

An Investigation of the Vocabulary Teaching Techniques Used by EFL Teachers to improve their Students Vocabulary Mastery: Hawassa Tabor Secondary and Preparatory School in Focus

By

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THIS IS SUBMITTED TO THE DEPARTMENT OF ENGLISH AS THE IN PARTIAL FULFILMENT OF MASTER'S OF ARTS DEGREE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

May,2011

Addis Ababa

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Acknowledgements

First of all I would like to express my deepest gratitude to my advisor Dr. Haregewoin Abate who spent her precious time in reading, editing, and giving her valuable advice and constructive comments without which this paper wouldn't have appeared.

I am also very grateful to Hawassa Secondary and Preparatory school teachers and students for their cooperation in providing me with the necessary data for my study.

Moreover, I would like to thank Addis Ababa University School of Graduate Studies for giving me financial assistance for my study.

At last, my heartfelt thank goes to Ato Behailu Getachew (translation professional at SNNPRS Justice Bureau) who helped me in translating the students' questionnaire in to Amharic.

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Abstract

The major purpose of this study was to investigate the vocabulary teaching techniques used by the English language teachers of Hawassa secondary and Preparatory school in order to improve their student's vocabulary mastery. This is because the students' effective word learning highly depends on the effectiveness of the teachers' way of teaching.

To this end, the researcher adapted the questionnaire from previously conducted studies by making the necessary modifications and administered it for 100 randomly selected Grade 10 students and all of the English teachers of the school. Moreover, the researcher also conducted twenty observation classes of the five teachers (four classes in each case).

In analyzing the data, the researcher used both quantitative and qualitative methods for the closed-ended and open-ended questions respectively. The data gathered through the classroom observation checklist was also analyzed together with the data obtained from the questionnaire. This is because the contents of the tools are similar.

The result of the study indicated that the teachers less emphasized the teaching of vocabulary compared to other language skills. They employ few vocabulary teaching techniques repeatedly. In spite of this fact, the teachers believe they teach vocabulary effectively. On the contrary, the sample students are hardly satisfied with the vocabulary teaching techniques used by the teachers. The researchers' observation result also revealed students receive limited help from their teachers in order to improve their word knowledge.

At last, based on the results of the study the researcher recommended the teachers give the proper emphasis for the teaching of vocabulary by differentiating their instruction to address the diversified needs of the learners. Moreover, they are also recommended to equip the students with independent word learning strategies to promote their independent word learning ability.

order to be able to use the language productively, students must know certain amount of vocabulary, not only for communicating orally, but also written.

Learning a language means learning its vocabulary. We use words in communication either in spoken form or written form. We try to send messages, share information and ideas by using the language. In general, no language acquisition is possible without understanding the vocabulary, either in the first or the second language (Kweldju, 2004:18).

The process and the way that we go through in learning and using the target language usually take hard effort especially in learning a foreign language. This is because a foreign language is different from a mother language. The differences can be in the rules of the sounds system (phonology), the word formation (morphology), the word structures (syntax), the words' meaning (semantic), and the social context (sociolinguistic). These can cause problems in learning a foreign language.

However, teachers of a foreign language should always motivate their students to keep practicing using the language. They should use many methods that can interest their students in using the target language in classroom communication since there are several general principles for successful teaching, which are valid for different methods.

Similarly, teachers that are found in the present research setting i.e. Hawassa Tabor Secondary and Preparatory School which is located in Southern Nations, Nationalities and Peoples' Regional State Sidama Zone Hawassa Town are expected to use these effective techniques and principles to enable the learners use the English language effectively.

According to Wallace (1988), the principles include: *aim* – what is to be taught, which words, how many, *need* – target vocabulary should respond students' real needs and interests, - frequent exposure and repetition, meaningful presentation, clear and unambiguous denotation or reference should be assured.

1.2 Statement of the Problem

Words are very important when we teach and learn a language, not only in a native language but also in a foreign language. The complexity of vocabulary may cause problem in the mastery of any language. In English as a Foreign Language classroom, the most difficult aspects are the retention of vocabulary. An ability to manipulate grammatical structure doesn't have any potential for expressing meaning unless words are used.

For many years, vocabulary was seen as incidental to the main purpose of language teaching, namely, the acquisition of grammatical knowledge about the language. Recently, however, methodologists and linguists have increasingly paid the attention to the vocabulary, stressing its importance in language teaching and reassessing some of the ways in which it is taught and learnt. It is now clear that the acquisition of vocabulary is just as important as the acquisition of grammar, though the two are obviously interdependent, and teachers should have the same kind of expertise in the teaching of vocabulary as they do in the teaching of structure (Harmer 1991: 154).

Students often find difficulties in using a foreign language because of vocabulary and they often forget easily new words after they get the meaning from dictionaries. Vocabulary acquisition is the largest and most important task facing the language learner, (Swan and Walter 1984).

The present researcher was confronted with different problems in learning and using English when he was in the high school. He also observed the problems of other student's in this regard. Sometimes, students can not speak fluently because of lack of vocabulary. They say only a few sentences because they can not find the appropriate words to be used in expressing their ideas. The same problem is found in writing that students can not write essays easily because of vocabulary. Even though they have already learned the techniques in writing essays, still they find difficulties in constructing sentences. These difficulties of the students forced the researcher to deal with the issue in closer inspection and to investigate the techniques English language teachers employ to enhance their

students' vocabulary mastery since the students' academic success highly depends on the ways their teachers use to deliver their lessons.

Different researchers in the field of vocabulary conducted a variety of studies. Among them Dinku Gebeyehu, 2008; Getnet Gidey, 2008; and Jeylan Aman, 1994 viewed the vocabulary learning process from the learner's points of view. From the teachers view point, however, Alemu Hailu (1994) studied the extent to which the teaching and learning of vocabulary using an awareness-raising approach would be feasible and acceptable to high school teachers and their attitude towards the approach. The result of his study indicated that it is possible to introduce an awareness-raising approach to vocabulary teaching in the high schools and the teachers also have positive attitude towards the approach. In addition, Daniel Teklu (2004) assessed whether English Language teachers employ the current vocabulary teaching methods in their teaching. As a result, he identified some current methods that teachers failed to employ because of their inability and the lack of interest of the students to learn vocabulary.

The area of focus of the present study; however, is at exploring the teacher's role in vocabulary teaching. In addition, it also deals with what effective techniques teachers should adopt to teach vocabulary and what techniques should be introduced to students for self-learning.

1.3 Objectives of the Study

General Objective

The general concern of this study is to investigate the techniques English language teachers use to enhance their student's vocabulary mastery in the high schools.

More specifically, this study tries to:

- find out whether vocabulary is given the attention it deserves in English language teaching and learning.
- suggest possible solutions for the problems relating to students vocabulary production.

1.4 Significance of the Study

The study is significant because it contributes to the improvement of the teaching and learning of vocabulary in high schools by raising teachers' awareness of the existence of diversified techniques that they could use to meet their student's specific needs since the effectiveness of the students in learning vocabulary highly depends on the techniques used by their teachers. It also helps students to better realize that vocabulary is no less important than the other aspects of linguistic knowledge and hence is worth the effort to learn it. Moreover, this study brings the attention of syllabus designers and textbook writers to the importance of incorporating activities and techniques that encourage students' productive ability. In addition, the study can also be used as an input for further studies conducted in the area.

1.5 Scope of the Study

The scope of this study is delimited to Grade ten English Language teachers and students of Hawassa Tabor Secondary and Preparatory School. The school is selected because of the researcher's familiarity to the school setting. Grade ten students and teachers are selected because at the high school level, the researcher believes students need more words than in the lower grades because in our country's context the English language serves as the medium of instruction in the high schools so that, in this level students need to improve their word knowledge in order to succeed in their academic endeavor.

1.6 Limitations of the Study

In conducting the study, the researcher focused only on 100 Grade ten students and the all five English language teachers of the sample school. But, it should have been better if the researcher used all of the Grade ten students (976) as the study samples. However, the researcher failed to do so because of time and financial constraints.

1.7 Organization of the Study

This paper is comprised of five chapters. The first chapter deals with introducing the issue under investigation. In this section, the researcher discussed background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, limitations of the study and organization of the study.

The second chapter surveys the works of different scholars that are related to the present study. In this regard, the researcher discussed some problems related to word learning and teaching and their possible solutions. In addition the researcher also tried to discuss vocabulary teaching techniques that are proven effective by the scholars in the field.

The third chapter is about the way how the study is conducted. Here the researcher tried to describe research design; the study samples; the data gathering tools; and the procedure in which the data is analyzed and interpreted.

The fourth chapter contains the detailed interpretation and discussion of the data gathered through the research tools. In this part, the researcher tallied, tabulated and analyzed the data by relating it to the literature reviewed in the second chapter.

The final chapter of the paper presents the conclusions and recommendations that are drawn based on the results of the study.

Chapter Two - Review of Related Literature

2.1 What is Vocabulary?

Vocabulary is the knowledge of words and word meanings. As Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Krashen (1985) stated the significant role of vocabulary in both teaching and learning processes like this:

Vocabulary is basic for communication. If acquirers do not recognize the meaning of the key words used by those who address them, they will be unable to participate in the conversation. If they wish to express some idea or ask for information they must be able to produce lexical items to convey their meaning." (pp.55)

There are several types of vocabulary. For example, our listening vocabulary is made up of all the words we hear and understand. Our speaking vocabulary includes all the words we use in everyday speech. Our reading vocabulary is made up of the words in print that we recognize or can figure out (Irving, 1997).

2.2 Some Obstacles to Vocabulary Development

Helping students to develop a strong vocabulary requires more than having them look up words in a dictionary. Rather, students need instruction that will help them acquire new word knowledge and develop strategies to enable them to increase the depth of that knowledge over time. To help students develop word knowledge in breadth and depth, as the National Reading Panel (2000) stated, teachers must first recognize some fundamental obstacles, and then develop teaching practices to address those obstacles. The obstacles include:

2.2.1 The Size of the Task. The number of words that students need to learn is exceedingly large. Describing the immense difficulty faced by English language students in learning academic English, Short and Fitzsimmons (2007) stated,

The academic vocabulary challenge alone is overwhelming. Consider that high school students are expected to have a vocabulary of approximately 50,000 words to be able to master the increasingly complex coursework of high school (Graves, 2006; Nagy & Anderson, 1984) and the average student learns 3,000 new words each year. In four years, then, the average beginning ELL might learn 12,000 to 15,000 words without targeted interventions, falling far short of the 50,000-word goal. (pp. 26–27)

2.2.2 The differences between spoken and written English. The vocabulary of written English, particularly the “literate” English that students encounter in textbooks and other school materials, differs greatly from that of spoken, especially conversational English. Students—both English language learners and those for whom English is the first language may have limited exposure to literate English outside of the school (National Reading Panel, 2000).

2.2.3 The limitations of sources of information about words. The sources of information about words that are readily available to students—dictionaries, word parts, and context—pose their own problems. Each can be difficult to use, uninformative, or even misleading (Ibid).

2.2.3.1 Dictionaries. Although dictionary use is a main feature of most vocabulary instruction, many students do not receive the kind of instruction they need to learn how to use a dictionary effectively (Miller & Gildea, 1987). Traditional instruction in dictionary use focuses on having students look up words and use information from the definitions they find to write sentences. This kind of instruction appears to produce only a superficial understanding and rapid forgetting of a word. Young students often have difficulty interpreting the information in definitions, especially when it comes to how the word is

used in a sentence. This is true even when the definitions have been rewritten to make them more user-friendly (McKeon, 1993).

2.2.3.2 Word Parts. Students' ability to use word parts—prefixes, suffixes, and roots—to interpret new words can contribute greatly to their vocabulary growth. Nevertheless, word parts are not a completely reliable source of information about word meanings. To illustrate, we can consider pairs of words such as the following, which share recognizable parts, but which are not clearly related in meaning: casual/casualty, emerge/emergency, sign/resign, sign/design, awe/awful (Anglin, 1993).

2.2.3.3 Context. Students can acquire a great deal of vocabulary knowledge as they pick up the meanings of words from context as they read widely in appropriately challenging texts. However, the benefits of context are primarily long-term—a matter of gradually accumulating partial information about words as they are encountered repeatedly; the chance of learning the meaning of any particular word from one encounter with that word in context is rather slim (Nagy, Anderson, & Herman, 1987).

2.2.4 The complexity of word knowledge. Knowing a word involves much more than knowing its dictionary definition, and simply memorizing a dictionary definition does not guarantee the ability to use a word in different context.

An important complicating factor in describing vocabulary learning is the fact that students' word learning is not simply an on/off switch, but rather a matter of degree and even type of knowledge. For example, it may require less knowledge to understand what a word means within a specific written context than to use it appropriately in writing or speaking. (Baumann, Kame'enui, & Ash, 2003: 755). As Beck et al (2002) stated,

It is not the case that one either knows or does not know a word. In fact, word knowledge is a rather complex concept. . . . The extent of knowledge one may have about individual words can range from a little to a lot, and . . . there are qualitatively different kinds of knowledge about words. (p. 9)

Adding to the complexity is the fact that different kinds of words place different demands on learners. To know a word, students need to encounter it in different context and see how its meaning relates to the words around it, and how it relates to the other words that might have been used in its place. In addition, they need to understand how the meaning of words shift and change as they are used in different contexts. For example, as Anderson & Nagy (1991) discussed, the word *gave* changes its meaning as it appears in different contexts:

John *gave* Frank five dollars.

John *gave* Mary a kiss.

The doctor *gave* the child an injection.

The orchestra *gave* a stunning performance.

Although all of these examples involve an act of transmitting, with a giver, a recipient, and something given, each act differs greatly from the others. Students cannot learn this information from a dictionary definition alone. Instead, they need to see the word in many different contexts, to see how the word's meaning changes and shifts (Ibid).

2.3 The Components of Effective Vocabulary Instruction

Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. According to Graves (2000), components of an effective vocabulary program include:

1. encouraging students' wide or extensive independent reading to expand their word knowledge
2. incorporating explicit instruction for specific words to enhance comprehension of texts containing those words
3. word consciousness and high quality oral language., and
4. instruction in independent word-learning strategies

2.3.1 Wide Reading

As Cunningham & Stanovich (1991: 264) state that the volume of students' reading is strongly related to their vocabulary knowledge. Students learn new words by encountering them in text, either through their own reading or by being read to. Increasing the opportunities for such encounters improves students' vocabulary knowledge, which, in turn, improves their ability to read more and more complex text. Nagy (cited in Allen J., 2006) states, "What is needed to produce vocabulary growth is not more vocabulary instruction, but more reading." In short, this is to mean that the single most important thing teachers can do to improve students' vocabulary is to get them to read more.

There is a growing body of research showing that although the odds of learning any particular word from context are small, the cumulative effects of learning from reading can be large. (Anderson, Herman, Pearson, & Nagy, 1987).

However, an argument exists on what kinds of reading are necessary to produce large vocabulary growth. Whereas some argue that almost any reading ultimately will have powerful benefits for students, Krashen (1993). Others say that if students consistently select texts below their current reading levels, even wide reading will not result in measurable vocabulary growth (Carver, 1994). Nor is reading text that is full of unfamiliar words likely to produce large gains in word knowledge (Shefelbine, 1990).

Afflerbach, et al (1995: 8) stated some possible solutions to help students get the most out of reading. These include: to advise teachers to encourage their students to read at a variety of levels — some text simply for enjoyment, which should benefit their fluency if nothing else — and some text that challenges them. Teachers should also help students to develop reading strategies that will allow them to read more challenging texts with lower levels of frustration. When students have been taught comprehension strategies, they tend to do more reading.

Increasing their motivation to read is another critical factor in helping students make the most of wide reading. One powerful motivating factor associated with more reading is a classroom environment that encourages and promotes social interactions related to reading (Ibid).

2.3.2 High Quality Oral Language

English language learners may achieve fluency in the language of face-to-face conversation and still have little exposure to or knowledge of the kind of language they encounter in school textbooks. Clearly these students need more exposure to spoken English that incorporates more of the vocabulary and syntax typical of written, and particularly literate English.

As Dickinson & Smith (1944) noted, a very effective way to expose learners to literate vocabulary is to read to them from storybooks, especially when the reading is accompanied with discussion. Both younger and older students appear to benefit from read-aloud activities, and older students can learn the meanings of new words as efficiently from hearing stories read to them as they can from reading the stories themselves (Stahl, Richek, & Vandevier, 1991).

Fisher, Rothenberg, and Frey (2007) offer several suggestions for teachers to create effective read-alouds:

1. Select books which are appropriate for readers' interests and ability levels.
2. Preview and practice reading the text aloud.
3. Establish a purpose for reading aloud.
4. Model fluent oral reading while conducting a read-aloud.
5. Read with animation and expression.
6. Use guided reading techniques such as stopping and asking questions.
7. make connections between the read aloud and other texts the students are reading.

English language arts teachers should take advantage of read-aloud time in the classroom by encouraging discussion and interaction with the text, by following up with a reading

activity such as having students draw the action of the story or share a personal response or connection, and by discussing new vocabulary terms that appeared in the text.

Storytelling is yet another way to increase the quality of students' oral language experiences. Even when no text is involved, storytelling still exposes students to richer language than normal conversation does (Dickinson & Smith, 1994).

2.3.3 Word Consciousness

Playing with language is an essential component of language development. Word consciousness is the knowledge of and interest in words. Word-conscious students enjoy learning new words and engage in word play. They know and use many words, and are aware of the subtleties of word meaning and of the power words can have (Graves, Juel, & Graves, 1997). According to Graves (2000), "If we can get students interested in playing with words and language, then we are at least halfway to the goal of creating the sort of word-conscious students who will make words a lifetime interest."

Word consciousness is not an isolated component of vocabulary instruction; it needs to be taken into account each and every day (Scott and Nagy, 2004). A number of oral and written word games can serve to promote word consciousness, including puns, limericks, Hink-Pinks, crossword puzzles, jokes, riddles, and anagrams (Stahl, 1999).

2.3.4 Independent Word-Learning Strategies

Independent word learning strategies are strategies that teachers can teach to their students so as to help them figure out the meanings of unknown words on their own. Because students learn most new words incidentally, through wide reading, helping students to acquire a set of word-learning strategies is important to their vocabulary development. Key word-learning strategies include: the efficient use of the dictionary; the use of word parts (prefixes, suffixes, roots, compounds) to unlock a word's meaning; and the use of context clues.

2.3.4.1 Dictionary Use

Instruction in dictionary use that focuses on having students look up words and use information from their definitions to write sentences does not provide students with the guidance they need to make dictionary use an efficient independent word-learning strategy. This is not to say, however, that dictionaries are not important aids to word learning. In fact, the more students are exposed to dictionary definitions, the better their word learning (McKeown, Beck, Omanson, & Pople, 1985).

As Scott & Nagy (1997), the crucial point in using dictionary is that students receive instruction in how to use what they find in a dictionary entry so that they are able to translate the cryptic and conventionalized content of definitions into usable word knowledge. This instruction includes modeling how to look up the meaning of an unknown word, thinking-aloud about the various definitions in an entry, and deciding which the most appropriate definition for a particular context is (Graves, Juel, and Graves, 1997).

2.3.4.2 Word Parts

Teaching students how to use information about word parts can be very valuable in promoting vocabulary growth. As Nagy, et al however, many students are not aware of this strategy. Even students who have learned to break words into parts in their decoding instruction may not understand that they can use this knowledge to figure out word meanings. Teacher modeling helps to make the strategy's value clear to students (1994:45).

2.3.4.3 Context Clues

Context clues are clues to the meaning of a word contained in the text that surrounds it. These clues include definitions, examples, and restatements. Teaching students strategies for identifying and using context clues has been suggested as a major instructional technique for vocabulary development (Anderson & Nagy, 1991). A student learns a new word from context by making connections between the word and the text in which it appears. There is great improvement in vocabulary when students encounter vocabulary

words often (National Reading Panel, 2000; Stahl, 2005). They probably have to see a word more than once to place it firmly in their long-term memories.

2.3.5 Explicit Instruction of Specific Words

Explicit instruction of specific words and their meanings can contribute greatly to the student's vocabulary development in particular and their knowledge of the language in general. Allen (2006) stated five possible reasons for incorporating explicit vocabulary instruction in her teaching:

I found at least five reasons I needed to incorporate this type of direct vocabulary instruction: to increase reading comprehension; to develop knowledge of new concepts; to improve range and specificity in writing; to help students communicate more effectively; and to develop deeper understanding of words and concepts of which they were partially aware. (P:11)

To deepen students' knowledge of word meanings, specific word instruction should be robust (Beck, McKeown, & Kucan, 2002).

Explicit Vocabulary instruction is critical for English language learners because students encounter different key technical terms that are difficult to understand. Readence, Bean, & Baldwin (2004) cautioned that much of the technical vocabulary must be directly taught:

If there is one thing which contributes most heavily to the burdens of learning technical vocabulary, it is the simple lack of direct instruction. Teachers frequently assume that students will automatically assimilate new words just because they are introduced in textbook assignments. This is a mistake. While incidental learning of word meanings may occur with narrative, story-type material, even across cultures . . . this will, more than likely, not occur with textbook material. (p. 148)

Explicit instruction is especially important for students whose exposure to the vocabulary of Standard English is limited. To be most effective, explicit vocabulary instruction should be dynamic and involve a variety of techniques.

2.3.5.1 Definitional and Contextual Information

In the past, vocabulary instruction most often consisted of learning lists of words and definitions with a test on Friday. As Stahl and Fairbanks (1986:72) however, now it is well known that such instruction is of limited value in improving students' word knowledge. Students need to know how a word functions in various contexts. Therefore, instructional methods that provide students with both definitional and contextual information can improve their vocabulary knowledge.

2.3.5.1.1 Definitional Information

Some instructional activities that provide students with definitional information include:

a) Teach synonyms and antonyms. Often a synonym is all students need to understand a new word in context. Not all words have antonyms, but, as the National Reading Panel (2000) stated thinking about synonyms and antonyms requires students to identify the crucial aspects of a word.

b) Rewrite definitions. As noted earlier, dictionary definitions can often confuse or mislead students. Asking students to restate a dictionary definition in their own words can be more effective than asking them to remember the exact words of the definition (Ibid).

c) Provide example sentences. A good way to ascertain whether students understand a word's definitions is to have them provide example sentences in which they use the word. They may draw examples from their personal experiences. Another way to find out if students truly understand the meaning of a new word is to have them supply words that are not examples of the word's meaning and to ask them to think of other non-examples or antonyms of the word (Ibid).

2.3.5.1.2 Contextual Information

Some activities that provide students with contextual information include:

a) Have students create sentences that contain the new word. Encourage students to create sentences that show a clear understanding of the meaning of the word — not just “I like chaos.” More acceptable sentences are those that include the definition, such as, “Chaos is when everything is in disorder.” Even more acceptable are sentences that extend the definition, such as, “The scene was complete chaos — desks were turned over, paint was splashed on the floor, and the trash can was upside down.” Of course, to write sentences containing a new word, students need examples of how it is used correctly. Definitions, even those that give brief examples, rarely provide enough information to guarantee that students have a real sense of how words are used. One way to scaffold students’ use of new words is to have them complete sentence stems containing the word, e.g., “John thought it would **pacify** the teacher if” (Beck, Perfetti, & McKeown, 1982:506-521).

b) Use more than one new word in a sentence. Asking students to use more than one new word in each sentence they create can force them to look for relations among words (Allen, 2006).

c) Discuss the meaning of the same word in different sentences. Many words have multiple meanings, which depend on the context in which the words appear. To prevent students from limiting word meanings to one particular context, have them use a new word in several different and varied sentences. For the word *chaos*, their sentences might include topics such as chaos in classroom behavior, chaos as clutter and mess, chaos in personal relations, and so forth (Ibid).

2.4 Teaching Word Meanings as Concepts

Although there is general agreement on the components of effective vocabulary instruction, there is no such agreement as to the most effective techniques for increasing students' knowledge of specific words. It is known however, that the most effective

instruction teaches word meanings as concepts, using a variety of techniques to help students establish connections among context, their prior knowledge, and the concepts or words being taught (Stahl, 1999).

There are some specific techniques that have proven successful in teaching word meanings as concepts. These include: Definition Maps, Semantic Mapping, and Teaching Word Parts (from: <http://www.carnegie.org/literacy/pdf/DoubletheWork.pdf>).

2.4.1 Definition Maps

Definition Maps (or Word Maps) reflect the idea that students need to have some understanding of what a definition is and how it works before they can give the meaning of a word on their own. Definition Maps are graphic displays that show common elements of a dictionary definition. These elements include (1) the category to which the word being defined belongs (*What is this?*), (2) some characteristics of the word (*What is it like?*), and (3) some specific examples and some non-examples of the word. Students refer to context, their prior knowledge, and dictionaries to find the elements needed to complete the map. Once the map is complete, the teacher models how to write a definition using the information on the word map.

After writing their own definitions, students can confirm them by using dictionaries to look up *the word's meaning*, then revise or add to their definitions, if necessary (National Reading Panel, 2000).

For example, for a unit on weather, as Stahl & Vancil (1986) discussed, the teacher targeted the words *meteorology*, *global*, *precipitation*, *barometer*, and *hurricane* in the text students were about to read. These words were defined and discussed during the brainstorming session. When the students finished brainstorming, the teacher and the class together developed the following map to show the relationships among the words. The target words were highlighted, and one section of the map was left blank so that the class could fill in another category after reading the selection.

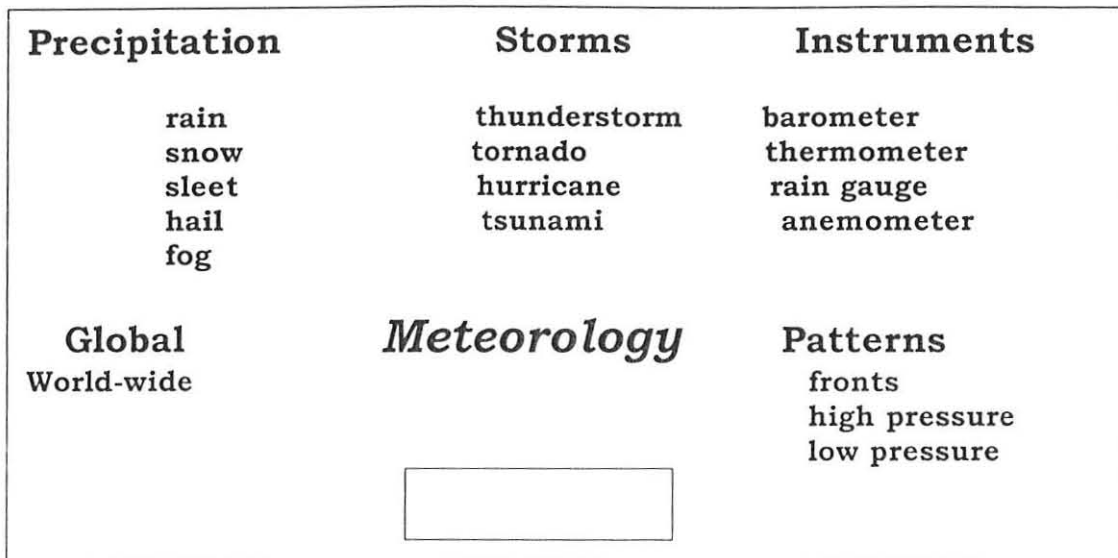


Figure 2.1: Definition map

Adapted from Stahl & Vancil, 1986.

2.4.2 Semantic Mapping

Semantic Mapping involves a web-like graphic display. To begin instruction, students are presented with a concept that is central to understanding a selection or subject. They then brainstorm or freely associate words that are related to that concept. As students brainstorm, the teacher writes their suggestions on the board, adding words they need to learn.

In making use of vocabulary network technique, Harmer (1991:165) suggests that a word item, for example, 'HOUSE' is selected and given in a box at the centre of a sheet of paper and students are encouraged to build a network of arrows connecting it to many possible words that have semantic association in any way. Below is given a simple example of word network (Ur, 1996: 69).

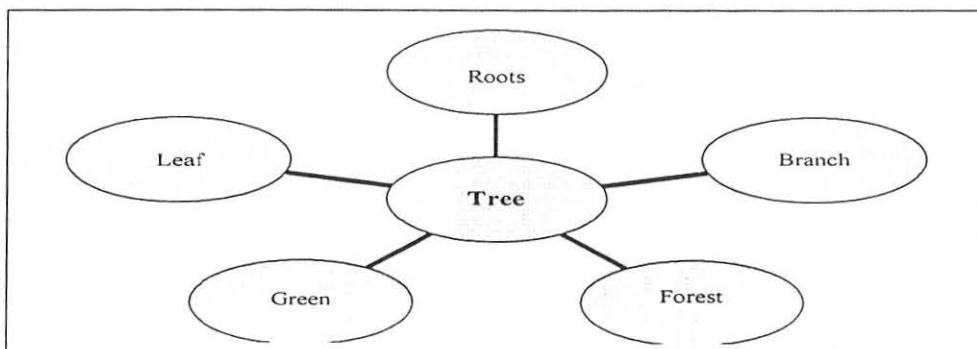


Figure 2.1 semantic mapping

Adapted from Ur, 1996:69

Discussion seems to be a crucial element in the effectiveness of Semantic Mapping. (Ibid). This is to mean that an individualized mapping procedure, in which students studied maps on their own and did not engage in discussion, did not work as well as a group mapping procedure. Semantic Mapping is helpful for developing students' understanding of almost any concept. It has been used to develop diverse concepts. Heimlich & Pittleman (1986).

2.4.3 Teaching Word Parts

As stated by Finkenstaedt & Wolff (1973), about 70% of the English words derive from Latin, French, or Greek, and about 22% from German. Furthermore, as Crystal (1995) the language is large, with nearly one million meaningful bases, including words, idioms (we can't overlook figurative language), prefixes, roots, and suffixes. Given the scope and complexity of the language, it behooves teachers to help learners process and classify related concepts. One way teachers might do this is through meaning-bearing morphemes, such as roots, prefixes, and suffixes. Approximately 88,500 distinct root families of words appear in school texts (*credible, incredible, credibility, credulous*), and about 60% of the words encountered in varied textbooks may be deciphered by analyzing the morphemes inside the word and the context in the surrounding sentences (Nagy & Anderson, 1984).

Students can acquire the meaning of word parts by inference as they read. However, although such a strategy may be part and parcel of normal reading, many students — even high school students are unaware that breaking words into their parts can be a way to determine their meanings. In addition, students often do not know the meanings of common word parts (O'Rourke, 1979:36)

A number of lists are available that contain hundreds of word parts (prefixes, suffixes, and Greek and Latin roots) (Dale & O'Rourke, 1986). Although such lists may be useful, it is not possible or even fruitful to teach each element. It seems more reasonable to teach the most commonly used elements, and accompany this with the teaching of a general

strategy for breaking words into parts. One such strategy is to teach students to combine word part information with the sentence context.

2.4.3.1 Prefixes. Students benefit from learning the most common prefixes (Graves, 2004). Teaching the most frequently occurring prefixes can contribute a lot for vocabulary learning. Some common prefixes are:

Table 2.1: Common Prefixes

Common Prefixes		
Prefix	Meaning	Examples
un-	not, opposite	Unkind, uncertain, unchanging
Re-	back, again	replay, regress, reform
In- (im-, il-, ir-)	Not	inedible, immortal, illegitimate, irreversible
dis-	not, opposite	disagree, disharmony, disintegration
en- (em-)	to make, cause, put	enlighten, encompass, embark, empower
non-	Not	nonsense, nonfiction, nonpartisan
In- (im-)	inside, within	insight, introvert, insert, implant, import
over-	above, superior	overlord, oversight, overarching
mis-	wrong, bad	mistrust, misnomer, misconstrue
sub-	under, less	subtract, submarine, substation, subset
pre-	Before	Preheat, predict, preposition
inter-	Between	interstate, international
fore-	Before	forewarn, forerunner, before
de-	Remove, from	derail, dethrone, deduct
trans-	across, through	transcontinental, transfer
ex-, exo-, e-	Out	exhale, exit, exoskeleton, evaporation
com (cor, col, con)	with, together	committee, correspond, colleague, congress

Adapted from Carroll, Davies, and Richman, 1971

.2.4.3.2 Suffixes. The most frequently occurring suffixes in printed school English are inflectional endings such as noun endings (-s, -es), verb endings (-ed, -ing, -en), and adjective endings (-er, -est) (White et al., 1989). In general, even young students use these endings in their oral language. Therefore, middle school and older students should have few problems learning and using them.

There are at least a dozen derivational suffixes that appear frequently in words (Ebberts, 2004). Derivational suffixes (such as -y, -ly, -ial, and -ic) appear in fewer than a quarter of all the words that contain suffixes, but they can also be useful to teach. Comprehension of relatively infrequent words such as *exponential* and *unwieldy* can be aided by knowledge of meaning of the -ial and -y suffixes.

The length of some suffixed words can occasionally overwhelm students who are less able readers. Learning to recognize the letter patterns that make common suffixes can help these students to distinguish root from suffix, thus reducing the size of the word and allowing them to focus on relevant information within the word (Adams, 1990). Activities such as this are a natural extension to decoding instruction that teaches students to look at chunks of words. The following list shows common suffixes in school English.

Table 2.2 common suffixes:

Common Suffixes		
Suffix	Meaning	Examples
Able	able to	portable, curable, believable
Ac	related to	maniac, cardiac, insomniac
acy, acity, acious	having the quality of	democracy, tenacity, vivacious
Cide	to kill or cut	homicide, genocide, incision
cle, cule	Small	particle, miniscule, molecule
Crat	to rule	democrat, aristocrat
ee, eer	One who	employee, volunteer, auctioneer
En	to make	weaken, harden, loosen
Er	More	wiser, harder, stronger

Continuation of the above table

Escent	Becoming	adolescent, convalescent
Est	Most	wisest, hardest, strongest
Ice	Act of, time of	service, justice, novice
Kin	little, small	napkin, manikin, munchkin
Less	Without	fearless, careless, hopeless
Let	Little	booklet, bracelet
logy, ology	study of	biology, psychology
Ly	having the quality of	manly, motherly, miserly
Ment	state, quality, act	excitement, basement, statement
Ness	state, quality	kindness, happiness, friendliness
Or	One who	donor, orator, tractor
ory, orium	place where	observatory, planetarium, factory

Adapted from Allen, 2006

2.4.3.3 Roots. When students encounter unknown words, they can break them into prefixes, suffixes, and familiar English roots, and combine the information this analysis reveals with conceptual information they find in the context. In addition to their prefixes or suffixes, content area words contain Greek or Latin roots. Researchers and educators are divided as to whether it is profitable to students to teach these roots. Some argue that the modern meanings of words (especially the most common derived words) often do not reflect the meanings of their historical roots, and that readers — particularly young students — might be misled by a literal translation of root to meaning (Nagy & Anderson, 1984). For example, knowing that *-mort* refers to death may help students to figure out the meaning of *mortal* or *immortal*, but it probably does not help them to determine the meaning of *mortgage* or *mortify*.

On the other hand, having student's elaborate basic information makes it more memorable. (Pressley, 1988). Therefore, teaching roots may make new words more memorable by adding a story to their definition.

The solution may be to make a distinction between using word parts as an independent reading strategy and using word parts as a word-study tool. When students encounter new affixed words during independent reading, they will find it useful to be able to take off prefixes or suffixes and identify the word that remains. But to help poor readers not to be overwhelmed by long words, teachers may need to teach them how to use this strategy. The following list contains commonly occurring roots in English.

Table 2.3 common roots

Common Roots		
Root	Meaning	Examples
acri, acer	sharp, bitter	acid, acute, acid
Act	Do	action, react, enact
amicus	Friend	amicable, amiable
Aud	Hear	audience, auditorium, audible
Cred	Believe	credit, incredible, discredit
chron	Time	chronology, synchronize, chronicle
Dic	Speak	predict, dictate, contradict
Flu	to flow	fluent, superfluous, affluent
Fid	Trust, have faith	fidelity, confidant, diffident
Greg	Flock, herd	congregate, segregate
luc, lumen	Light	lucid, elucidate, luminous
pathos	Feeling	apathy, sympathy, empathy
Pug	Fist	pugilist, repugnant
Plac	Make calm	placate, placid, complacent
spec, spic	to see, observe	conspicuous, perspective, spectacle
Tract	pull, drag	tractor, distract, contract
Vid	See	video, provide, evidence

Adapted from Allen, 2006.

Clearly, there are benefits to be gained from teaching students to break words into their different parts as a strategy for determining the meanings of unknown words.

Chapter Three

Research Methodology

3.1 Research Design

As it deals with the extent to which the English language teachers attempt to improve their student's word knowledge by employing a variety of vocabulary teaching techniques, the type of the research design is termed as descriptive study.

3.2 Samples of the Study

From the total number of 974 grade ten Hawassa Tabor secondary and preparatory School students, 100 (around 10 %) students were selected randomly from the twenty sections (five students from each section) by using their attendance sheet. The reason for using the random sampling technique was to give equal chance for the students since all of them were equally important for the study. Moreover, all the five Grade ten English language teachers of the school were the participants of the study.

3.3 Data Gathering Tools

In order to gather the necessary data for the study, the researcher used observation as the main tool. In addition, he also administered questionnaire for both the teachers' and the students' as a supplementary tool in order to crosscheck the reliability of the observed data.

3.3.1 Observation

Observation was used as main data gathering tool to observe the classroom teaching-learning process. The reason for using observation was because the researcher believes that observing the actual teaching-learning process enables him to get the authentic data. During the observation the researcher used no video recorder because on one hand, he was keen on conducting the study in a natural context (the teachers may act artificially if their lessons are going to be recorded) and on the other hand, it was very difficult to record and transcribe the observed twenty classes of the five teachers (four classes in each case) in such a limited time. Instead, the researcher used an observation checklist as a guideline (see Appendix - A).

However, guided by the checklist, the researcher tried to objectively consider the types of vocabulary teaching techniques the teachers were employing in their vocabulary lessons.

3.3.2 Questionnaire

Questionnaire with both closed ended and open ended questions was used as data gathering tool and distributed for both the teachers and the students. The researcher adapted the questionnaire from Gashaw (2008) by making the necessary modifications.

3.3.2.1 Questionnaire for the Teachers

In order to gather the necessary data for the study, the researcher administered questionnaire for the sample teachers. The questionnaire contained both closed ended (twenty five) and open ended (two) questions (see appendix B). The questionnaire had three sections with three respective instructions. Section one contained 9 items focusing on some basic concepts of vocabulary teaching, learning and other related issues. Teachers were asked to rate their level of agreement to the given statements (strongly agree, agree, disagree, strongly disagree and neutral) based on their belief and experience of teaching the English vocabulary.

The second section comprised of 15 items on how frequently the common vocabulary teaching techniques discussed in chapter two were applied in the subject school. Hence, the teachers were asked to rate how often the techniques were used by saying: always, usually, sometimes, rarely, or never. The last section of the questionnaire contained two open-ended items. The teachers were asked to answer the questions based on their belief and experience.

3.3.2.2 Questionnaire for the Students

In addition to the teachers, the researcher administered questionnaire for the sample students. All the items of the student's questionnaire were basically the same with the teachers' questionnaire in terms of content although some could be worded slightly different (see appendix C). For the sake of clarity and to avoid misunderstanding the student's questionnaire was translated in to Amharic (see appendix - D).

3.4 Procedures of Data Analysis

The study was passed through four stages of implementation: the preparation stage; the data collection stage; the analysis stage; and the documentation stage. In analyzing and interpreting the data, the researcher merged both the teacher's and the student's responses together in the first section and the classroom observation result in the second section. This is because of the similarity of the contents of both the teacher's and the student's questionnaire and the classroom observation checklist.

The analysis was made based on the classroom observation result and responses given by both the teachers and the students for the questionnaire. Scores that lie on scales 'strongly agree' and 'agree' are interpreted as 'agree' and scores that lie on scales 'disagree' and 'strongly disagree' are taken as 'disagree'. This is because the difference of the level of agreement between each pair is not believed to significantly affect one's actual engagement in the real practice of teaching and learning. Similarly, scores which lie on the scales 'Always' and 'usually' are interpreted as 'frequently' and perceived as contributing positive effect on the application of the techniques. On the other hand, scores that lie on the scales 'sometimes', 'rarely' or 'never' are taken as not frequently applied techniques.

The classroom observation result was also analyzed based on the assumption that if a certain technique was employed in all four observations, it was described as a more frequently used technique and if it was used in three of the observations; it was qualified as used frequently. Furthermore, techniques which were used only in two and one of the instructions were regarded as used sometimes and rarely respectively. A technique implemented in none of the instructions is obviously a never used technique.

Chapter Four

Data Analysis and Interpretation

In this chapter, the researcher tried to analyze and interpret the findings of the study. The chapter is consisted of two sections. The first part deals with the teachers' and the students' awareness and perception of vocabulary teaching and learning. The second part is about the application of the vocabulary teaching techniques discussed in chapter two.

4.1 Teachers' and Students' Awareness of Vocabulary Teaching and Learning

The table below (table 4.1) contained questions that are designed to know teachers and students views concerning the teaching and learning of vocabulary. Both teachers and students were asked whether they agree with the idea that foreign language learning is basically a matter of learning its vocabulary (question 1).

Their response showed that four of the teachers seemed to disagree with the great role of vocabulary in foreign language teaching and learning. Unlike the teacher's response, most of the students (62%) were inclined to agree with the idea.

Like the above statement, four of the teachers also did not agree with the claim that in English language teaching, vocabulary is the most important aspect to focus on compared to other language skills (question 2). On the contrary, most of the students (81%) agreed with the idea of giving priority for the teaching of vocabulary in the classroom.

Moreover, the responses of teachers (three) and students (57%) reveal that unlike the sample students who believe vocabulary is not given the attention it deserves in their school, the teachers appear to agree with the idea that vocabulary is given the attention it deserves in the sample school (question 3).

Both the teachers (four) and the students (60%) seemed to agree on the claim of using contextualized and de-contextualized vocabulary teaching technique together rather than using either of the two separately (question 4).

Three of the teachers stand against of the idea that vocabulary teaching has to be given prime consideration in English class while the students (58%) agree with the claim (question 5).

Table 4.1: Teachers' and Students' Awareness of Vocabulary Teaching and Learning

No.	Items	Scales	Teachers response	Students response	Percent (%)
			Frequency	Frequency	
1	Foreign language learning is basically a matter of learning its Vocabulary.	Strongly agree	1	27	27
		Agree	-	35	35
		Disagree	3	19	19
		Strongly disagree	1	8	8
		Neutral	-	11	11
	Total		5	100	100%
2	In English language teaching, vocabulary is the most important aspect to focus on compared to other language skills.	Strongly agree	-	56	56
		Agree	2	25	25
		Disagree	2	8	8
		Strongly disagree	1	6	6
		Neutral	-	5	5
	Total		5	100	100%
3	In my school, vocabulary is given the attention it deserves in English language teaching and learning.	Strongly agree	1	19	19
		Agree	2	19	19
		Disagree	-	39	39
		Strongly disagree	1	18	18
		Neutral	1	5	5
	Total		5	100	100%

Continuation of the above table

4	Explicit/de-contextualized vocabulary teaching plus contextualized teaching achieves better result compared to using each of them separately	Strongly agree	1	21	21
		Agree	3	39	39
		Disagree	1	21	21
		Strongly disagree	-	14	14
		Neutral	-	5	5
	Total		5	100	100%
5	I always realize that vocabulary teaching has to be given prime consideration in English class.	Strongly agree	1	29	29
		Agree	1	29	29
		Disagree	2	19	19
		Strongly disagree	1	12	12
		Neutral	-	11	11
	Total		5	100	100%

From the above interpretation, we can conclude that teachers that are found in the sample school are unaware of the role of vocabulary in students' language learning and they did not also emphasize vocabulary teaching in their classes. Although they support the idea of using explicit plus implicit ways of vocabulary teaching, this does not guarantee their use of the techniques in the actual classroom context. The researcher's classroom observation result is also in favor of this idea. This shows that the teachers in the sample school need to revise their instructions in order to give the proper emphasis for the teaching of vocabulary.

Lewis (1993) stated that vocabulary should be at the centre of language teaching. Strengthening this idea, Wilkins (1972) stressed the importance of giving priority for the teaching of vocabulary by saying '*Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.*' so the English language teachers should prioritize the teaching of words in their instructions.

4.2 Teachers' and Students' Self Reflections about the Effectiveness and Range of Vocabulary Teaching Techniques Used in their English classes

Questions number 6 to 9 are designed to see the effectiveness and the range of the vocabulary teaching techniques used among the English language teachers of the sample school. Both the teachers and the students were asked to show their self-reflections.

The teachers were asked to rate the effectiveness of their way of vocabulary teaching (question 6). All of the teachers (five) responded that they teach vocabulary effectively. The students were also asked whether their teachers teach vocabulary effectively. Unlike to the teachers' response, most of the students (60%) questioned the effectiveness of their teacher's vocabulary teaching techniques.

In addition, teachers of the sample school were asked whether they use a variety of techniques to teach a word's meaning that enable students to recall the word for future use (question 7). All of them (five) agreed as they use different techniques to teach a word's meaning. But the students are hardly satisfied with the techniques used by the teachers.

However, most of the teachers (four) and the students (54%) opposed the claim that presents vocabulary as the most difficult aspect in language teaching and learning (question 8). In the same way, both the teachers (three) and most of the students (77%) agreed with the idea that lack of vocabulary is the most serious problem that limits students not to speak and write effectively in English classes (question 9).

Table 4.2: Teachers' and Students' Self Reflections about the Effectiveness and Range of Vocabulary Teaching Techniques Used in their English classes

No.	Items	Scales	Teachers response	Students response	Percent (%)
			Frequency	Frequency	
6	I am certain that I always teach vocabulary effectively.	Strongly agree	-	20	20
		Agree	5	18	18
		Disagree	-	35	35
		Strongly disagree	-	25	25
		Neutral	-	2	2

Continuation of the above table

	Total		5	100	100%
7	When I teach a word, I always use different techniques to help students understand the meaning and recall it for future use.	Strongly agree	2	21	21
		Agree	3	18	18
		Disagree	-	32	32
		Strongly disagree	-	27	27
		Neutral	-	2	2
	Total		5	100	100%
8	Vocabulary is the most difficult aspect in teaching and learning English.	Strongly agree	-	10	10
		Agree	1	27	27
		Disagree	1	31	31
		Strongly disagree	3	23	23
		Neutral	-	9	9
	Total		5	100	100%
9	I realize that lack of vocabulary is the most serious problem that affects students to speak and write in English in my class.	Strongly agree	2	54	54
		Agree	1	23	23
		Disagree	1	9	9
		Strongly disagree	1	8	8
		Neutral	-	6	6
	Total		5	100	100%

As discussed above, the teachers in the sample school believe that they are going on the right track of vocabulary teaching but the students are hardly satisfied with their teachers teaching technique. The researcher also observed such problems during the classroom observation. This implies that there is a mismatch between the ways the teachers deliver the vocabulary lessons and the students need.

In its analysis of the research on vocabulary instruction, the National Reading Panel (2000) found that there is no one best method for vocabulary instruction and that vocabulary should be taught both directly and indirectly. So that the teachers need to differentiate their instructions of word teaching in order to address the diversified needs of the learners.

4.3 Application of Vocabulary Teaching Techniques

Scholars in the field of vocabulary stated a variety of techniques which are proved effective for the teaching of words (discussed in chapter two). Teachers and students of the sample school were also asked whether these teaching techniques are used in their English classes.

In this regard, the first technique that was asked for the sample teachers and students was about the encouragement of students' wide reading to expand their word knowledge (question 10). In answering the question, three of the teachers responded as they encourage their students to read different texts in order to expand their word knowledge. Despite of the teachers' response, the students (68%) reported their disagreement to this point. The researcher's classroom observation result was also in favor of the students' response. He noticed a very limited effort of the teachers in encouraging their students wide reading.

One problem of the students in learning English vocabulary is the difference between spoken and written English. The words encountered by the students outside the classroom are more of informal; on the contrary, their textbooks are full of literate and formal words.

As a possible solution for this, scholars in the field of vocabulary recommend English teachers to expose language learners to a language-rich environment through reading aloud. Reading aloud allows teachers the opportunity to model effective reading of texts including pronunciation and comprehension. In addition, read-alouds can help English language learners gain important background knowledge for a unit of study. Reading aloud also improves listening comprehension, listening vocabulary, and creates interest in reading (Hansen, Smith, & Vásquez, 2010).

Based on this fact, the sample teachers were asked whether they read different texts for their students (question 11). Three of them responded as they expose their students for formal English. But most of the students (90%) discredited their teacher's response. The researcher also observed no attempt of the teachers to expose the students to literate English except reading some passages from the students textbook.

Moreover, the teachers were also asked whether they promote their students word consciousness by letting them to play different word games like puns and riddles (question 12). The students were also asked whether they are allowed to play with words in their English classes. On this point however, most of the teachers (four) and the students (84%) confirmed as this technique is applied occasionally in their classes.

Table 4.3: Application of Vocabulary Teaching Techniques

No.	Items	Scales	Teachers response	Students response	Percent (%)	Observation result
			Frequency	Frequency		
10	Encouraging students' wide reading to expand their word knowledge	Always (5)	1	10	10	
		Usually(4)	2	22	22	
		Sometimes (3)	2	20	20	
		Rarely (2)	-	29	29	X
		Never (1)	-	19	19	
	Total		5	100	100%	
11	Reading different storybooks for the students to expose them to high quality oral language.	Always	1	3	3	
		Usually	2	7	7	
		Sometimes	1	25	25	
		Rarely	1	53	53	X
		Never	-	12	12	
		Total		5	100	100%
12	Promoting student's word consciousness by letting them to play with words.	Always	-	7	7	
		Usually	1	9	9	
		Sometimes	4	19	19	
		Rarely	-	51	51	
		Never	-	14	14	X
		Total		5	100	100%

From the above interpretation, it can be deduced that, despite of the fact that different reading activities are crucial in improving student's word knowledge, the sample teachers do not pay much attention for such activities in their classes. Moreover, the teachers also failed to make use of word consciousness activities that can promote their student's word learning. Word conscious students enjoy learning new words and engaging in word play (Texas Reading Initiative, 2002). One way to promote word consciousness is to point out examples of vivid descriptions, interesting metaphors, similes and other forms of figurative language, and plays on words.

This shows that teachers should take the advantage of opportunities to develop student interest in words, the subtle meanings of words, how to have fun with words, and how words and concepts are related across different contexts in the students reading.

4.3.1 Encouraging students to use independent word learning strategies

In order to encourage English language learners to improve their vocabulary knowledge, in addition to teaching meanings of different words, teachers should also equip their students with a variety of techniques that enable learners to unlock meanings of unknown words by themselves.

Using a dictionary is an important skill for all students in English language classrooms. Teacher should model how to use a dictionary and have dictionaries in their classroom. Although not everyone agrees about the effectiveness of stopping to look a word up in the dictionary, students need to know there are resources available to them when they find an unfamiliar word that affects their understanding of a passage (Fisher, Rothenberg, & Frey, 2007).

In this regard, the teachers were asked whether they encourage their students to use dictionary to attack unfamiliar words the students encounter (question 13). The students were also asked whether they are advised by their teachers to use dictionary as one technique of understanding meanings of unknown words. Answering for this question, most of the teachers (four) reported that they do not advise their students to use dictionary. Similarly, the students (65%) also supported the answers of their teachers by disclosing that they are not encouraged by the teachers to use dictionary as one technique. Only one teacher was noticed by the researcher advising his students to use dictionary as the last option of unlocking meanings of unknown words.

As it is well known most of the English language words are derived from the Latin and Greek roots. This is being true; it is unquestionable that teaching students to recognize different parts of a word can promote their word learning.

Bearing this in mind, the researcher asked the sample teachers whether they encourage their students to use word part information in order to understand the meanings of new words (question 14). The students were also asked whether they are advised to recognize the different parts of a word like prefix, suffix, and root to unlock its meaning. All of the teachers (five) said they encourage their students to use word part information to understand the meanings of unknown words they encounter. On the contrary, most of the students (65%) discredited their teachers' responses by saying that they are not advised by their teachers to split words in to their different parts to understand the meanings of words. In this regard, the researcher also observed a very limited attempt of teachers in encouraging their students to make use of word part information by dividing words in to prefix, suffix, and root.

Whereas English language learning students can use many strategies to learn words that are given to them in word lists, they also need to practice making inferences about the meaning of words through the context in which they are written (Hansen, Smith, & Vásquez, 2010:132). To do so, the teachers need to inform their students how to use the contextual information in which words are used.

To know whether the teachers shoulder their responsibility in informing the students how to use context clues, the researcher asked them to rate their effort in this respect. All of them (five) confirmed that they advice their students to do so. In the same way, most of the students (66%) agreed as they are advised by the teachers to use context clues (question 15). Moreover, the researcher also noticed frequent advice of the teachers in encouraging the students to use contextual information to unlock the meanings of words that are found in the passages of the student's textbooks.

Table 4.4: Encouraging students to use independent word learning strategies

No.	Items	Scales	Teachers response	Students response	Percent (%)	Observation result
			frequency	Frequency		
13	Encouraging students to use dictionary	Always	1	14	14	
		Usually	-	21	21	
		Sometimes	1	29	29	
		Rarely	2	30	30	X
		Never	1	6	6	
	Total		5	100	100%	
14	Encouraging students to use word part information (prefix, suffix, root)	Always	3	11	11	
		Usually	2	24	24	
		Sometimes	-	28	28	
		Rarely	-	25	25	X
		Never	-	12	12	
	Total		5	100	100%	
15	Encouraging students to use context clues	Always	4	34	34	
		Usually	1	32	32	X
		Sometimes	-	10	10	
		Rarely	-	14	14	
		Never	-	10	10	
	Total		5	100	100%	

From the above analysis, the researcher concluded that the teachers in the sample school are focused only on delivering their lessons rather than equipping the learners with independent word learning strategies (except context clues). This can be one cause for the students' dependency on their teachers which in turn discourages their independent learning. This implies that the teachers need to revise their instructions in order to incorporate techniques that enable learners to determine the meanings of unknown words by themselves without which students' academic success can not be promoted .

Similarly, Graves (2000) notes that if students are to be successful in understanding unfamiliar vocabulary in their reading, they need to learn *about* words not simply acquire new words. Instruction that supports independent word-learning strategies guides students in how to go about determining the meanings of unknown words by themselves.

4.3.2 Providing explicit instruction for specific words

4.3.2.1 The use of definitional information

As stated by different scholars, teachers should employ both implicit and explicit ways of vocabulary teaching to address the needs of different learners. In this specific study also there was an intention to know whether teachers use direct instruction for specific words. Among the explicit techniques of vocabulary teaching, providing synonyms of specific words is the one.

The teachers in the sample school were asked whether they provide the students with the synonyms of specific words that are difficult for them to understand (question 16). Most of them (four) reported that they use this technique frequently. Similarly, the sample students (63%) also agreed with the idea that they are provided with the synonyms of specific words wherever necessary. The researcher's classroom observation result was also in harmony with the teachers and the students responses. As he observed most of the vocabulary sections were dominated by providing the synonyms of words that are taken from the given passages in the students textbooks.

Unlike to the above technique, the next explicit vocabulary teaching technique that the teachers are expected to use is providing antonyms of unfamiliar words where necessary. Like the synonyms, most of the sample teachers (four) responded as they provide their students with the antonyms of unknown words (question 17). The students (55%) agreed with the claim that they are given the opposite meanings of unknown words where needed. As the researcher observed practically, the sample teachers use this technique some times.

In addition to using dictionary to look up definitions of new words, it is also useful for students to rewrite those definitions using their own words. In this regard, both the sample teachers (three) and students (70%) confirmed that restating the dictionary definition (question 18) is not practiced as one way of intentional vocabulary teaching technique in their English classes.

To make the meanings of unknown words clear, the English language teachers can provide their students with possible examples and non-examples of those words. This technique seems similar

with giving synonyms and antonyms of words, but it is different in that it gives more explanation of the unknown words. The sample teachers were asked whether they give the examples and the non-examples of new words for their students (question 19) and the students whether they are provided with the examples and non-examples of unfamiliar words they encounter. In answering this question, both the teachers (three) and the students (66%) agreed that this technique is used frequently in their English classes. In the same way, the researcher's observation result showed that this technique was the most frequently applied technique next to providing synonyms of new words.

Table 4.5: The use of definitional information

No.	Items	Scales	Teachers response	Students response	Percent (%)	Observation result	
			Frequency	Frequency			
16	Teach synonyms	Always	3	20	20	X	
		Usually	1	43	43		
		Sometimes	1	18	18		
		Rarely	-	14	14		
		Never	-	5	5		
	Total		5	100	100%		
17	Teach antonyms	Always	3	15	15		
		Usually	1	40	40		
		Sometimes	1	23	23		X
		Rarely	-	19	19		
		Never	-	3	3		
	Total		5	100	100%		
18	Rewrite definitions	Always	1	10	10		
		Usually	1	20	20		
		Sometimes	-	26	26		
		Rarely	2	23	23		
		Never	1	21	21		X
	Total		5	100	100%		
19	Provide examples and non-examples	Always	-	25	25		
		Usually	3	41	41		X
		Sometimes	2	15	15		
		Rarely	-	12	12		
		Never	-	7	7		
	Total		5	100	100%		

As discussed above, teachers in the sample school make use of most of definitional explicit vocabulary teaching techniques except ordering the students to rewrite the dictionary definitions

of unknown words. The researcher on his part also observed things that are in harmony with the responses of the study samples. This indicates that the teachers are expected to keep their practice of using these word teaching techniques since they are proven effective by the scholars in the field.

4.3.2.2 The use of contextual information

In addition to informing students the above-discussed definitional techniques, it is also advisable to encourage them to use contextual techniques. Among these, ordering students to create sentences that contain new words is the first technique.

So that the sample teachers were asked whether they order their students to create sentences that contain the new words they have learned (question 20). All of the teachers (five) confirmed as they use this technique of word teaching. On the contrary, the sample students (61%) discredited their teachers' responses.

The second contextual technique the English teachers are expected to use is encouraging students to incorporate more than one new word in a sentence (question 21). Both the sample teachers (three) and students (64%) reported as this technique is not used in their English classes. However, the researcher on his part observed that these techniques are less frequently used and never used techniques respectively.

The last contextual technique the teachers need to order their students is to discuss the meaning of the same word in different sentences (question 22). In this regard, the sample teachers were asked whether they apply this technique in their vocabulary lessons. All of them (five) confirmed that they use this technique fully. On the contrary, the students (65%) reported as they are not ordered to do so. Moreover, the researchers observation result was also strengthened the students' position.

Table 4.6 The use of contextual information

No	Items	Scales	Teachers Response	Students Response	Percent (%)	Observation Result
			Frequenc y	Frequenc y		
20	Have students create sentences that contain the new word	Always	1	15	15	
		Usually	4	20	20	
		Sometimes	-	24	24	
		Rarely	-	29	29	X
		Never	-	12	12	
	Total		5	100	100%	
21	Use more than one new word in a sentence	Always	-	13	13	
		Usually	2	23	23	
		Sometimes	3	22	22	
		Rarely	-	24	24	X
		Never	-	18	18	
	Total		5	100	100%	
22	Discuss the meaning of the same word in different sentences	Always	2	10	10	
		Usually	3	25	25	
		Sometimes	-	20	20	
		Rarely	-	27	27	X
		Never	-	18	18	
	Total		5	100	100%	

Based on the above interpretation of the teachers' use of contextual explicit vocabulary teaching techniques, the researcher concluded that unlike to the definitional techniques, the sample teachers failed to employ contextual techniques. This is identified based on the students' response and the researchers' classroom observation result. On the contrary, the teachers on their part reported as they make use of these techniques.

However, scholars stated that although it is impossible to specifically teach all of the new words students must learn each year (between 2,000 to 3,000), it is useful to provide direct instruction in some words. This includes pre-teaching key vocabulary prior to reading a selection. It is estimated that students can be taught explicitly some 400 words per year in school (Beck, McKewon & Kucan, 2002). So teachers must remember that direct instruction of specific words is one component of effective vocabulary instruction.

4.4 Teaching Word Meanings as Concepts

Students can create visual maps, often referred to as semantic maps, to represent relationships between words, words that share common roots, and words that share meanings. English language learners can use semantic maps to help them learn words associated with a particular concept or to learn roots so that they can later decode words using those roots (Hansen, Smith, & Vásquez, 2010).

In spite of the fact that visual maps are useful to improve the learners' vocabulary mastery, teachers in the sample school are not able to use these techniques. As the responses of both the sample teachers (five) and students (90%) indicated, the first visual technique that is the use of definition maps (question 23) is not employed in the English classes of the sample school. In addition, the study samples- both the teachers (four) and the students (87%) are also failed to apply the second visual technique that is the application of semantic maps to teach words that have semantic relationships (question 24).

As the National Reading Panel (2000), there is no one best method of vocabulary teaching. Bearing this in mind, the researcher asked the teachers whether they use different techniques of word teaching to address the diversified needs of their students (question 25). The students were also asked whether their teachers use a variety of techniques of word teaching. Responding to the question, all of the sample teachers (five) said that they differentiate their instruction to address the students' different needs. On the other hand, the students (75%) reported that their teachers do not use different techniques of word teaching so that they are not able to address the learners' needs.

Table 4.7: Teaching Word Meanings as Concepts

No.	Items	Scales	Teachers response	Students response	Percent (%)	Observation result
			Frequency	Frequency		
23	The use of Definition maps	Always	-	5	5	
		Usually	-	5	5	
		Sometimes	5	16	16	
		Rarely	-	34	34	
		Never	-	40	40	X
	Total		5	100	100%	

Continuation of the above table

24	The use of Semantic mapping	Always	-	10	10	
		Usually	1	3	3	
		Sometimes	4	17	17	
		Rarely	-	39	39	
		Never	-	31	31	X
Total			5	100	100%	
25	Using different techniques together	Always	3	10	10	
		Usually	2	15	15	
		Sometimes	-	15	15	
		Rarely	-	40	40	X
		Never	-	20	20	
Total			5	100	100%	

In conclusion, the researcher deduced that the sample English language teachers of Hawassa Tabor Secondary and Preparatory School are unable to employ visual maps as word teaching techniques in their classes. In addition, they are not using different ways of word teaching that can suit a variety of contexts.

4.5 Teachers' Experiences of Word Teaching

In conducting this study, there was an intention to know high school teachers experiences in teaching the English vocabulary. To do so, the researcher employed two open ended questions in the questionnaire to enable the teachers explain their experiences briefly. In this regard, the first question the teachers were asked to explain was the vocabulary teaching techniques they mostly use in their classes.

In answering this question, the teachers listed a variety of vocabulary teaching techniques. Among these, encouraging learners to read different techniques to improve their word knowledge, reading different books for the students in order to expose them to formal English, encouraging students to use word part information (prefix, suffix, and root), advising students to use context clues, teaching students synonyms and antonyms of unknown words, and providing students with examples and non-examples of new words.

The sample students were also asked to explain the techniques their teachers use to teach the English vocabulary in the classroom. Unlike to the teachers response, the students disclosed that their teachers make use of a very few word teaching techniques all the time. Among these, the

most common ones are teaching synonyms and antonyms of words and guessing the meanings of unfamiliar words given in the students' textbook using the context in which the word are written. And as they stated they are highly demotivated and less interested to learn the lessons delivered from their teachers due to the frequent use of few techniques that can not address the needs of different students

However, the researchers' classroom observation result indicated that the sample teachers are unable to use most of the vocabulary teaching techniques except teaching the synonyms of new words and matching unknown words with their definitions that are given in the students textbook. As he noticed, they are failed to differentiate their instructions according to the students' needs and interest.

The second question in which the teachers were intended to answer based on their experience was the ways in which they help their students to improve their word knowledge. In this respect, the teachers raised different ideas like encouraging students to use independent word learning strategies such as informing them how to split words in to their different parts and how to use contextual information to understand meanings of different words by themselves.

As the sample students' response indicated however, their teachers made no effort to help them improve their word knowledge. As they reported, the teachers are teaching vocabulary through a very ineffective way that contributes nothing for the growth of the students' English vocabulary. Moreover, the students said that their teachers pay no attention for their needs rather they teach using ways that are conducive for them.

The researcher on his part observed a very limited attempt of the sample teachers to help their students enhance their word knowledge. He also noticed insufficient preparation of the teachers on the lessons they are going to teach in relation to the English vocabulary.

Chapter Five

Conclusions and Recommendations

5.1 Conclusions

In conclusion, the teachers that are found in the sample school discredited the role of vocabulary in students' language learning. Their primary focus was on the teaching of other language skills other than vocabulary. They believe that they are on the right track of word teaching. Unlike to the teachers' belief, their students are hardly satisfied with the teachers' way of vocabulary teaching.

The sample teachers use very few techniques repeatedly. This repetition of limited techniques in one hand minimizes the students' motivation to learn vocabulary, on the other hand, it hinders the teachers themselves to address the diversified needs of the learners, and as a result, the students will unable to succeed in their academic endeavor.

In addition to their inability to differentiate their instructions, the teachers also failed to equip their students with independent word learning strategies that can enable the learners to attack the meanings of unknown words by themselves. This in turn discourages the students' self-learning and forces them to be dependent only on the lessons that are delivered from their teachers.

Moreover, the sample teachers also failed to make use of most of explicit vocabulary teaching techniques (except the frequent use of synonyms, antonyms, and giving examples and non-examples of specific words). Most of the vocabulary lessons are dominated by the implicit way of word teaching. This can be a problem for the students' vocabulary mastery in that some words are difficult for them to understand unless they are taught through explicit word teaching techniques.

In general, there is a great difference among the views of the sample teachers and students regarding the vocabulary teaching techniques that are used in the sample school. Almost all of the sample teachers confirmed as they employ a variety of vocabulary teaching techniques that are proven effective by the scholars in the field. On the contrary, the majority of the students

that cannot be effective for all contexts and also these techniques are unable to fulfill the needs of all students. The researchers' practical classroom observation result was also in harmony with the students' response.

5.2 Recommendations

Based on the above result, the following recommendations were made:

High school English language teachers should give the proper emphasis for the teaching of English vocabulary in order to help the learners use the language effectively. They also need to consider the need and interests of their students.

The English language teachers should employ different vocabulary teaching techniques in one hand to address the diversified needs of their students and on the other hand to motivate the learners in learning the English vocabulary.

The teachers are expected to teach their students independent word learning strategies to enable them to learn meanings of unknown words by themselves and to promote their self-learning ability.

Moreover, the teachers should employ explicit word teaching techniques in order to help the learners understand the meanings of unknown words that are difficult for them unless taught directly.

In conclusion, the teachers need to differentiate their instruction in teaching vocabulary by employing a variety of word teaching techniques. Furthermore, they are also expected to promote their students' word knowledge without which the learners hardly succeed in their academic endeavor.

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Appendices

Appendix – A

Classroom Observation Checklist

Addis Ababa University

Faculty of Language Studies

Department of English

Classroom Observation Check List

Note that: 5= always 4=usually 3=sometimes 2= rarely 1=never

No.	Points to consider: The application of the following vocabulary teaching and learning techniques	How Often Used				
		5	4	3	2	1
1	Encouraging students' wide reading to expand word knowledge					
2	Exposing students to high quality oral language					
3	Promoting word consciousness					
4	Encouraging students to use independent word learning strategies	• dictionary use				
		• word parts				
		• context clues				
5	Providing Explicit instruction for specific words	<i>✓use definitional information</i>				
		• teach synonyms				
		• teach antonyms				
		• rewrite definitions				
		• provide examples and non -examples				
		<i>✓use contextual information</i>				
		• have students create sentences that contain the new word				
		• use more than one new word in a sentence				
6	Teaching word meanings as	• discuss the meaning of the same word in different sentences				
		• concept of				

	concepts	definition maps					
		• semantic mapping					
		• teaching word Parts					
		☛ prefixes					
		☛ suffixes					
		☛ roots					
7	Using different techniques together						

Appendix – B

Teachers' Questionnaire

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH

Dear Teacher: I am conducting a study on “The Exploration of vocabulary Teaching Techniques used by teachers to improve their students’ vocabulary mastery”. Therefore, you are kindly asked to fill in the questionnaire, honestly, genuinely and carefully. The questionnaire has 27 items about vocabulary teaching and learning.

Please answer the questions based on what YOU PRACTICALLY DO in teaching vocabulary and what your STUDENTS DO in learning vocabulary. The worth of the study completely depends on how TRUE and FACTUAL answers you provide in terms of what you believe, know and do with regard to vocabulary teaching and learning.

Note that the information you provide is completely confidential used by the researcher only. For that matter, you don't have to write your name.

Thank you in advance!!!

1) Show to what extent you agree with the following statements based on your belief and experience of vocabulary teaching and learning by putting an "X" under each scale in the table below.

Note that: 5= Strongly agree, 4= Agree, 3= Disagree, 2 = Strongly disagree, and 1 = Neutral

No.	Statements	Scales				
		5	4	3	2	1
1	Foreign language learning is basically a matter of learning its Vocabulary.					
2	In English language teaching, vocabulary is the most important aspect to focus on compared to other language skills.					
3	In my school, vocabulary is given the attention it deserves in English language teaching and learning.					
4	Explicit/de-contextualized vocabulary teaching plus contextualized teaching achieves better result compared to using each of them separately					
5	I always realize that vocabulary teaching has to be given prime consideration in the class.					
6	I am certain that I always teach vocabulary effectively.					
7	When I teach a word, I always use different techniques to help students understand the meaning and recall it for future use.					
8	Vocabulary is the most difficult aspect in teaching and learning English.					
9	I realize that lack of vocabulary is the most serious problem that affects students to speak and write in English in my class.					

II) The following questions are about how often you use the given vocabulary teaching techniques in your class. Read each question and put an "X" under each number in the table below. Note that: 5=always, 4=usually, 3=sometimes, 2=rarely, and 1=never

No.	Types of Vocabulary Teaching Techniques	Scales				
		5	4	3	2	1
10	How often do you encourage your students to read different texts to improve their vocabulary items?					
11	I read different story books for my students to expose them to high quality oral language and literate English which is used in their textbooks.					
12	I let my students play with words by providing them with activities like puns, jokes, and riddles in order to foster their word consciousness.					
13	How often do you encourage your students to use dictionary as an independent word learning strategy to unlock the words meaning.					
14	When I teach a word, I tell the students to recognize its parts like prefix, suffix, and root to unlock its meaning.					
15	How often do you advise your students to use context clues to understand the words meaning?					
16	When you teach a word, how often do you present other words with the same meaning (synonyms) to the word being taught? (E.g. Obtain has the same meaning with gain, get, possess, have etc.)					
17	How often do you teach the meaning of a word in relation to words with opposite meaning (antonyms)? (e.g. happy has opposite meaning with sad, unhappy, disappointed)					
18	I ask my students to rewrite the dictionary definition by their own words.					
19	I provide the students with different examples and non-					

	examples of specific words to unlock their meaning					
20	After teaching words, I ask students to use the words in their own sentences to check whether they have learned them correctly.					
21	I encourage my students to use more than one new word in the sentences they write.					
22	I encourage my students to discuss the different meanings of a word in different sentences that it has in different contexts.					
23	How often do you use concept of definition maps (i.e. ordering students to write a complete definition of a word by giving specific information of a given word like its word class, its characteristics, and its specific examples)?					
24	Since I realize that a word can be related to many other words, I show my students this multi-relationship by forming a vocabulary network through semantic mapping (e.g. trunk, forest, leaf, branch, green, shade, climb, drought, moisture, etc. can be taught in relation to the word TREE).					
25	Since I know that there is no one best technique of teaching vocabulary, I try to use different techniques according to their suitability.					

III) Answer the following questions based on your belief and experience.

1. What do you think are the most effective techniques teachers can use to help their students to improve their vocabulary?

2. What do you recommend your students in order to improve their word knowledge?

Thank you!

Appendix - C
Students' Questionnaire in English

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH

Dear student: I am conducting a study on “The Exploration of vocabulary Teaching Techniques used by the teachers to improve their students’ vocabulary mastery”. Therefore, you are kindly asked to fill in the questionnaire, honestly, genuinely and carefully. The questionnaire has 27 items about vocabulary teaching, learning and textbook you are learning now.

Please answer the questions based on what YOUR TEACHERS DO IN TEACHING VOCABULARY in the actual English class. The worth of the study completely depends on how TRUE and FACTUAL answer you provide in terms of what you believe, know and do with regard to vocabulary learning.

Note that the information you provide is completely confidential used by the researcher only. For that matter, you don't have to write your name.

Thank you in advance!!!

I) Show to what extent you agree with the following statements based on your belief and experience of vocabulary learning by putting an "X" under each scale in the table below.

Note that: 5= Strongly agree, 4= Agree, 3= Disagree, 2 = Strongly disagree, and 1 = Neutral

No.	Statements	Scales				
		5	4	3	2	1
1	Foreign language learning is basically a matter of learning its Vocabulary.					
2	In English language learning, vocabulary is the most important aspect to focus on compared to other language skills.					
3	In my school, vocabulary is given the attention it deserves in English classes					
4	Explicit/de-contextualized vocabulary learning plus contextualized learning achieves better result compared to using each of them separately					
5	I always realize that vocabulary learning has to be given prime consideration in the class.					
6	I am certain that my teacher teaches vocabulary effectively.					
7	My teacher always uses different techniques of teaching vocabulary to help me understand the meaning of a word and recall it for future use.					
8	Vocabulary is the most difficult aspect in learning and English.					
9	I realize that lack of vocabulary is the most serious problem for me to speak and write in English in the class.					

II) The following questions are about how often your English language teacher uses the given vocabulary teaching techniques in your class. Read each question and put an "X" under each number in the table below. Note that: 5=always, 4=usually, 3=sometimes, 2=rarely, and 1=never

No.	Statements	Scales				
		5	4	3	2	1
10	My teacher encourages me to read different texts to improve my word knowledge					
11	My teacher reads different storybooks for me.					
12	My teacher allows me to play different word games like puns, jokes, and riddles in English?					
13	My teacher encourages me to use dictionary to learn meanings of different words.					
14	My teacher tells me to split unknown words into parts like prefix, suffix, and root in order to understand their meaning.					
15	My teacher advises me to study the context in which words are presented or used to understand its meaning.					
16	My teacher teaches me new words by presenting other words that have similar meaning with the unknown words.					
17	My teacher teaches me new words by presenting other words that are opposite in meaning to the unknown words.					
18	My teacher asks me to restate dictionary definitions using my own words.					
19	My teacher provides me with both examples and non-examples of specific words to help me understand their meaning.					
20	After teaching new words, my teacher asks me to use them in my own sentences.					
21	My teacher encourages me to use more than one new word in the sentences I write.					
22	My teacher encourages me to discuss the different meanings of a word that it has in different contexts using different sentences					

23	My teacher uses concept of definition maps (i.e. ordering me to write a complete definition of a word by giving specific information of a given word like its word class, its characteristics, and its specific examples).					
24	Since my teacher realizes that a word can be related to many other words, he/she shows me this multi-relationship by forming a vocabulary network through semantic mapping (e.g. trunk, forest, leaf, branch, green, shade, climb, drought, moisture, etc. can be learned in relation to the word TREE).					
25	Since my teacher knows that there is no one best technique of teaching vocabulary, she/he tries to use different techniques according to their suitability.					

III) Answer the following questions based on your belief and experience.

1. What vocabulary teaching techniques does your teacher mostly use in the classroom?

2. In what way does your teacher help you to improve your word knowledge?

Thank you!

በሚከተሉት ሃሳቦች ላይ ምን ያህል እንደምትስማሙ ለእያንዳንዱ ሀሳብ ወይም ጥያቄ ከተሰጡት አምስት አማራጮች አንዱን መምረጥ የ “x” ምልክት በማድረግ አሳዩ።

- 5 = በጣም አመሰግናለሁ 4 = እስማማለሁ 3 = አልስማማም
- 2 = በጣም አልስማማም 1 = ሀሰብ የለኝም የሚል መሆኑን ልብ በሉ።

ተ.ቁ	ጥያቄዎች/ሃሳቦች/	መለኪያዎች				
		5	4	3	2	1
1	የውጪ ቋንቋ መማር ማለት የቋንቋውን ቃላት የመማር ጉዳይ ነው።					
2	በእንግሊዘኛ ቋንቋ ትምህርት ውስጥ ቃል ክሌሎች የቋንቋ ክህሎቶች ጋር ሲነጻጸር እጅግ አስፈላጊው ክፍል ነው።					
3	በምማርበት ት/ቤት ውስጥ ቃል በእንግሊዘኛ ክፍለ ጊዜ የሚያስፈልገውን ትኩረት ተሰጥቶታል።					
4	የቃላትን አውዳዊና ኢ- አውዳዊ ፍቺ በአንድነት በመጠቀም የሚሰጥ የቃላት ትምህርት ሁለቱን በተናጠል ከመጠቀም ይልቅ ውተጫታማ ያደርጋል።					
5	የቃል ትምህርት በክፍል ውስጥ ሁሉ ጊዜ ቅድሚያ ሊሰጠው የሚገባ ጉዳይ ነው ብዬ አስባለሁ።					
6	መምህራ ስለ ቃል በሚገባ እንደሚያስተምረኝ እርግጠኛ ነኝ።					
7	መምህራ የቃልን ትርጉም ለመገንዘብ እና ለማስታወስ እንዲያስችለኝ ምን ጊዜም የተለያዩ የቃላት ማስተማሪያ ዘዴዎችን ይጠቀማል።					
8	ቃልን በእንግሊዘኛ ቋንቋ ውስጥ መማር በጣም ከባድ ክፍል ነው።					
9	በክፍል ውስጥ በእንግሊዘኛ ቋንቋ ለመናገር እና ለመጻፍ የቃላት ዕውቀት ዕጥረት መኖር ትልቁ ችግ ነው ብዬ አስባለሁ።					

የሚከተሉትን ጥያቄዎች የእንግሊዘኛ ቋንቋ መምህራችሁ ከዚህ በታች የተዘረዘሩትን የቃላት

ማስተማሪያ ዘዴዎች ምን ያህል እንደሚጠቀም/ እንደምትጠቀም የሚጠይቁ ናቸው።

ለእያንዳንዱ ጥያቄ ከተሰጡት አምስት አማራጮች ውስጥ አንዱን በመምረጥ የ “x” ምልክት አድርጉ። 5= ሁልጊዜ፤ 4=አብዛኛውን ጊዜ፤ 3= አንዳንድ ጊዜ፤ 2= አልፎ አልፎ እንዲሁም፤ 1= በፍጹም የሚል መሆኑን አስታውሳለሁ

ተ.ቁ	ጥያቄዎች/ ሃሳቦች/	መለኪያዎች				
		5	4	3	2	1
10	የቃላት እውቀቱ እንዲዳብር ይረዳኝ ዘንድ መምህራ የተለያዩ መግህፍትን እንዳዳብር ያበረታታኛል።					
11	መምህራ የተለያዩ ታሪካዊ መግህፍትን ያነብልኛል።					
12	መምህራ እንደ ቀልዶች እና ተረቶች ያሉ የተለያዩ የፊደል ጨዋታዎችን እንድንጫወት ይፈቅድልኛል					
13	የተለያዩ ቃላትን ትርጓሜ እንዳውቅ ይረዳኝ ዘንድ መምህራ መዝገበ ቃላትን እንድጠቀም ያበረታታኛል።					
14	የማይታወቁ ቃላትን ትርጓሜ አውቅ ዘንድ መምህራ እነኚህን ቃላቶች ወደ ቅድመ ቅጥያ፤ ድህረ ቅጥያ እና ዋናው ቃል እንድከፋፍል ይመክረኛል።					
15	መምህራ ቃላት ጥቅም ላይ የዋሉበትን አገባብ በማጥናት ተርጓሚያቸውን እንዳው ይመክረኛል።					
16	መምህራ ትርጉማቸውን ከማይታወደቁ ቃላት ጋር ተመሳሳይ ትርጉም ያላቸውን ቃላት በማምጣት አዳዲስ ቃላትን ያስተምረኛል።					
17	መምህራ ትርጉማቸው ከማይታወቁ ቃላት ጋር ተቃራኒ ትርጉም ያላቸውን ቃላት በማምጣት አዳዲስ ቃላትን ያስተምረኛል።					

18	መምህራ በመዝገበ ቃላት ላይ የተጠቀሱ የቃላት ትርጓሜዎችን የራሴን ቃላት በመጠቀም እንድጽፋቸው ይጠይቀኛል ።					
19	የአንዳንድ ቃላትን ትርጉም እንዳውቅ ይረዳኝ ዘንድ መምህራ የቃላቱን ምሳሌዎች እንዲሁም ምሳሌ ያልሆኑ ቃላትን በመጠቀም ያስረዳኛል።					
20	መምህራ አዳዲስ ቃላትን ካስተማረኝ በኋላ እነኚህን ቃላት በራሴ ዓ/ነገር ውስጥ እንድጠቀምባቸው ይጠይቀኛል።					
21	በምፅፈው ዓ/ነገር ውስጥ ከአንድ በላይ አዳዲስ ቃላትን እንዲጠቀም መምህራ ያበረታታኛል።					
22	የተለያዩ ዓ/ነገሮችን በመጠቀም እንዳገባቸው የተለያዩ ትርጉም የሚሰጡ ቃላትን እንዳበራራ መምህራ ያበረታታኛል።					
23	መምህራ የአንድን ቃል መግለጫዎች፣ የቃል ክፍሉ፣ ጠባዩን እንዲሁም የቃሉን ምሳሌዎች እንደ መረጃ በመስጠት የቃሉን የተሟላ ትርጉም እንዲፅፍ ይረዳኛል።					
24	መምህራ አንድ ቃል ከሌሎች ብዙ ቃላት ጋር ተያያዥነት እንዳለው ስለሚያውቅ ይህንን የትርጉም ተያያዥነት ከግምት ውስጥ በማስገባት የቃላት መረብን በመጠቀም ያስተምረኛል (ለምሳሌ ጫካ ፣ አረንጓዴ ፣ ቅርንጫፍ የሚሉትን ቃላት ዛፍ ከሚለው ቃል ጋር አብሮ ያስተምራል)					

Declaration

I, the undersigned, declare that this is my work, and that all sources or materials used for the thesis have been duly acknowledged.

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Date of Submission: 13-05-2011