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

ASSESSING THE PRACTICE OF COMMUNICATIVE
APPROACH IN TEACHING VOCABULARY
THE CASE OF GRADE NINE TEACHERS IN ADDIS ABABA

BY
MEBRATU HAILU



OCTOBER, 2011

ADDIS ABABA

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**A THESIS PRESENTED TO THE DEPARTMENT ENGLISH LANGUAGE
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OCTOBER, 2011

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ACRONYMS

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second Language

ELT: English Language teaching

MoE: Ministry of Education

EGSECE: Ethiopian General Secondary Education Certificate
Examination

ABSTRACT

This study was carried out to explore the practice of communicative approach in teaching vocabulary among grade nine English language teachers of 8 schools in Addis Ababa. In line with the major purpose, it also aimed at investigating teachers' perception of CLT principles, classroom vocabulary instruction and activities. Major obstacles that affected the implementation of CLT during vocabulary instruction were also assessed.

To do this, 8 schools and 5 teachers from each school were selected using random sampling to fill in the questionnaire. Then, 8 teachers were purposely chosen for the focus group discussion and all teachers were selected for classroom observation

Descriptive statistics using frequencies and percentages were employed in analyzing the quantitative data and qualitative description was used to analyze the focus group discussion.

The findings of the study revealed that the majority of teachers perceived that much of the CLT principles are appropriate to teach vocabulary communicatively. However, in relation to classroom instruction of vocabulary, they believed that they spent much of their time in presenting the meaning and form of words. A great deal remained to be done to change the principles into communicative activities to relate the presentation of form and meanings of separate words to class room activities and authentic contexts. As the obstacles to implement vocabulary lessons in CLT, it was found out that teachers were highly depending on the lecture method. They also depend on dictionary definition of many words at time for the sake of finalizing the portion.

Finally, based on the findings, the researcher recommended that creating meaningful learning opportunities through English club and English day in the school and use of authentic writing and listening activities out of the school is very important for learners. In addition, department heads and school administrators should follow up teachers not only for the coverage of portions but also how better each skill are taught.

CHAPTER ONE: INTRODUCTION

1.0 Background of the study

The method of language teaching in EFL has been changed from time to time by incorporating advanced research findings. This has led the introduction of enhanced approach for the mastery of language structures and the ways in which the language structures are used for communication. In relation to this, Yu-Ling states:

Although vocabulary teaching and learning has suffered neglect for a long time, owing to the advances in the linguistic study of the lexicon, psycholinguistic investigations into the mental lexicon, and the popularity of the communicative approach since the 1970s, we have seen a re-think of the role of vocabulary in language pedagogy. Over the past two decades, a substantial range of research concerning vocabulary acquisition has provided us with valuable insights and suggestions to vocabulary instruction in the language classroom (2005, 1).

Not only the progress in linguistics studies but also the expansion of Communicative Language Teaching (CLT) for the last 40 years opened door for the realization of the role of vocabulary in language teaching.

Savignon (1971) presents that, “the central theoretical concept in communicative language teaching is ‘communicative competence’, a term introduced into discussions of language use in second or foreign language learning.” Having grammatical knowledge alone cannot be a guarantee to take part in communication, in addition, sufficient amount of words are needed to use the language for communication.

To take place true communication by using words, learners need to know at least three aspects of vocabulary: form, meaning, and use. In connection to this, Nation (2001) provides a framework for describing aspects of word knowledge associated with vocabulary learning, covering form, meaning and use in both receptive—reading and listening—and productive—writing and speaking-contexts. It is clear that vocabulary knowledge is primarily developed through reading authentic materials like newspaper article and listening to a live radio or television programme,

latter the knowledge of vocabulary will be applicable through the use of words in speaking and writing contexts. Here the classroom teacher is required to strengthen the knowledge of learners by supplying suitable vocabulary instruction and create situations to use the language both inside and outside the class.

However, in connection with teaching vocabulary in the classroom, McCarty (1983:12) states that, “the teacher of English as a foreign language would be forgiven for holding the view that not much vocabulary teaching goes on at all.” This fact becomes comprehensible when it is observed from the angle of application of teaching vocabulary in CLT in the actual classroom. The researcher, from his teaching experience, has informally noticed that, the place teachers have been given to vocabulary teaching is not as it is required by the syllabus.

1.1 Statement of the problem

Learning EFL or ESL is to make use of the four skills: listening, reading, speaking and writing. For effective communication, in addition to the four skills, sufficient vocabulary knowledge is very important for successful education. In connection with this, Pikulski and Templeton (2004:1) state that, “it seems almost impossible to overstate the power of words; they literally have changed and will continue to change the course of world history. Perhaps the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words.” Using words in actual situation help learners not only develop their vocabulary skill but also make their life easier.

In relation to the importance of words, McCarthy (1990:81) elaborates: “the single, biggest component of any language course is vocabulary. No matter how well the students learn grammar, no matter how well the sounds of L2 are mastered, without words to express a wide range of meanings, communication in L2 cannot happen in any meaningful way.”

As a result of this, teachers’ class room instruction should focus on relating vocabulary teaching with that of CLT. In supporting this idea of teaching vocabulary in CLT, Brumfit and Johnson (1979) state that vocabulary instruction within the CLT paradigm is moving away from teaching words in isolation, and placing greater emphasis on exposing learners to lexical items in authentic and meaningful contexts. Recent works of Jeremy Harmer (2007) prove that if students are involved in meaning-focused communicative tasks, then ‘language learning will take care of

itself and that plentiful exposure to language in use and plenty of opportunities to use it are virtually important for a student's development of knowledge and skill.

The problem of communication with the use of words in the actual situation is observed among learners and teachers. For example, Gashaw (2008) states what he has noticed from the side of teachers and learners. He says that there is a public reality in both criticisms in that the communicative use of the language either in the class or outside is low. He further explains that most teachers do not feel confident about their English ability and fail to constantly use it for effective instruction. He keeps on explaining that "teachers, unlike students, believe vocabulary is not such a prominent component of language learning to be given more considerable emphasis during teaching English compared to other aspects." This is due to teachers' dependence on grammar teaching method rather than CLT focused methods.

As teachers' practice of CLT, (Badima, 2008) study, in one hundred eighty students, sixteen teachers and two principals reveals that teachers failed to implement teaching the four skills and grammar properly as it was designed in the curriculum. His study, however, did not give appropriate place for the practice of vocabulary teaching in CLT.

Eventhough there have been general studies such as Birhanu (1999), Belilew (2006), Endalkachew (2006), Melaku (2007) and Yemane (2007) concerning the components of CLT in different parts of Ethiopia with respect to EFL to the best knowledge of the researcher, there has not been any research carried out to assess the practice of CLT in teaching vocabulary skill.

To achieve the intended goal, therefore, in-depth study of teachers practice while they were introducing new words using CLT approach would be assessed among grade nine teachers of English language in 8 high schools of Addis Ababa.

1.2 Objective of the study

The general objective of this research was to explore the practice of communicative approach in teaching vocabulary among teachers' of grade nine in 8 selected schools in Addis Ababa.

The specific objectives were finding out:

1. Whether communicative language teaching principles were perceived effectively by teachers to teach vocabulary items;
2. Whether the teachers used activities that give chances for students to practice newly introduced words;
3. Whether the teachers' classroom instruction focused on forms, meanings and uses of vocabularies in authentic context;
4. Whether teachers encountered obstacles to make use of communicative approach to teach vocabulary.

1.3 Research questions

Taking the above objectives into consideration, the research tried to answer the following questions:

1. How were communicative language teaching principles perceived by the teachers?
2. How often do teachers' instructions focus on forms, meanings and uses of vocabularies in authentic context?
3. How often do teachers use activities that would give chances for students to practice the newly introduced words?
4. What are the factors affect the implementation of communicative approach in teaching vocabulary skill?

1.4 Significance of the study

Each instance of teaching involves the strengthening of a learner's ability to respond in a certain way to a given set of circumstances. When learners' tendency to act, to think, to speak or to feel in a certain way for a certain situation is based on words, it is considered to be the result of education. Based on this fact:

1. The literature review of this research might help for better theoretical understanding on the role of communicative approach in vocabulary teaching.
2. The findings of the study might provide a better understanding for secondary language teachers' to evaluate the method they are using to teach vocabulary.
3. The study might provide alternative ideas and important recommendations to the concerned educational authorities on how to implement communicative approach effectively in vocabulary instruction.
4. The study might serve as a supporting document for further study in the area.

1.5 Delimitation of the study

The study was limited to grade nine English language teachers' practice of communicative approach in teaching vocabulary skill in eight schools within Arad sub-city of Addis Ababa. In addition, the study was devoted only on the theoretical understanding of CLT principles and its implementation through classroom vocabulary instruction and communicative activities.

1.6 Limitation of the study

The study would be complete if more teachers practice in teaching vocabulary by using CLT at the first and second semester were included. The study was carried out at the end of the second semester when teachers were in hurry to finalize the portion.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

Before the late 1960s teachers' education was given due attention to traditional method of language teaching rather than using CLT as an approach. During grammar translation, as Richards (2006:6) states, "the teaching of grammar was a deductive one: students are presented with grammar rules and then given opportunities to practice using them, as opposed to an inductive approach in which students are given examples of sentences containing a grammar rule and asked to work out the rule for themselves." At this time, like grammar, vocabulary teaching was completely depending on memorization of individual lexical items without contextual use.

In line with this, Lightbown and Spada (1993:263) affirms, "the traditional instruction is one where the language is being taught to a group of second or foreign language learner. In this case, the focus is on the language itself, rather than the teacher goal is to see that students learn the vocabulary and grammar rules of the target language." Here, emphasis is given for knowing the structure of the language and vocabulary for the sake of only knowing rather than using with it. Researchers kept on looking for a method of language teaching that primarily aimed at both oral and written communication and finally found CLT in 1960 in Britain. (Richards, 2006:6). As Savignon (1991) notes CLT starts to influence language teaching practice as it accepts the complexity and interrelatedness of skills in both written and oral communication and of the need for learners to have the experience of communication, to participate the negotiation of meaning. (p. 263).

Communicative Language Teaching is best considered as an approach rather than a method (Richards and Rogers, 1986). Among different methodology, distinction is often made between methods and approaches, in which methods are held to be fixed teaching systems with prescribed techniques and practices, whereas approaches represent language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom (Rogers, 2001). Thus, this study considers CLT as an approach that can be used in different ways according to the teachers' creativity to make learners use vocabulary words for communication.

In Ethiopia, taking the role of vocabulary in language use in to consideration, CLT has been introduced in to the language curriculum with new textbooks. Of course, CLT is one component in the new educational policy. Following this change, the Ministry of Education (MoE) has prepared new English language text books for primary and secondary schools and new syllabus is designed to develop the communicative ability of the students (Endalkachew, 2006). One important aspect of this has been the place given to the teaching of vocabulary from the CLT perspective. Accordingly, the government has launched massive training for teachers so that they can implement the new system efficiently.

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

Taking the abovementioned points in to consideration, the chapter consists of topics and sub-topics which are very closely related to communicative approach of vocabulary teaching in EFL. The first part deals with the importance of communicative language teaching approach. The second topic gives details about principles of CLT. The next part explains the role of the teacher. The fourth part focuses on the application of CLT in vocabulary teaching. Following this topic, there is a sub-topic which deals about the role of CLT in vocabulary instruction and the role of CLT in vocabulary activities. Finally some factors affecting the implementation of vocabulary teaching are included.

2.1 What Communicative Language Teaching Aims?

The Communicative approach or Communicative Language Teaching (CLT) is the name which was given to a set of beliefs which included not only a re- examination of what aspects of language to teach, but also a shift in emphasis in how to teach (Harmer, 2006). The 'what' to teach aspect of Communicative approach stressed the significance of language functions rather than focusing solely on grammar and vocabulary. The 'how' to teach aspect of communicative approach is closely related to the idea that language learning will take care of itself. Training learners to use the language in a variety of contexts and purposes is important for the development of the language.

Richards on his view (2006) defines the current communicative language teaching as a set of generally agreed upon set of principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, their learning goals and so on. The Longman Dictionary of Language Teaching and Applied Linguistics also defines CLT from the learners point of view as, “an approach to foreign or second language which emphasizes that the goal of language learning is communicative competence.” However, Savignon (1971) suggests that the basic point to be considered in language teaching with CLT is “communicative competence,” a term introduced into discussions of language use in second or foreign language learning. It is not to mean that CLT doesn’t consider grammar or structure. The truth is communication cannot take place in the absence of structure, or grammar, this is because a set of shared assumptions about how language works, along with a willingness of participants to cooperate in the negotiation of meaning is needed.

As Richards (2006) explains communicative competence includes the following aspects of language knowledge: knowing how to use language for a range of different purposes and functions, knowing how to vary our use according to the setting and the participants (e.g. when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication), knowing how to produce and understand different types of texts (e.g. narratives, reports, interviews, conversations), knowing how to maintain communication despite having limitations in one’s language knowledge (e.g. through using different kinds of communication strategies).

Communicative competence includes 4 components. These are: grammatical, socio-linguistic, discourse, and strategic competence.

- **Linguistic competence** – means how to use the grammar, syntax, and vocabulary of a language. Linguistic competence asks: what words do I use? How do I put them into phrases and sentences?
- **Socio-linguistic competence** – means knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks: which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority,

friendliness, respect)? When I need to? How do I know what attitude another person is expressing?

- **Discourse competence** – means knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence asks: how are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles.
- **Strategic competence** – means knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: how do I know when I have misunderstood me? What do I say then? How can I express my ideas if I don't know the name something or the right verb from the use? (Canale and Swain, 1980, 20).

Thus, linguistic competence is the one that aims at the use of language for communication, and this considered the value of vocabulary and other skills mastery to achieve the goal of language teaching in CLT.

2.2 Teacher Roles in CLT vocabulary teaching

A teacher in CLT classes has four main roles according to Breen and Candlin (1980, 99). These are: 1) organizer of resources and as a resource him/herself, second, 2) guide in the context of classroom activities, 3) researcher and learner, 4) independent participant within the learning-teaching group, 4) facilitator of communication process among all the participants in the classroom and their activities.

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

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

4. The teacher as participant (co-communicator) in an organized activity such as debate or role play.
5. The teacher as prompter to encourage students to participate or make suggestions about how to proceed in an activity.
6. The teacher as a source of language and knowledge.
7. The teacher as instructor, actually teaching the new language points and training students in language skills.

These roles prove that the teacher effort as a facilitator to present the language in the class includes teaching vocabulary words together with other skills so as to develop the ability of learners to use vocabulary words in different contexts.

2.3 Application of CLT in Vocabulary Teaching

The method of language teaching has been changing from grammar translation to direct method and then to communicative approach. But it was only during the communicative approach that the prominent role of vocabulary knowledge in second or foreign language learning has been recognized by researchers in the field. The current popular communicative approach of language teaching has emphasized meaningful interactive activities over form (Hatch and Brown, 1995). This is because knowledge of vocabulary is basic for better understanding of messages either in written or spoken form.

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

2.3.1 Teaching Vocabulary knowledge

Vocabulary is of great importance to share or understand thoughts, feelings, opinions and ideas of different people or texts. Al-Jarif (2006:3) states by learning new words, students can increase their listening, speaking, reading and writing vocabularies and can improve comprehension and production in L2. In addition, he says that practicing vocabulary in context, combining vocabulary with reading and writing activities, and providing the students with different lexical information about the words under study enhanced students' vocabulary learning.

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

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

The role of CLT in vocabulary instruction and activities are the central point of discussion under this study.

2.3.2 Principles of CLT pertaining to vocabulary teaching

CLT gives much attention to learners to practice the language and this helps learners to develop their communicative competence. To do this, there are principles that need to be taken into account. In connection with this, different researchers point out various principles in CLT, for example, according to Widdowson (1979, 63) the first principle is prior specification of communicative needs of the learner. The second is taking of semantic features and functions of language to form a central part of language teaching and learning. The third one is giving of priority to 'use' over linguistic 'usage' and communicative value utterances over signification of linguistic items and finally the taking of errors made by the learner. These brief principles about CLT explained latter by many researchers, for instance Brumfit (1988:92-93) on his part categorizes the principles of communicative language teaching into the following groups:

1. Learners learn both consciously and with effort, and unconsciously without effort.

2. Teaching can be accuracy or fluency focused. We held that fluency (in which the emphasis is on open-ended communication activities taking place in real time) was more likely to promote learning than accuracy.
3. Error to be a normal part of language learning much correction is wasteful of time, and unproductive to boot.
4. Language processing proceeds from top-down, not from bottom-up. Meanings are first apprehended as 'whole' and only later analyzed into parts necessary.
5. The tasks were designed with a particular structural or functional category in mind. Rather they would be chosen for their communicational relevance in the frame work of the whole activity.
6. Communicative tasks were superior to linguistic exercises in prompting learning.
7. To mirror real communication, we would need to integrate the major language skills. Listening, speaking, etc would not therefore be taught in watertight compartments. Instead they would be integral to any given task.
8. The greater responsibility given to learners, the more effective their learning would be. We therefore left much scope for independent work, in a frame work of a supporting peer group.
9. Motivation would be increased through problem solving activities, which would engage both the cognitive and the affective resources of the learners.
10. Both analytical and creative thinking should be given scope in the activities and task.
11. Language used in the classroom should be immediately relevant and inherent in the task, rather than learnt for some eventual and hypothetical later use.(often referred to as transfer)

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

1. Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
2. Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language used, and take part in meaningful intrapersonal exchange.
3. Meaningful communication results from students processing content that is relevant, purposeful, interesting and engaging.

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

Every teaching and learning process of vocabulary in CLT in one way or the other considers the above principles for proper implementation. So, these principles include how vocabulary can be taught integrally with other skills by focusing on the use of lexical items in different contexts based on learners' needs.

2.3.3 The Role of CLT in Vocabulary Instruction

As Richards (2006) states in the principles of CLT, the students learn to communicate by negotiating meaning in real context. The teacher role in Communicative Language Teaching especially vocabulary is mainly acting as a facilitator for classroom activities as well as home take assignments to make learners engage in groups or pairs work. Instruction plays an essential role in passing messages and thoughts to learners.

Teachers are expected to full fill what is required from them for the benefit of learners. Belchamber (online: 2007) states that, "CLT basic responsibility is considering and responding to the needs of our students." Not all learners are taking a new language for the same reasons. It is important for teachers to pay attention, when selecting and sequencing materials, to the

specific communicative needs of the learners. Regardless of how distant or unspecific the communicative needs of the learners, every program with a goal of communicative competence should pay need to opportunities for meaningful language use, opportunities to focus on meaning as well as form (Savignon:2002).

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

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

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

- **Encouraging wide reading-** students learn new words by encountering them in text, either through their own reading or by being read to. Increasing the opportunities for such encounters improves students' vocabulary knowledge, which, in turn, improves their ability to read more and more complex text. In short, the single most important thing you can do to improve students' vocabularies is to get them to read more.
- **Exposing students to high-quality oral language** -Increase the quality of the oral language to which students are exposed—let them hear spoken English that incorporates more of the vocabulary and syntax typical of written and particularly literate English.
- **Promoting word consciousness** - word-conscious students enjoy learning new words and engaging in word play. They know and use many words, and are aware of the subtleties of word meaning and of the power words can have.

- **Providing explicit instruction of specific words-** to be most effective, explicit vocabulary instruction should be dynamic and involve a variety of techniques. Specifically, instruction should:
 - ✓ **Use both definitional and contextual information about word meanings-** some instructional activities that provide students with definitional information include:
 - ✓ **Teach synonyms-** often a synonym is all students need to understand a new word in context .
 - ✓ **Teach antonyms-** not all words have antonyms, but thinking about antonyms requires students to identify the crucial aspects of a word. For example, the word chaos implies an abyss, a void, or clutter, but its antonym, order, narrows the focus to the “clutter” part of the word’s meaning.
 - ✓ **Rewrite definitions-** as we noted earlier, dictionary definitions can often confuse or mislead students. Asking students to restate a dictionary definition in their own words can be more effective than requiring them to remember the exact wording of the definition.
 - ✓ **Provide example sentences-** a good way to ascertain whether students understand a word’s definitions is to have them provide example sentences in which they use the word. They may draw these examples from personal experiences (“Mom’s kitchen is chaos.”) or from textbooks (“After the great flood of 1937, there was chaos all over the Tennessee Valley.”).
 - ✓ **Provide non-examples-** 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. For example, point out to them that *cry* is not an example of the word *guffaw*, then ask them to think of other non-examples of the word (*bawl*, *sniffle*, *whine*, *whimper*). Coming up with non-examples requires students to think about the critical attributes of a word, much like providing antonyms.
 - ✓ **Discuss the difference between the new word and related words-** a discussion of the word *debris*, defined as “trash,” “garbage,” or “waste,” might include a discussion of the differences between *debris* and *trash*, *garbage*, and *waste*. For

example, *debris* might be the result of some sort of accident or disaster, whereas *trash* might include anything. *Garbage* generally refers to organic material, such as food leftovers, and *waste* implies something left over, rather than something resulting from a disaster. Some activities that provide students with contextual information include:

- ✓ **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 trashcan 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...”

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

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

- ✓ **Create a scenario** - invite students to make up a story in which a new word features prominently. If students are too young for this activity, have them draw a picture story for a new word.

- **InInvolve students actively in word learning-** students remember more when they relate new information to known information, transforming it in their own words, generating examples and non-examples, producing antonyms and synonyms, and so forth.
- **Use discussion to teach the meanings of new words-** discussion adds an important dimension to vocabulary instruction. Students with little or no knowledge of some new words they encounter in a vocabulary lesson are often able to construct a good idea of a word's meaning from the bits of partial knowledge contributed by their classmates.
- ✦ **Providing modeling and instruction in independent word-learning strategies**
Independent word-learning strategies are techniques that teachers can model. Key word-learning strategies include: The efficient use of the dictionary, the use of word parts (prefixes, suffixes, roots, compounds) to unlock a word's meaning; and the use of context clues teaches to students so as to help them figure out the meanings of unknown words on their own.
 - **The efficient use of the dictionary,**
 - The use of word parts (prefixes, suffixes, roots, compounds) to unlock a word's meaning; and
 - The use of context clues teaches to students so as to help them figure out the meanings of unknown words on their own.

2.3.4 The Role of CLT in Vocabulary Activities

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

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

a way that learners can easily grasp the meaning of new words from the context. To do this, communicative practice that lets learners to use the language should be employed in the classroom.

Keeping this fact in mind Yiwei WU (2009) believes that presentation of classroom activities begin with giving suitable topics and followed by an explanation of the word meaning in a situation, and finally giving a role-play which engage students in the classroom communication that include: games, music, discussions, stimulating pictures, dramatic stories, amusing anecdotes, etc. He proposed that giving learners authentic materials like newspaper articles, brochures, train tickets, letters, advertisements, recording of news, airport announcements, creates an opportunity to develop strategies for understanding language as it is actually used by native speakers.

Activities that reflect the principles of communicative methodology are categorized by Richards (2006, 19-20) as follows: Mechanical, meaningful and communicative practice. Mechanical practice refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Examples of this kind of activity would be repetition drills and substitution drills designed to practice use of particular grammatical or other items. Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. For example, in order to practice the use of prepositions to describe locations of places, students might be given a street map with various building identified in different locations. Communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example students might have to draw a map of their neighborhood and answer questions about the location of different places in their neighborhood, such as the nearest bus stop, the nearest café, etc. Among these three types of activities the one which is very closely related to this study is the last one that is communicative practice. Richards further classified communicative activities based on the information gap. These are:

✦ **Information-gap activities-** an important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication people normally communicate in order to get information they do not possess. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their

own sake and use their linguistic and communicative resources in order to obtain information. In so doing they will draw available vocabulary, grammar, and communication strategies to complete a task.

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

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

- **Task- completion activities:** puzzles, games, map-reading and other kinds of classroom tasks in which the focus was on using one's language resource to complete a task.
- **Information gathering activities:** student conducted surveys, interviews and searches in which students were required to use their linguistic resources to collect information.
- **Opinion- sharing activities:** activities where students compare values, opinions, beliefs, such as a ranking task in which students list six qualities in order of importance which they might consider in choosing a date or spouse.
- **Information-transfer activities:** these require learners to take information that is presented in one form, and represent it in a different form. For example they may read instruction on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.
- **Reasoning gap-** activities: these involve deriving some new information from given information through the process of inference, practical reasoning etc. For example, working out a teacher's time table on the basis of given time tables.
- **Role- plays:** activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

In relation to vocabulary activities in CLT, English Textbook of Grade Nine (2005) consists of vocabulary activities like the following:

1. Activities on definition:

- Learners invent true and false definitions of target words among lists of other words.
- Tables with some part of speech omitted
- Games like writing a story by looking at the sequence of pictures.
- Completing crosswords.
- Board game with definitions on squares.

2. Activities on Matching:

- Target word with a definition.
- Target word with a synonym or antonym.
- Target word with a picture.

3. Activities on Gap Filling:

- Sentences with target word omitted.
- Story with several words or omitted.

4. Production activities:

- Learners write true sentences about themselves using target words.
- Learners write a story incorporating the target words.
- Discussion or debates involving the use of target words.

Activities like the above mentioned are really helpful to make use of the new words that learners experience while they expose themselves in reading, listening, speaking and writing texts. Teachers follow up is essential to check that whether the goal of the lesson in vocabulary learning is achieved and to supplement the lesson with genuine language learning activities to be done outside the class.

2.4 Factors affecting the implementation of CLT in vocabulary teaching

According to Texas Reading Initiative (2002) there are for barriers to help students develop word knowledge in breadth and depth, we must first recognize the following four fundamental obstacles, and then develop teaching practices to address those obstacles:

- **The size of the task-** the number of words that students need to learn is exceedingly large. We know that, on average, students add 2,000–3,000 words a year to their reading

vocabularies. This means that they learn from six to eight new words each day—an enormous achievement. Individual differences in vocabulary size also involve large numbers. Some fifth-grade students may know thousands more words than other students in the same classroom. As a teacher, you know the difference this can make: students who know the meanings of many words catch on to and understand new ideas and concepts much faster than do those students with limited vocabularies.

- **The differences between spoken English and written, or “literate” 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 school.
- **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.
- **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 reading or writing. Adding to the complexity is the fact that different kinds of words place different demands on learners.
- **Lack of creating genuine communication-** CLT holds that learning takes place through genuine communication. However, determining how to create genuine communication within the classroom setting presents challenges to teachers.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This section presents the research design, research methods, data gathering tools, sampling, procedures and the methods of data analysis.

3.0 Research design

As the aim of this study was to discover the practice of communicative approach in teaching vocabulary in Addis Ababa 8 schools, descriptive survey type of research was employed to explore how teachers' perceive CLT and practically implement it in the classroom.

3.1 Research Method

To investigate the practice of communicative approach in teaching vocabulary skill among teachers' of selected schools in Addis Ababa, qualitative and quantitative method of study were chosen. This was because the quantitative method clearly showed the degree of teachers' perception and implementation of CLT in figures. Qualitative method was used to support the data gained from teachers' questionnaire and classroom observation by their own words of the focus group discussion.

3.1.1 The source of data

The sources of data for this study were grade nine English language teachers of 8 schools in Arada sub-city of Addis Ababa.

3.1.2 Selection of target schools

Based on the information gained from Arada sub-city Education Bureau, a total of 10 (5 governments and 5 public) high schools were found. Out of which 8 or 80% of them, namely Meskerem, Tikur Anbesa, Yekatit 66, Agazian No 3, Newera, Bethlehem, Atse-Noad, and Dejazmach Belay Zeleke high schools in Arada sub-city were chosen based on random sampling.

3.1.3 Selection of sample teachers and grade level

The study has taken an account of 40 or 75.5% of randomly chosen English language teachers as a sample out of 53. Preferring teachers of grade 9 rather than other grade level was because of two reasons. First, it is the base for preparatory classes. Second, teachers of this grade level were demanded not only teaching but also make learners ready for Ethiopian General Secondary Education Certificate Examination (EGSECE).

3.2 Data gathering tools

This study utilized 3 tools to gather the required data. These were questionnaire, classroom observation with checklist, and focus group discussion.

3.2.1 The questionnaire

In order to collect data to explore teachers' practices while teaching vocabulary lessons in CLT, A total of 42 questionnaire having both close-ended and open-ended questionnaire (see appendix III) were designed for sample teachers. The first 6 items inquired teachers' personal back ground. The second part of the questionnaire included 9 items focusing on the principles of communicative language teaching. Teachers were asked to rate based on their prior knowledge and experience. The third and fourth part of the questionnaire consisted of classroom practice of teachers to apply CLT in teaching vocabulary in relation to activities and instruction. Based on this, 15 items on classroom instruction and 12 items on the classroom and home take activities given by the teacher were the center of attention. Except the background of the teacher (6items) all of them were used four and five point Likert Scale.

3.2.2 Classroom observation

To make sure that the data obtained from the questionnaires were the reflection of what grade 9 teachers of the selected schools were actually practiced teaching vocabulary using CLT, classrooms observation based on check lists were utilized. All teachers were observed three times for 45 minutes with the help of checklist (see appendix I).The observation checklist was prepared with a two point scale (yes, no) to identify the presence or absence of some selected variables taken from the classroom instruction and activities part of the questionnaire. Furthermore, it included the classroom condition and factors affecting the implementation of CLT in vocabulary teaching. The observations were mainly focused on how the teacher changed

the theoretical knowledge of CLT through practical use of activities and instruction so as to make learners use words that they gained from the other major skills in the language. In all sessions, the researcher and the 2 co-observers attended and collected the data based on the checklist. The first observation was made how words were taught in reading texts, the second was on the vocabulary section and the third was on the vocabulary activities that the learners were given as a form of class work and homework. Thus, an attempt was made to explore teachers' practical implementation by the help of 12 and 11 CLT activities and instructions respectively.

Then, checklist results of the three observers were compared and only similar observation results were considered after each observation. Finally, all observed teachers' data were summarized and changed into Likert Scale (4 point measure of frequency) which was a more quantitative way of describing items.

3.2.3 Focus group discussion

In addition to questionnaire and classroom observation, focused group discussion which included 9 open-ended questions were prepared to assess whether the classroom and home take activities of the learner and the instruction of teachers used the words in the actual situation. The purpose of the discussion with 8 teachers was to cross check the information they filled in the questionnaire.

3.3 Data Analysis

The information that was collected on the principles, classroom instructions and activities through questionnaire was analyzed and compared to the classroom observation quantitatively in frequencies and percentages. The major obstacles observed during the classroom observation were also reported quantitatively. At last, the focus group discussion reported qualitatively to strengthen the data obtained from the other tools.

3.4 Procedures

The required data was collected based on the following procedures. First of all, relevant literature was reviewed to obtain sufficient information to develop the questionnaire, the class observation checklist and the focus group discussion. Then the questionnaire was distributed to teachers of the selected school and collected. Following this, the classroom observation was made 3 times in each classroom. Finally, focus group discussion was held with selected teachers for an hour.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

In this chapter, the analysis and interpretation of data collected through questionnaire, classroom observation and the focus group discussion together with the major findings will be presented. Accordingly teachers' professional development, analysis of teachers' perception on CLT principles, vocabulary instructions and activities in CLT are compared with the class room observation. Then, the classroom condition against vocabulary instruction and vocabulary activities will be compared by the help of the classroom observation checklist. Next, major factors affected the implementation of teaching vocabulary in CLT follow. Finally, focus group discussion results are treated under this section respectively.

4.0 Teachers' professional development

Looking at the professional development of teachers whether they have attained a sort of training in the teaching of vocabulary through CLT was the base for this research since it aimed at exploring the theoretical background of teachers against their practice. Except one masters graduate all teachers were qualified with a bachelor degree in English education. Among the total of 40 subjects, 85 % of the teachers were graduated in the past 10 years and they had attended courses of the revised curriculum that accommodate the principles and approaches of CLT. Though, 5% and 10% of the teachers are graduated before 16 and 20 years ago respectively, but they had taken trainings on teaching English skills in communicative language teaching approach. So, all the subjects were aware of communicative language teaching approach in the class.

4.1 Data obtained through the questionnaire

By using the teachers' questionnaire, perceptions about CLT principles were calculated and presented. In analyzing the perceptions, questionnaires which focused on the general points that the teachers bear in mind, for example, meaningful interaction, classroom instruction and activities, and the role of the teacher (see table 1 on page 27 or appendix III) during CLT classes were included as a primary source for the study.

4.1.1 Results from CLT principles

In the table 1 below, nine principles that teachers need to perceive were presented. The teachers' response to item one showed that 67.5 % of them *strongly agreed*, 25% *agreed* and 7.5% *disagreed* about learners' meaningful interaction. However, in the actual teaching learning process in the class, nobody was observed in using games and role play (see table 4 below). This was because teachers were in hurry to cover the portion and they dominantly use the classroom time for the presentation of isolated words meaning.

Regarding classroom activities under item 2, 65% of the teachers *strongly agreed*; 30% *agreed* and 5% *disagreed* on the importance of classroom activities for maximizing communication opportunities. The classroom observation on the other hand proved that only 5% of the teachers practically implemented classroom activities. The classroom observation indicated that teachers *usually* spend their time 70%, and 60% in presenting the meaning and form of words respectively.

In connection with responsibility of learners to their own learning 52.5 % of the teachers *strongly agreed* that it is very important, 35% of them *agreed* while 10% of the teacher *disagreed* and even 2.5 %, one of the teachers *strongly disagreed*. Those who believed that unfair to let learners themselves responsible for their own learning observed that they were dominant and did not give chances for learners to discuss on the difference between the new word and related words (5%).

Table (1) Frequencies and percentages of the CLT principles

No	Items	Principles									
		Strongly agree		Agree		Disagree		Strongly disagree		Neutral	
		No	%	No	%	No	%	No	%	No	%
1	Learners are engaged in meaningful interaction.	27	67.5	10	25	3	7.5	-	0	-	0
2	Classroom activities maximizing communication opportunities.	26	65	12	30	2	5	-	0	-	0
3.	Learners to take responsibility for their own learning.	21	52.5	14	35	4	10	1	2.5	-	0
4.	Activities should be based on the students needs.	28	70	7	17.5	5	12.5	-	0	-	0
5.	Language as a vehicle for doing something is more effective.	25	62.5	15	37.5	-	0	-	0	-	0
6.	Small group work can replace whole class after clear instruction.	23	57.5	12	30	5	12.5	-	0	-	0
7.	Successful language learning involves the use of effective learning and communication strategies.	26	65	14	35	-	0	-	0	-	0
8.	The role of the teacher in the language classroom is that of a facilitator.	35	87.5	2	5	3	7.5	-	0	-	0
9.	Group work allows students to explore problems.	26	65	13	32.5	1	2.5	-	0	-	0
Adapted from Richards (2006)											

Item 4 above, which consisted of 70 % of teachers *strongly agreed*, 17.5 % *agreed* and 12.5% *disagreed* that activities should be based on the students needs. It was observed that in the actual classroom, teachers were asking questions to fill in the blank spaces at word level. There were almost no activities designed by the teachers. They were over dependent in the text book exercises which focused on non- contextualization and authentic use of language.

“Language as a vehicle for doing something is more effective,” was item 5. Teachers perceived that 62.5 % and 37.5% *strongly agreed* and *agreed* respectively. This proved that teachers were clear about vocabulary teaching as a means not an end by itself. Unless the power of words expressed through the use of the language for real or authentic communication, learners would not benefit from the teacher. Nevertheless, only 5% of the observed teachers invited learners to engage in authentic class and home take activities respectively.

Teachers 57.5 % *strongly agreed* that clear instruction could replace group to whole class. However, 12.5 % of the teachers *disagreed*. Similarly, during the classroom observation teachers were failed to offer group work (20 %) activities.

In responding to item 7, teachers *strongly agreed* (65 %) that successful language learning involves the use of effective learning, 35 % of teachers were also *agreed* that use of effective learning has an immediate and long lasting impact on the teaching practice.

Item 8 was well understood by teachers, 87.5 % of them were *strongly believed* that the role of the teacher in the language classroom was that of a facilitator. Nevertheless, in the classroom observation, teachers were observed using much of the time for presentation of the form (60 %) and meaning (70 %) of words, rather than use of words in their context (10 %).

Finally, teachers (65%) *strongly agreed* that group work allows students to explore problems. They were also agreed (32.5%) that the problems which learners faced in group works are a source of content for language learning. To the contrary of their belief in group work, only 20% of the teachers *usually* tried to implement in the class.

To conclude, teachers perceived much of the principles (see table 1) to teach vocabulary communicatively. However, a great deal remained to be done to translate the principles into activities like games, role plays, pair works and group works that help learners use the language for problem solving communicative needs.

4.1.2 Results from the classroom vocabulary instruction in ELT class

Many teachers (see table 2 below) 62.5% of them claimed that they *always* used clear instruction to present classroom activities. Only 2 (5%) of the teachers were *rarely* used clear instruction. The classroom instruction observation also confirmed that most teachers employed clear instruction even though it focused on the memorization of the meaning of separate vocabulary words like re-writing words meaning (70%) even though learners failed to do it. Thus, this did not support learners to use words in context.

Item 2 inquired learners whether they use synonyms to teach vocabulary words. 32.5 % of the teachers said that they used it *always*, 30% of them used it *usually* and those who used it sometimes were consisting of 35 %.

In item 3, about the use of antonyms almost similar figures were obtained for gradable, complementary and converse antonyms. To mention some of them, 30%, 22.5%, and 40% of the teachers responded that they *always* used gradable, complementary and converse antonym. Teachers were also mentioned that they (30 %, 42.5 %, and 30 %) *usually* presented vocabulary words by using the above stated antonyms types respectively. The classroom observation showed almost similar (30 %, and 25 %) result to that of the questionnaire in using synonyms and antonyms respectively. It is possible to conclude that teachers practice in applying synonyms and antonyms were better as a result of the text books' presentation of vocabulary words.

Table (2) Frequencies and percentages of the vocabulary instructions in CLT

No	Items	Vocabulary Instructions in ELT class:									
		Always		Usually		Sometimes		Rarely		Never	
		No	%	No	%	No	%	No	%	No	%
1.	Use of clear instruction to present classroom activities	25	62.5	10	25	3	7.5	2	5	-	
2.	synonyms- e.g. student and pupil , buy and purchase	13	32.5	12	30	14	35	1	2.5	-	
3.	antonyms- a) Gradable (e.g.) big/small, hot and cold, high and low	12	30	12	30	11	27.5	5	12.5	-	
	b) Complementary antonyms (e.g.) dead or alive, male or female	9	22.5	17	42.5	10	25	4	10	-	
	C)Converse or relational antonyms(e.g.) borrow or lend, buy or sell, wife or husband	16	40	12	30	7	17.5	4	10	1	2.5
4.	Rewrite definitions - Asking students to restate a dictionary definition in their own words.	10	25	7	17.5	9	22.5	12	30	2	5
5.	Supply words that are not examples of the word's meaning. For example, point out to them that ' <i>murder</i> ' is not an example of the word ' <i>kidnapping</i> ', then ask them to think of other non-examples of the word.	7	17.5	5	12.5	9	22.5	9	22.5	10	25
6.	Discuss the difference between the new word and related words- a discussion of the word <i>travel</i> , defined as "journey," "trip," or voyage "" might include a discussion of the differences between <i>travel</i> and <i>journey</i> , <i>trip</i> , and <i>voyage</i> .	5	12.5	5	12.5	7	17.5	3	7.5	10	25
7.	Have students create sentences that contain the new word in several different and varied sentences – e.g. "I like chaos," can be clearly stated like this, "The scene was complete chaos-desks were turned over, paint was splashed on the floor, and the trashcan was upside down."	9	22.5	5	12.5	9	22.5	8	20	10	25
8.	Creating a scenario – invite students to make up a story in which a new word features prominently.	10	25	5	12.5	11	27.5	4	10	10	25

No	Items	Vocabulary Instructions in ELT class:									
		Always		Usually		Sometimes		Rarely		Never	
		No	%	No	%	No	%	No	%	No	%
9	Involving students actively in word learning- e.g. Students call out similarities and differences between two texts, and the teacher draws circles and lines to make associations between concepts.	18	45	14	35	5	12.5	5	12.5	-	
10	Use discussion to teach the meanings of new words- e.g. Work together in fours. One person should think of a place, building, or room and tell the others three things that would be found there. The others should then try and guess the place.	17	42.5	8	20	6	15	6	15	3	7.5
11	The use of word parts- (prefixes, suffixes, roots, compounds) to unlock a word's meaning; e.g. uncomfortable [not suitable], modernize [make modern], impressed [full of admiration], absent-minded [forgetful]	9	22.5	15	37.5	8	20	6	15	2	5
12	The use of context clues- teaches to students so as to help them figure out the meanings of unknown words on their own.	21	52.5	9	22.5	6	15	3	7.5	1	2.5
13	When you teach vocabulary, to which one of the following technique you give priority most of the time? A) Defining meaning of the word, B) form of the word (written and spoken form),C) use of the word in the context, D) collocation of the word, E) synonym of the word ,F) antonym of the word. Please put letters of the above question from the most to the least frequently used techniques of instruction in teaching vocabulary in the class. _____	Defining meaning 30%, form of the word 25%, use of words in context 10%, collocation 5%, synonym 15%, and antonym 15%									
Adapted from Texas Reading Initiative(2002)											

For item 4 above, only 25% of the teachers' claimed that they *always* asked learners to restate the dictionary definition of words in their own words. 17.5 % of the teachers *usually* practiced such an activity while 22.5 % of them sometimes used item 4. On the contrary, the classroom observation disproved that teachers (70 %) asked learners to tell the definition of words using their own English in the classroom. However, learners were giving similar definitions that were found in the text book.

Regarding item 5, 6,7and 8, teachers (12.5%) *usually* instructed learners to supply words that were not examples of the word's meaning, discuss the difference between the new word and related words, create different sentences using the new words' and create a scenario that invite learners to make up a story in which a new word features prominently, only 25% teachers reported that they *never* used such activities. Likewise, the classroom observation, only (5%) of teachers were *rarely* seen when they were created a scenario and discussed the difference between the new word and related words. Thus, teachers' were not able to let learners engaged in productive activities. Even though teachers (45 %) said that they *always* involve students actively in word learning, the classroom observation showed that they *never* applied it to create sentences containing the new word in different sentences at classroom level.

Considering item 10, teachers (42.5 %) informed that *they* always used discussion to teach the meanings of new words. Only 7.5 % of teachers replied that they *never* did so. Though, the classroom observation showed that teachers (95 %) *often* used discussion. Due to this, teachers' commitment in inviting learners for discussion was also observed very poor.

Teachers were asked if they use word parts like prefixes, suffixes, roots and compounds to unlock a word's meaning, they answered that 22.5 %, 37.5 % and 20% of them did it *always*, *usually* and *sometimes* respectively. Only 5 % of teachers *never* used this instruction. The classroom observation, on the contrary, proved that many of the teachers (60 %) *usually* applied it.

Item 12 was vocabulary instruction by using context clues. Many of the teachers 52.5 % reported that they *always* explained the meaning of unknown words by using the use of context. In similar manner, 22.5 % of them *usually* did so. The classroom observation

likewise revealed that 60 % of the teachers *usually* employed context clues so as to discover the meaning of unknown words. However, only 5% of teachers were *usually* given an opportunity to guess the meanings of new words from their context in the class. Teachers did so for themselves.

The last item proved teachers lack of consistency while they gave responses to the questionnaire. 60 % and 70% of teachers focused on form and meaning of vocabulary instruction while the others, 10 %, 0 %, 30 %, and 25 %, of the teachers responded that they focused on the use of words in the context, collocation, synonym, and antonyms respectively.

In general, teachers were highly dependent on the text book and they focused on teaching on form and meaning of words rather than creating an environment where learners practice the language by using words in real communication.

Table (3) Frequencies and percentages of the vocabulary activities in CLT

No	Items	Vocabulary Activities in CLT									
		Always		Usually		Sometimes		Rarely		Never	
		N	%	N	%	N	%	N	%	No	%
1	Activities in the classroom include:	2	5	5	12.5	5	12.5	13	32.5	15	37.5
	A) Games: (e.g.) Crossword puzzles focusing on meaning and context.										
	B) Role-play : (e.g.) playing roles of patient and doctor to exchange information.	5	12.5	6	15	9	22.5	8	20	12	30
	C) Group work: (e.g.) discussing on the main idea of a reading passage in more than 2 students in a group.	7	17.5	9	22.5	6	15	8	20	10	25
	D) Pair work: using new words in dialogues.	11	27.5	13	32.5	8	20	3	7.5	4	10
2.	Use of authentic material: (E.g. newspaper, airlines ticket, bus ticket, map of the world.)	-	0	1	2.5	4	10	18	45	17	42.5
3.	Information gap activities:	3	7.5	14	35	13	32.5	7	17.5	3	7.5
	A) Task completion activities (e.g.), map reading to complete a task using words.										
	B) Information gathering activities (e.g.), conducting an interview to collect information.	3	7.5	14	35	9	22.5	6	15	8	20

No	Items	Vocabulary activities in CLT									
		Always		Usually		Sometimes		Rarely		Never	
		N	%	N	%	N	%	N	%	No	%
	C) Opinion- sharing activities (e.g.), exchanging beliefs / ideas on climate change.	7	17.5	16	40	6	15	5	12.5	6	15
	D) Information-transfer activities (e.g.), reading information about a subject and then represent it as a graph.	8	20	10	25	6	15	12	30	4	10
	E) Reasoning gap - activities (e.g.), working out a teacher's timetable based on given class timetables.	5	12.5	12	30	10	25	9	22.5	4	10
	F) Jig –Saw activities (e.g.), the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole.	-	0	-	0	2	5	16	40	22	55
4	What kind of activities you incorporate in teaching vocabulary? It is possible to select more than one option, A) Role play, B) Group work, C) pair work D) Games, E) Information gap activities. Please put letters of the above question from the most to the least frequently used activities in teaching vocabulary in the class. _____	Group work 40%, Pair work 50%, Games 2.5%, Information gap activities 5%, Role play 2.5%									

Adapted from Richards (2006), Seyyed Ayatollah Razmjoo and A. Mehdi Riazi (2006) and Adapted from Texas Reading Initiative(2002)

4.1.3 Results from the vocabulary activities in CLT

In this section, the teachers' response to the questionnaires and the classroom observation about their vocabulary activities will be analyzed (see table 3 above).

In item 1, activities like games, role-plays, group and pair works were included. Teachers (37.5 %, 30 %, 25 %, and 10 %) said that they *never* used the activities while (32.5%, 20%, 20%, and 7.5%) teachers *rarely* used with them respectively. Only 2%, 5%, 7%, and 11% of teachers *always* did so the above mentioned activities respectively. Similarly the classroom observation witnessed that only (games and role-plays: 0%, group works: 20%, and pair work; 10%) of teachers *usually* used these activities in the classroom. Thus, teachers were hardly practiced these activities in the classroom.

In relation to the use of authentic material in the classroom, item 2 showed that no teachers were practically implemented it in regular basis. Many teachers (42.5%, 45%) *never* and *rarely* taught vocabulary words with the help of authentic material. The classroom observation also confirmed that except 2 teachers the others were *never* did so regularly.

Concerning information gap activities, in item 3, task completion, information gathering, opinion sharing, and information transfer and reasoning gap activities, majority of teachers (35%, 35%, 40%, 25%, and 30%) responded that they *usually* used them respectively. However, (7.5%, 20%, 15%, 10%, and 10%) of the teachers were *never* and (17.5%, 15%, 12.5%, 30%, and 22.5% of teachers were also *rarely* applied these activities in the classroom. In this item, the use of jig-saw activity was also included and no teachers were able to use it in regular (always, usually) basis. The classroom observation similarly disclosed that (40%) of the teachers *never* practiced information gap activities in the classroom. Therefore, it is clear that teachers dominantly relying on the teaching of vocabulary through rehearsal method rather than communicatively. It was also observed that learners were waiting for answers from the teacher and dictionary rather than guessing the new words from their context and used it for communication in and outside the class.

The last item placed the activities in their order of frequency in use in the classroom. Most teachers for example (50 %, 40 %, 2.5% 5% and 2.5) were responded in the open ended

questionnaire that they used pair work, group work, games, information gap activities and role play during vocabulary, instruction respectively. However, when they filled the close ended questionnaire (5%, 12.5%, 17.5%, and 27.5 %) responded that they used games, role plays, group work, and pair work respectively.

To sum up, teachers claimed that they were clear about on the principles how classroom instruction and activity applied in the actual teaching learning process by using CLT, however, the classroom observation proved that their theoretical knowledge about vocabulary teaching in CLT remained impractical and teachers were mainly attached to presenting the vocabulary words without letting learners involve actively in classroom activities. Even though class and home work activities were given to learners, most of them focused on the teaching of new words at word level. Teachers were not observed to take their role as a facilitator; they rather dominate the class by taking much of the time and learners were listening to the teachers' presentation without any attempt to use words for actual communication.

Table (4) Frequencies and percentages of the classroom observation

No	List of observation		Usually		Often		Some times		Never	
			No	%	No	%	No	%	No	%
1.	Classroom condition									
1.1	Are the sitting space enough for all students?		37	92.5	2	5	1	2.5	-	0
1.2	Are the seats movable?		38	95	2	5	-	0	-	0
1.3	Is there enough space for movement between desks?		40	100	-	0	-	0	-	0
1.4	Is there enough space in front of the learners?		40	100	-	0	-	0	-	0
2	Vocabulary classroom instruction in CLT		Usually		Often		Some times		Never	
			No	%	No	%	No	%	No	%
2.1	Does the teacher present the words?	A) Form?	24	60	12	30	4	10	-	0
		B) Meaning?	28	70	8	20	4	10	-	0
		C) Use in context?	4	10	36	90	-	0	-	0
		D) Collocation?	-	0	-	0	-	0	-	0
		E) Synonymy?	12	30	24	60	4	10	-	0
		F) Antonym?	10	25	24	60	6	15	-	0

2.2	Does the teacher employ clear instruction to present classroom communicative activities ?	A) creating a scenario	2	5		95	-	0	-	0
		B) Discuss the difference between the new word and related words	2	5	38	95	-	0	-	0
		C) Create sentences containing the new word in different sentences	-	0	-	0	-	0	-	0
		D) Rewrite definitions	28	70	12	30	-	0	-	0
		E) Use of context	24	60	16	40	-	0	-	0
		F) Use of word parts	24	60	16	40				
3.	Communicative activities in vocabulary teaching		usually		Often		sometimes		Never	
			No	%	No	%	No	%	No	%
3.1	Do the teachers include communicative activities that invite the use of vocabulary words in the class?	A) Role-plays	-	0	-	0	-		40	100
		B) Group work	8	20	16	40	8	20	8	20
		C) Pair works	4	10	12	30	8	20	16	40
		D) Games	-	0	-	0	-	0	40	100
		E) Information gap	-	0	12	30	12	30	16	40
3.2	Do students actively participate in the classroom activities during vocabulary lesson?	A) Willingness in turn taking	-	0	-	0	-	0	40	100
		B) Willingness in forming group	-	0	-	0	-	0	40	100
3.3	Does the teacher give home take activities that invite learners to use the language?	A) Home take activities to use authentic context	2	5	13	32.5	15	37.5	10	25
		B) Classroom activities to use authentic contexts	2	5	15	37.5	13	32.5	10	25
3.4	Does the teacher facilitate vocabulary learning while students are doing the communicative activities?	A) Motivating learners	2	5	2	5	5	12.5	31	77.5
		B) Taking roles with learners	-	0	-	0	-	0	-	0

4.	Factors affecting the implementation of CLT in teaching vocabulary		Usually		Often		Sometimes		Never	
			No	%	No	%	No	%	No	%
4.1	Are there any problems that hinder the teacher to practice vocabulary in CLT?	A)The size of the task(having many new words to learn)	30	75	5	12.5	5	12.5	-	0
		B)The differences between spoken and written English i.e. (the hidden sounds, double & silent letters, and homophones)	32	80	5	12.5	3	7.5	-	0
		C)The limitations of sources of information about words (context, pose, word parts)	25	62.5	6	15	9	22.5	-	0
		D) The complexity of word knowledge (category of the word, content word, function word etc.)	20	50	15	37.5	5	12.5	-	0
		E)The students' population in the class	5	12.5	5	12.5	20	50	10	12
		F)Teachers' academic ability	-	0	-	0	10	25	30	75
		G)Administrative constraints	-	0	-	0	5	12.5	35	87.5
		G)Creating genuine communication	-	0	-	0	5	12.5	35	87.5
Adapted from Richards (2006), Seyyed Ayatollah Razmjoo and A. Mehdi Riazi (2006) and from Texas Reading Initiative(2002)										

4.2 Results of the classroom observation

The classroom observation (see table 4 above) was held in one volunteer teacher from each school for three times. Results of the questionnaire on the perception of principles in CLT, classroom instruction and activities in vocabulary teaching were analyzed by comparing with the classroom observation. In this part, some of the classroom instructions and activities are center of emphasis.

In connection to vocabulary instruction, the words most of the time was presented out of plausible context as isolated words. The teacher was the one who often introduced and guessed the meaning of new words by using context (90%) from the reading passage. However, learners' involvements in meaningful interaction with the text to reach on the meaning of new words were very limited. For example, only 2 (5%) of teachers connect the classroom presentation to that of classroom and home take activities to make them practice the language in authentic context. Teachers were usually observed while they were presenting vocabulary words by giving a higher emphasis for form (60 %), and meaning (70 %) in separate sentences. Generally, in all observed classes, teachers were usually interested in using non communicative approach of teaching like form, meaning, and use of word parts (60%). They also often implement teaching of words using synonymy and antonym (60%) without giving chances for learners. They totally ignored teaching new words with collocations (0%), and creating sentences containing the new word in different sentences (0%).

The use of communicative activities in the classroom was the second point that the researcher observed during the actual teaching learning process. Learners' were sat on bench that had enough space for movement between (100%) or in front of learners (100%). In addition, the seats were movable (95%) to perform activities like role-plays, games, group and pair works. Though the classroom conditions were conducive for communicative vocabulary teaching activities, teachers never introduced role-play and vocabulary games. Only (40 %, 30% 30%) of teachers often made learners to involve in group and pair work, and information gap activities respectively. It is possible to conclude that teachers were remained dominant in vocabulary instruction and give less opportunity for learners to practice the language through activities.

4.3 Results from the focused group discussion

After the classroom observations were finalized, teachers from each school were asked for group discussion. Nine questions were forwarded for teachers (see appendix II) and their responses were written on a note book and they were finally summarized briefly. The response ^{from} to the focus group discussion was more or less similar to the classroom observation.

Teachers were asked if they attended any kind of training on CLT. All teachers said that they took what the university or college offered them. The nature of the courses was focused on the teaching language communicatively so as learners use the language for real communication.

The second question was on the materials availability and appropriateness of the classroom instructional materials. Teachers responded that the classroom materials like desk, blackboard duster, white chalk and English text book were sufficiently available. Nevertheless, only few teachers had the teachers' guide. The text book had included vocabulary instructions and activities that would help learners to use the language in real communication.

Teachers also gave answers to forwarded questions that inquired how vocabulary was taught in English classes. They responded that they always follow the text book to present vocabulary. Teachers also said that when they were running out of time, they simply told the meaning of the new words orally and gave the activities as homework. On the following day, learners would be given correction.

The kind of classroom instruction that teachers regularly used to present the vocabulary words in reading, listening and speaking text were on the questions list forwarded to the group. Teachers said that they mainly taught new words in the reading passage. They also added that learners would be encouraged to do exercises individually as a home and class work. Teachers said that they even lacked interest to implement vocabulary instruction through communicative activities.

“What kind of activities you usually use for vocabulary instruction?” was the next question for the group. Teachers said that they use the text book in the classroom to make learners engage in activities. They never brought authentic materials to the class; they use pictures and charts that are found in the text book.

All teachers responded that they rarely invite learners to practice the language through group and pair work interactions. Teachers on the one hand believed that letting learners discuss in group and pair work help learners a lot. However, on the other hand learners affect the classroom discipline, shift to mother tongue and start talking their own business.

Teachers said that vocabulary lesson should be taught by using authentic materials and activities that support learners in building their vocabulary knowledge.

Teachers were also asked if there were things that they complained about vocabulary teaching in CLT. Teachers believed that learners’ language competence to engage in communicative activities is poor. As a result of this they were not happy to engage in activities like pair work, group work, and role play. They added that schools should be a place in which the target language could be practiced since most learners did not have access to listen or speak the target language.

4.4 Factors affecting the implementation of CLT

The major factors observed during the classroom instruction in vocabulary lesson were:

- Presentation of dictionary definition of many new words at a time (usually more than 10) for the sake of saving time to finalize the portion within the limited time was observed. However, Texas Reading Initiative (2002) stated that 6-8 words per day are enough to teach learners in different contexts at this stage.
- Learners were seen confused by the difference between spoken and written English. For example, learners were getting confused while the teacher presented the word ‘itch’ to that of ‘each’ due to the teacher’s pronunciation similarity, separate teaching or lack of context.

- The third difficulty which consisted of (62.5%) was observed at times of informing learners about sources of words like word parts and context. Teachers were dependent on the dictionary definition of words.
- Teachers use of lecture method for the presentation of new words even though teachers usually (50%) knew that word knowledge could be complex and needs usage of word in authentic context.
- Administrative staffs sometimes (12.5%) felt that communicative activities disturb other learners in the next door and kept the teacher idle.

CHAPER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter summary, conclusion and recommendation are included respectively. The summary deals with major findings of the study based on its objectives. Second, based on the research findings conclusion will be made. Finally, according to the findings, some possible recommendations will be presented.

5.1 SUMMARY

“Exploring the practice of communicative approach in teaching vocabulary among grade nine teachers of English language in Addis Ababa” was the main objective of this study. In order to achieve this objective, the following specific questions were prepared.

- How were communicative language teaching principles perceived by the teachers?
- How often do teachers’ instructions focus on forms, meanings and uses of vocabularies in authentic context?
- How often do teachers use activities that would give chances for students to practice the newly introduced words?
- What are the factors affected the implementation of communicative approach in teaching vocabulary skill?

5.1.1 Teachers’ perceptions on CLT principles

The analysis of the data shows that:

- All teachers perceived much of the principles to teach vocabulary communicatively. However, a great deal remained to be done to translate the principles into activities like games, role plays, pair works and group works that help learners use the language for problem solving communicative needs.
- Teachers were inclined in using lecture method rather than CLT approach to present vocabulary lessons.

5.1.2 Teachers' vocabulary classroom instruction

- Teachers spent much of their time in presenting the meaning and form of words rather than creating an environment where learners practice the language by using words in real life situations.
- Teachers totally ignored teaching new words with collocations and creating sentences containing the new word in different sentences
- Teachers were over dependent in the text book exercises which focused on non-contextualization and authentic use of language.
- Most teachers employed clear instruction even though it focused on the memorization of the meaning of separate vocabulary words.
- Teachers practice in applying synonyms and antonyms was better as a result of the text books' presentation in using them.
- Learners were waiting for answers from the teacher and referred from dictionary rather than guessing the new words from their context and used it for communication in and outside the class.

5.1.3 Vocabulary activities in CLT

- Almost all teachers were never used authentic material to introduce vocabulary activities.
- Teachers' commitment in inviting learners for discussion was observed very poor. In addition, they never applied discussion on the meaning of new words at classroom level.
- Teachers were dominant enough that never let learners to discuss on the difference between the new word and related words.
- Vocabulary teaching in CLT remained impractical and teachers were mainly attached to presenting the vocabulary words without letting learners involve actively in

classroom activities. Even though class and home work activities were given to learners, most of them focused on the teaching of new words at word level.

- Teachers were not taking their role as a facilitator; they rather dominate the class by taking much of the time and learners were listening to the teachers' presentation without any attempt to use words for actual communication.

It is possible to conclude that teachers in all subject schools were dominantly apply lecture method during vocabulary instruction and gave less opportunity for learners to practice the language through activities.

5.1.4 Factors affecting the implementation of CLT

- Teachers' dependency on the traditional or lecture method.
- Presentation of dictionary definition of many new words at a time for the sake of saving time to finalize the portion within the limited time.
- Learners' confusion as a result of the difference between spoken and written English words.

5.2 Conclusion

To sum up, there were mismatches between teachers' response to the questionnaires and the actual classroom observation. Teachers claimed that they were clear about on the principles how classroom instruction and activity applied in the actual teaching learning process by using CLT, however, the classroom observation proved that their theoretical knowledge kept impractical to classroom instructions and activities.

- Teachers neglected the use of classroom instruction that could facilitate learners to use the language for communication.
- Teachers failed to change their theoretical knowledge in to practical by using appropriate classroom instruction and activity.
- Even though authentic materials are effective ways of learning, they were not introduced into the class by teachers.

- Lack of interest by teachers to teach vocabulary communicatively due to lack of time to cover the portion accompanied by the presentation of many words at a time, and some words spoken and written English difference were factors that affect the implementation of CLT in vocabulary teaching.

5.3 Recommendations

Based on the findings of the study the following recommendations are forwarded for better implementation of CLT in vocabulary teaching.

- The research findings shows that teachers' perception on the principles of communicative language teaching was very good and this was because of all teachers had attended courses on how to apply CLT in language classroom. Thus, teachers should try to implement at least some of the communicative language teaching instructions and activities based on the students' level of understanding.
- Department heads and administrators should follow up teachers not only coverage of units but also how better each skills are taught.
- Creating meaningful learning opportunities in and out of the school is very important for learners to make use of the language. Establishing English club and declaring one day as an English day help learners to use the language in school.
- Teachers should facilitate opportunities for learners to define and guess the meanings of new words from their context and use these words in meaningful and authentic writing and listening activities that forces learners to take care of their own learning.

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Classroom Observation Checklist

School _____ Teacher's code No _____
 Date 1 _____ Date 2 _____ Date 3 _____ Total class sessions observed _____ lesson topic _____
 time _____ No of students _____

No	List of observation	Session 1		Session 2		Session 3	
		Yes	No	Yes	No	Yes	No
1.	Classroom condition						
1.1	Are the sitting space enough for all students?						
1.2	Are the seats movable?						
1.3	Is there enough space for movement between desks?						
1.4	Is there enough space in front of the learners?						
2	Classroom instruction	Yes	No	Yes	No	Yes	No
2.1	Does the teacher present the words'	A) form?					
		B) meaning?					

		C) use in context?							
		D) collocation?							
		E) synonymy?							
		F) antonym?							
2.2	Does the teacher employ clear instruction to present classroom communicative activities ?	A) creating a scenario							
		B) Discuss the difference between the new word and related words							
		C) Create sentences containing the new word in different sentences							
		D) Rewrite definitions							
3.	Communicative activities		Session 1		Session 2		Session 3		
			Yes	No	Yes	No	Yes	No	
3.1	Do the teachers include communicative activities that invite the use of vocabulary words in the class?	A) Role-plays							
		B) Group work							
		C) Pair works							
		D) Games							
		E) Information gap							
3.2	Do students actively participate in the classroom activities during vocabulary lesson?	A) Willingness in turn taking							
		B) Willingness in forming group							
3.3	Does the teacher give home take activities that invite learners to use the language?	A) Home take activities to use authentic context							
		B) Classroom activities to use authentic contexts							
3.4	Does the teacher facilitate vocabulary learning while students are doing the communicative activities?	A) Motivating learners							
		B) Taking roles with learners							

4.	Factors affecting the implementation of CLT in vocabulary teaching		Session 1		Session 2		Session 3	
			Yes	No	Yes	No	Yes	No
4.1	Are there any problems that hinder the teacher to practice vocabulary in CLT?	A) The size of the task(having many new words to learn)						
		B) The differences between spoken and written English i.e. (the hidden sounds, double & silent letters, and homophones)						
		C) The limitations of sources of information about words(context, pose, word parts)						
		D) The complexity of word knowledge (category of the word, content word, function word etc.)						
		E) The students' population in the class						
		F) Teachers' academic ability						
		G) Administrative constraints						
		H) Creating genuine communication						
Adapted from Richards (2006), Seyyed Ayatollah Razmjoo and A. Mehdi Riazi (2006) and from Texas Reading Initiative(2002)								

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Questions for focused group discussion among teachers

1. Have you taken any sufficient courses or training concerning vocabulary teaching in CLT? If yes, what was the nature and aim of it?
2. Are the classroom materials (tables, chairs,) and grade 9 English curricular materials like textbooks, teacher's guide and other materials are suitable for vocabulary teaching in view of CLT context?
3. How vocabulary is normally taught in your class?
4. What kind of classroom instruction you use to present vocabulary words which are found in the reading passage, listening text and speaking (conversation) part?
5. What kind of instruction you use for vocabulary activities in the classroom?
6. Do you think you let students to take part in classroom activities so as to practice vocabulary words in context?
7. How do you help learners while they are practicing the language in the classroom?
8. How do you think vocabulary teaching should be practiced?
9. Is there any thing that you complain about the teaching-learning process of vocabulary in CLT? If yes, what was it?

Appendix-III

ADDIS ABABA UNIVERSITY
FACULTY OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH LANGUAGE

TEACHERS' QUESTIONNAIRE

Dear teachers: I am conducting a study on "Assessing the Practice of Communicative Approach in Teaching EFL/ESL Vocabulary Skill" among grade nine teachers. Therefore, you are kindly asked to fill in the questionnaire, honestly and carefully. The questionnaire has 31 items focusing on the principles, the classroom instruction, activity and some of the factors affecting the implementation of CLT while introducing vocabulary lessons. Please note that your answers should be based on what you really do but not based on what you wish you could have done or should have been. I like to stress that the information you provide is completely confidential used by the researcher only. For this reason, you do not have to write your name.

Thank you in advance!!!

Part one

Background information

Instruction: Please indicate your answer by making an 'X' in the appropriate box or writing where it is necessary in the space provided.

1. Name of your School: _____

2. Sex: M F

3. Age:

A) 20-25 C) 31-35

B) 26-30 D) 36-and above

4. Qualification

A) College diploma C) Masters (MA)

B) Degree (BA) D) Other ,please state _____

5. Subjects you teach: A) _____

B) _____

6. Total year of service as a teacher:

A) 1-5 years C) 11-15 years

B) 6-10 years D) 16-20 years

E) 21 and above years

Part 2: Principles, Instructions, Activities

Instruction: Indicate to what extent you agree with the following statements based on your belief and experience of vocabulary teaching in CLT by putting an “√” under each number in the table.

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

CLT Principles

No	Some of the Communicative Language Teaching principles in EFL/ESL class.	Scales				
		5	4	3	2	1
1	Learners are engaged in meaningful interaction.					
2	Classroom activities maximizing communication opportunities					
3.	Learners to take responsibility for their own learning					
4.	Activities should be based on the students needs					
5.	Language as a vehicle for doing something is more effective					
6.	Small group work can replace whole class after clear instruction					
7.	Successful language learning involves the use of effective learning					
8.	The role of the teacher in the language classroom is that of a facilitator.					
9.	Group work allows students to explore problems					

Adapted from Richards (2006), Seyyed Ayatollah Razmjoo and A. Mehdi Riazi (2006)

Read each statements carefully and put an “√” under each number in the table. Note that:

5=Always 4= Usually 3= Sometimes 2= Rarely 1=Never

No	Some of the Vocabulary Instructions in ELT class: In ELT class you teach	Scales				
		5	4	3	2	1
9.	Involving students actively in word learning- e.g. Students call out similarities and differences between two texts, and the teacher draws circles and lines to make associations between concepts.					
10.	Use discussion to teach the meanings of new words- e.g. Work together in fours. One person should think of a place, building, or room and tell the others three things that would be found there. The others should then try and guess the place.					
11.	The use of word parts- (prefixes, suffixes, roots, compounds) to unlock a word’s meaning; e.g. un comfortable [not suitable], modernize [make modern], impressed [full of admiration], absent-minded [forgetful]					
12.	The use of context clues- teaches to students so as to help them figure out the meanings of unknown words on their own.					

Adapted from Texas Reading Initiative(2002)

13. When you teach vocabulary, to which one of the following technique you give priority most of the time?

- A) defining meaning of the word
- B) form of the word(written and spoken form)
- C) use of the word in the context
- D) collocation of the word
- E) synonym of the word
- F) antonym of the word

Please put letters of the above question from the most to the least frequently used techniques of instruction in teaching vocabulary in the class. _____

Vocabulary Activities in CLT

Read each statements carefully and put an “√” mark under each number in the table. Note that:
5=Always 4= Usually 3= Sometimes 2= Rarely 1=Never

No	Vocabulary Activities in CLT	Scales				
		5	4	3	2	1
1	Activities in the classroom include:					
	A)Games: (e.g.) Crossword puzzles focusing on meaning and context.					
	B)Role-play :(e.g.) playing roles of patient and doctor to exchange information.					
	C)Group work: (e.g.) discussing on the main idea of a reading passage in more than 2 students in a group.					
	D)Pair work: using new words in dialogues.					
2.	Authentic material is the effective way for learners to acquire communicative abilities. (E.g. newspaper, airlines ticket, bus ticket, map of the world.)					
3.	Information gap activities:					
	A)Task completion activities (e.g.), map reading to complete a task using words.					
	B)Information gathering activities (e.g.), conducting an interview to collect information.					
	C)Opinion- sharing activities (e.g.), exchanging beliefs / ideas on climate change.					
	D)Information-transfer activities (e.g.), reading information about a subject and then represent it as a graph.					
	E) Reasoning gap - activities (e.g.), working out a teacher’s timetable based on given class timetables.					
	F)Jig –Saw activities (e.g.), the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. (Adapted from Richards,2006)					

4. What kind of activities you incorporate in teaching vocabulary? It is possible to select more than one option.

A) Role play

C) Pair work

B) Group work

D) Games

E) Information gap activities

Please put letters of the above question from the most to the least frequently used activities in teaching vocabulary in the class. _____

Thank you