 (17.3%) of the respondents said that their teachers were letting them to read words aloud and role playing when they learn words.

Therefore, the majority 82.6% (sum of 28.8% and 53.8%) of the respondents responded that their English language teacher didn't let them read words aloud and role playing. Besides, the English language teachers' interview responses indicated that they used the Role-playing strategy to teach words to their students but they didn't use the strategy of teaching words through loud reading because they thought that this is strategy for the lower grade levels only. To cross check the above two data gathered from students' questionnaires and teachers' interviews, the researcher conducted classroom observation. And, he observed that one of the English language teachers was using the Role-playing method only one time. But in his five out of six classroom observations, the researcher did not observe any of the two teachers using the strategy to teach words to the students.

Based on the above data analyzed, the researcher can conclude that the English language teachers of Agazi Secondary School didn't use the strategy of teaching words through reading aloud and role-playing.

#### 4.1.14. Teaching Words through Morphological Analysis

Table 4.14 Students' responses' on teaching Words through Morphological Analysis

No.	Item	Degree of Agreement											
		SDA		DA		N		A		SA		Sum	
		F	%	F	%	f	%	F	%	F	%	F	%
14	My English language teacher teaches words through breaking down words into Morphemes	50	96.2	2	3.8	-	-	-	-	-	-	52	100

In Table 4.14, it can be observed that no difference was found in teaching words through Morphological Analysis, because 50 (96.2%) of the respondents chose strongly disagree and similarly 2 (3.8%) chose disagree to say that their English language teachers never taught them words through Morphological Analysis.

Moreover, from both the data gathering tools, teachers' interview and classroom observation, the result demonstrated that the English language teachers of Agazi secondary school were not using the method of teaching words through Morphological Analysis.

Generally speaking, from the data gathered, the researcher can able to conclude that the English language teachers of Agazi secondary school were not using the strategy of teaching vocabulary through telling their Morphological Analysis.

#### 4.1.15. Vocabulary teaching using Collocation

Table 4.15 students' responses on teaching vocabulary through Collocation

No.	Item	Degree of Agreement											
		SDA		DA		N		A		SA		Sum	
		F	%	F	%	F	%	F	%	F	%	F	%
15	He/she teaches us words by collocating them with other words.	8	15.4	32	61.5	-	-	5	9.6	7	13.5	52	100

With regard to teaching words through collocation, as can be observed in table 4.15, the majority of the respondents 32 (61.5%) replied disagree and 8 (15.4%) replied strongly disagree for the item that their teachers were using collocation strategy to teach words. On the other hand, 7 (13.5%) of the respondents replied strongly agree and 5 (9.6%) agree that their teachers were collocation to teach them words relation. Therefore, the researcher, based on the data shown in the above table the majority of the respondents(15.4% and 61.5%), can conclude that the teachers were not teaching words which always go together or collocations. However, the teachers' interview results indicated that they sometimes use collocation to teach words to their students. They also said that, there were some exercises in the current English text book which let them teach words through collocation.

To cross check the data collected from students' questionnaire and teachers' interview, the researcher conducted classroom observation and the observations' results indicated that from all the six observations only one period was used the strategy of teaching words through Collocation. Thus, it can be said that the English teachers didn't use the collocation method to teach words.

To conclude, the researcher can able to generalize the data as the English language teachers of Agazi secondary school were not using collocation to teach words to their students in their classroom.

## CHAPTER FIVE

## **5. Major Findings, Conclusions and Recommendations**

This chapter presents conclusions findings and recommendations drawn based upon the presentation, analysis and interpretation of data made in chapter four. This study, as mentioned in the previous chapters, was intended to assess the vocabulary teaching strategies used by English language teachers of grade ten of Agazi Secondary School. Therefore, to achieve the whole purposes of the study, three types of data gathering tools, questionnaire, interview and classroom observation, were used and the data gathered through these tools were presented, analyzed and interpreted in chapter four. Based on the major findings of the data collected, the following conclusions and recommendations are forwarded by the researcher. Finally based on the analyzed data, the following findings were obtained.

### **5.1major finding**

#### **The level of teachers practice in vocabulary teaching strategy**

The finding demonstrated that even though few teachers of Agazi secondary school teachers implemented translation and meaning vocabulary teaching strategy, the practice of vocabulary teaching strategies by almost all English teachers of Agazi secondary school was found to be low

This was further confirmed by the following findings:

- English language teachers of Agazi secondary school were not teaching their students words through analysis of the word's parts or affixation (prefixes, suffixes, and stem).
- English Language teachers were using the strategy teaching words through context clues in the classroom to teach their students about words' meanings.
- English language teachers did not use teaching aids, real objects and models to help students while they teach words.
- English language teachers were not applying the word mapping strategy to teach words or vocabularies to their grade ten students.
- English language teachers of Agazi secondary school did not use the word formation strategy to teach their students to form new words from a given words.
- English language teachers of Agazi secondary school were never using videos to teach words in their classroom programs.
- English language teachers of Agazi secondary school were not applying the cross word puzzle strategy to teach words to their students.

- English language teachers of Agazi secondary school were applying the strategy of teaching words' meanings.
- Teacher didn't use the vocabulary teaching strategy through associating words with other words.
- The English language teachers of Agazi secondary school were not telling their students the words' etymology or origin when teaching vocabularies.
- English language teachers of Agazi Secondary School didn't use the strategy of teaching words through reading aloud and role-playing.
- English language teachers of Agazi secondary school were not using the strategy of teaching vocabulary through telling their Morphological Analysis.
- English language teachers of Agazi secondary school were not using collocation to teach words to their students in their classroom.

## **5.2. Conclusions**

The aim of this study was to assess vocabulary teaching strategies used by grade ten English language teachers of Agazi Secondary School in general and to identify the most and least frequently vocabulary teaching strategies used by these teachers to teach words specifically.

Therefore, the results, obtained from students' questionnaire, teachers' interview and classroom observations, revealed that both the English language teachers of Agazi secondary school were not applying different strategies in their lesson while teaching vocabulary. They were teaching words through translation strategy, through context clues and meanings of words and role-playing strategies.

The data also revealed that the following vocabulary teaching strategies were not totally applied or used by the Agazi secondary school English language teachers. These strategies include; teaching words using Dictionary; teaching words through affixation or word parts; teaching words through video; techniques to associate words with other words; teaching words through etymology or telling the origin of the words; teaching words through cross word puzzle; teaching words through collocation; teaching words using teaching aids, real objects, models; teaching words through reading words aloud and the strategy of teaching words through morphological analysis.

Therefore, the English language teachers of Agazi secondary school didn't use the vocabulary teaching strategies to teach words meanings, words relations, new words

formations, and other aspects of words in a language. Hence, it can be concluded that Vocabulary teaching strategies were not yet given the attention it deserves in grade ten and they were not applied by the Agazi secondary school English language teachers

### **5.3. Recommendations**

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

- ❖ English language teachers should appropriately apply different strategies in teaching vocabulary lessons in their classroom sessions. Besides, there are a few strategies in the current English text book of grade ten to teach words therefore the English language teachers should also appropriately apply these strategies in teaching vocabulary.
- ❖ English language teachers had better develop using different vocabulary teaching strategies in their classroom lessons or activities so as to help their students build learners vocabulary knowledge.
- ❖ Vocabulary should be given due attention in English language class tasks. It should be taught as an area in its own lesson and not just as an additional task with other lessons.
- ❖ Textbook writers should take into account of the area to include different teaching and learning strategies for vocabulary with different tasks and activities.
- ❖ Higher Educational institutions, like Adigrat University, should arrange training programs to the English language teachers to help English language teachers develop their knowledge on different vocabulary teaching strategies.

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## **Appendix-A**

### **Students' questionnaire**

This questionnaire is an attempt to gather information about how grade ten students are being taught vocabularies in class by their English teachers in *Agazi Secondary School and how their teacher uses the vocabulary teaching strategies to teach new words*. The data collected will only serve for this particular thesis. Therefore, please feel free to share your opinions when answering the following items.

✓ No need of writing your names

Thank you in advance!!!

**Put '✓' According to your agreement:**

sex\_\_\_\_\_

SDA (strongly disagree), DA(disagree), N(neutral), A(Agree) and SA(strongly agree)

List if there are strategies that your English teacher uses to teach you words out of these and your English textbook strategies \_\_\_\_\_

<b>R.no.</b>	<b>Questions or Items</b>	<b>SDA</b>	<b>DA</b>	<b>N</b>	<b>A</b>	<b>SA</b>
1	My English language teacher uses dictionary (bilingual dictionary) to teaches words' meanings					
2	My English language teacher translates the words meanings in to Tigrigna to teach me words' meanings					
3	My English language teacher teaches words through Affixation (word parts)					
4	My English language teacher teaches me words in contexts clues.					
5	He/she teaches words using teaching aids, real objects and models.					
6	My English language teacher teaches words through word mapping					
7	My English language teacher uses word formation strategy to teach words					
8	He/ She uses English language videos to teach words					
9	My English language teacher teaches us words through Cross Word Puzzle					
10	He/ she tells us meanings of words (e.g. Synonyms, antonyms, homonyms)					
11	My English language teacher teaches words through association					
12	He/she tells us the word's etymology (its origin)					
13	My English language teacher teaches me words through loud reading and role-playing					

14	My English language teacher teaches words through breaking down words into Morphemes					
15	He/she teaches us words by collocating them with other words.					

**Appendix-B**

**ፅሁፋዊ መሕትት ብተምሃራይ ዝምላእ**

ዝተከበርኩም ተምሃሮ፡ ዕላማ እዚ ፅሁፋዊ መሕትት ናይ ኣግኣዝ

2<sup>ይ</sup> ብርኪቤት ትምህርቲ ናይ

10<sup>ይ</sup> ክፍሊ ቋንቋ እንግሊዝኛ መምህራን፤ ዝጥቀሙሎም ሜላታት ኣመሃህራታላት

(VTS)

ክመይተጠቁሞም ከምዘምህሩ ንምፅናዕ ዓሊሙ ዝተዳለወ እዩ፤

ስለዚ ተምሃሮ ብዝግባእ ተረዲእኩም ነዘምዝስዕቡ ሕቶታት መልሲ ሃቡ፡፡

➤ ስምምፅ ሓፍ ኣየድልን

➤ ኣብ ዝተሰማማዕኩሙሉ ናይ ራይት < \ > ምልክት ኣቐምጡ ይታ:- .....

❖ መፍትሕ፡

- ✓ አአ- አዝዩኦስማዕማዕን
- ✓ አ- ኦስማዕማዕን
- ✓ ክአ- ክውስንኦስክአልን
- ✓ እ- እስማዕማዕእዩ
- ✓ አእ- አዝዩኦስማዕማዕ

🌈 ንእትህቡኒመልሲአቆዲመአመስግን!!!

ሪጋ	ዝርዝርሕቶታት	አአ	አ	ክአ	እ	አእ
1	ናይቋንቋእንግሊዝኛመምህረይ፡ትርጉምቃላትካብመዝገቢቃላተየምህረን/ራና					
2	ናይቋንቋእንግሊዝኛመምህረይ፡ቃላተብትግርኛተርጉም(Translation) ይነግሩና/ራና					
3	ናይቋንቋእንግሊዝኛመምህረይ፡ቃላትብጥብቆታት (affixation) እንዘርዘሩየምህሩና/ራና					
4	ናይቋንቋእንግሊዝኛመምህረይ፡ቃላትኣብዓውዲም/ሐሳብብምእታውየምህሩና/ራና					
5	ናይቋንቋእንግሊዝኛመምህረይ፡ብመምህሪሐገዘትብምሕጋዝ (ብምድጋፍ) የምህሩና/ራና					
6	ናይቋንቋእንግሊዝኛመምህረይ፡ቃላተብምልፋን (word-mapping) ጌሮመየምህሩና/ራና					
7	ናይቋንቋእንግሊዝኛመምህረይ፡ቃላትብሜላአመሰራርታቃላት (word-formation) ጌሮመየምህሩና/ራና					
8	ናይቋንቋእንግሊዝኛመምህረይ፡ቃላትብምስልንድምጽን (Video) ብምድጋፍየምህሩና/ራና					
9	ናይቋንቋእንግሊዝኛመምህረይ፡ብሜላምእላሽቃላትካብሰደቃ (cross word puzzle) የምህሩና/ራና					
10	ናይቋንቋእንግሊዝኛመምህረይ፡ቃላትብእንግሊዝኛትርጉምም (synonym, antonym) ብምንጋርየምህሩና/ራና					
11	ናይቋንቋእንግሊዝኛመምህረይ፡ቃላትምስቃላትብምትእስሳር(association) የምህሩና/ራና					
12	ናይቋንቋእንግሊዝኛመምህረይ፡ፍልቀተቃላትወይአመጻጽአቃላተ(etymology) የምህሩና/ራና					
13	ናይቋንቋእንግሊዝኛመምህረይ፡ቃላትዓውኢልናንክነንብብንብግደካ- ብምጽዋትንክንመሃሃርይገብሩ/ራኔሮም/ረን					
14	ናይቋንቋእንግሊዝኛመምህረይ፡ቃላትብምእላደምብምትንታንየምህሩና/ራና					
15	ናይቋንቋእንግሊዝኛመምህረይ፡ቃላትምስመጋጥምቶም(collocation) ብምስናይጌሮም/ረንየምህሩና/ራና					

ካልእሜላአመሃህራቃላትይጥቀሙዶ? ካብዚንታሕቲኣብዘሎቦታዘርዘሩ

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**අප්පුදා!!!**

## Appendix-C

### Structured Open-Ended Interview Questions for English language teachers

Date: \_\_\_\_\_

Time Interview Began: \_\_\_\_\_ Time Interview Ended: \_\_\_\_\_

Teacher's code \_\_\_\_\_

1. How would you define effective vocabulary instruction?
2. Tell me how you currently teach vocabulary or what kinds of strategies do you often use to teach words?
3. Would you tell me the strategies used in the current English Grade ten textbook and what other strategies do you use out of the strategies used in the student's textbook?
4. Based on your experience, how important do you find vocabulary teaching strategies in developing your students' English language vocabulary knowledge?
5. Is vocabulary teaching a separate or an integrated part of your lessons?
6. What support are you provided with vocabulary instruction to teach your students?
7. Have you ever taken any training or any other supportive programs on vocabulary teaching strategies?

## Appendix-D

### Checklist for classroom observations

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

Lesson: \_\_\_\_\_

Topic: \_\_\_\_\_ Times observed \_\_\_\_ of \_\_\_\_

School's name \_\_\_\_\_ date of observation \_\_\_\_\_

Grade and Section \_\_\_\_\_ period \_\_\_\_\_

#### English language Teachers' background (TEACHER-1/2)

- a. Sex \_\_\_\_\_
- b. Educational background (qualification)
  - I. Diploma (\_\_\_\_)
  - II. Degree (\_\_\_\_)
  - III. MA (\_\_\_\_)
- c. Subject \_\_\_\_\_
- d. Teaching experience in High schools (teaching English service) \_\_\_\_\_
- e. Grade and Section \_\_\_\_\_ (currently teaching)

No	Vocabulary teaching strategies used by the teacher	Teacher -1			Teacher-2		
		-1	-2	-3	-1	-2	-3
1	Dictionary use						
2	Translation						
3	Affixation (word part's analysis)						
4	Context clues						
5	Teaching aids, models, real objects						
6	Word-mapping						
7	Word-formation						
8	English language videos						

9	Cross word puzzle								
10	Words meanings (English meanings)								
11	Associations								
12	Words Etymology								
13	Reading words aloud								
14	Role-playing								
15	Morphological analysis								
16	Collocation								

## Appendix-E

Transcribed (Recorded) interview responses of the English language teacher (Teacher-1)

(A) Represents the “researcher”

(B) Represents the respondent English language teacher (Teacher-1)

(A). First of all I would like to thank you very much for giving me the chance to record your answers for my interview questions. So, allow me to begin with the first question

(B). yeah! You can begin.

1. (A). How would you define effective vocabulary instruction?

(B).effective vocabulary instruction is the instruction which let the students participate in doing the class work vocabulary activities effectively.

2. (A). Tell me how you currently teach vocabulary or what kinds of strategies do you often Use to teach words?

(B).I teach vocabulary by the instructions in the textbook.

They are cross word puzzle, role play method, synonym matching, collocating words, nouns and others forming example from verbs, most time I teach words by translating the meaning in to Tigrigna

3. (A). Would you tell me the strategies used in the current English Grade ten textbook and what other strategies do you use out of the strategies used in the student’s textbook?

(B).they are the.... I told you in question 2, collocation, role-playing, context, new word formation, puzzle words or word square, meanings, prefix and suffixes and may be others.

4. (A). Based on your experience, how important do you find vocabulary teaching strategies in developing your students’ English language vocabulary knowledge?

(B). I don’t know.... The vocabulary instructions in the text book are few and most of them are almost in the final topic of the units. There should be other strategies in the book.

5. (A). Do you teach vocabulary in a separate or an integrated part of your lessons?

**(B)**. I teach vocabulary based on the instruction given in the text book only.

6. **(A)**. What support are you provided with vocabulary instruction to teach your students?

**(B)**.I use my mobile sometimes to teach them words pronunciation, not for dictionary meaning **(A)**, why? **(B)**. because the students may think I don't know the meaning of the word if I look at the dictionary for meaning

7. **(A)**. Have you ever taken any training or any other supportive programs on vocabulary teaching strategies?

**(B)**. no

**(A)**.thank you so much for your interviews

**(B)**. take it easy.....