

A Study on Problems of Vocabulary Teaching Techniques English Teachers Use in Holeta Primary Schools: Grade Seven in Focus

Dessalegn Oljira

Abstract: *In this research, an effort was made to study problems of vocabulary teaching techniques English teachers use in Holeta Primary school. To carry out the study both quantitative and qualitative research designs were used. For choosing the representative sample of the students participating to the study, two stage sampling technique was used to manage the large population size in the schools under the study. Then the study participants were chosen through simple random sampling techniques. The instruments employed to gather data were questionnaire and classroom observation. Close ended questionnaires were prepared for both teachers and students. In addition to this tool, actual classroom observation was also used to gather data. To make an observation meaningful, manageable and avoid confusion, an observation check list was prepared. Thus, randomly chosen sections in each school were observed three times while the actual teaching/learning process of the target language skills was conducted. After the data gathered from questionnaire was tabulated and analyzed in percentage, it was triangulated with data gathered from classroom observation. Finally the following conclusions were made: vocabulary teaching was given little emphasis (both learners' and teachers' awareness to classroom vocabulary teaching /learning was relatively poor), teaching techniques that teachers used to teach learners does not seem to be successful in enhancing students' vocabulary use (less effective in encouraging them to do more on vocabulary activities in English classes), students were waiting for teachers' translation of vocabulary in to their vernacular language (LI), students and teachers' awareness on the importance of carrying out vocabulary activities in class through the contextual clue were low, teachers didn't help students to become empowered in the classroom and feel confident spontaneously to participate in different vocabulary activities and motivate them to feel confident and risk takers. The study also revealed that ineffective grouping of students during vocabulary learning influence learners' vocabulary use and development because students feel less capable of participating in class when they were exposed to small groups, , teachers didn't develop awareness on eliciting some vocabularies which enhance learners' motivation during vocabulary teaching learning in the class ,teachers didn't make the instruction clear to initiate and avoid confusion of learners while they request them to work on vocabulary tasks. Generally, teacher's lack of continuous professional training on teaching methodology has a great impact for problems observed in the class.*

Keywords: Problem, Vocabulary, Teaching, Techniques

1. Back Ground of the Study

Vocabulary is a large stalk of words in a language. Having a large number of vocabularies in any language contributes a lot to make an ease of communication. On this world, human being can share their knowledge, experience, trends in their ups and downs life and the like by using a language. Therefore, anyone who is going to do this must answer the following basic questions before actual communication is going to be done between an individuals and / or organizations. These are: How words are used? When they are used? What kinds of words are used? Why they are used? How those words are organized to convey a clear message and the like. This is because vocabulary is the essential and crucial element in communication process. That is to mean, someone may say a lot of things about this world if he/she has a number of words to say, Schmitt. N (2004).

It is known that in Ethiopian context English is a foreign language. In some part of Ethiopia, like Oromia region, English language is given as a subject at primary school level (1-8), but it is used as a medium of instruction at secondary and tertiary level of education. Hence, students' academic success in other subjects in general and in English in particular believed to be depends on the level of vocabulary that students have and the level of interpretations that they give for those vocabularies that they come across their text books and beyond that. Therefore, it is believed that the way students brought up with this language make

them ready to be more productive at secondary and tertiary level of education. Therefore, vocabulary teaching techniques used at primary school level contributes a lot for students' later more productive in language. Some scholars believed that mastering of the message of the subject matter in English in specific and other academic subject areas also relays on vocabulary level of the text and students level of understanding. Thus, students need to know and use adequate vocabularies for their best academic performance. Moreover, Dubin and Olshtain (1994: 112) stated that "it may be the case that possessing a good vocabulary stock is what enables many learners to use their knowledge effectively and in ways which fit their specific needs."

Consequently, the accuracy, flexibility, scope and the academic success of the students in English language largely depends up on their knowledge of vocabulary. In addition to what the students benefit from enriching their vocabulary in the schools, they also become successful in using the language in their daily life. That is why it is recommended to give more prominent place for learners' vocabulary development in Oromia Regional State educational context .With this regard Stieglitz, (1983; 75) said that "No matter what conceptual frame work one uses in regard to ESL instruction, Vocabulary development is the major element."

2. Statement of the Problem

Vocabulary is one of the most important basic skills of the language which is acquired from daily spoken words and/or

from what we read. However, the effective use of vocabulary skills, especially in foreign language context believed to be affected by the techniques that teachers use in the class to teach learners and the strategies and style that students prefer to learn the vocabulary.

As the researcher observed from professional experience, this is also true in Holeta primary schools. Students can't understand the idea from what the teacher said in English class. Moreover, they can't understand the message of what they read. Also, they can't produce their own message through spoken and written words and/or sentences to express themselves. Therefore, these problems motivated the researcher to conduct a research on "A study on Problems of Vocabulary Teaching Techniques English Teachers Use in Holeta Primary Schools."

3. Objective of the Study

3.1. General Objective

To study problems of vocabulary teaching techniques English teachers use in Holeta primary schools

3.2. Specific Objective

- To investigate problems of vocabulary teaching techniques English teachers use in Holeta primary schools
- To discover factors that impedes learner's use of vocabulary in productive skills: spoken and written language
- To promote suitable teaching techniques that help teachers to teach vocabulary in the schools in a way that students are more motivated to learn to develop their skills.

4. Literature Review

4.1. The Importance of Teaching Vocabulary

It is obvious that language teaching is concerned with enabling the learners acquire an effective communication competence in the target language. In order to communicate effectively in any language, a person must have large accumulation of words in that language. Since words contain meaning beyond their forms, it is very important to have a clear understanding on their forms and their functions. Therefore, vocabulary seems to be the key element in language learning. Regarding this idea, Wallace, states " Learning a foreign language is basically a matter of learning the vocabulary of the language" (1988:9). Thus, sufficient word stock would enable someone to express himself herself precisely and effectively.

Learners of a foreign language are highly expected to use the target language as effectively as possible in their daily conversation through oral and written production.

The modern approach to vocabulary teaching gives a balanced responsibility to the teacher and the learners on how to develop the word power of the target language, so that they could use the language as effectively as possible

.There is a relationship between words and entities that we won't talk about in our experience of the real world. This relation is termed as reference denotation. Furthermore, sense relation is helpful to distinguish the meaning of individual items interims of what they mean in the real words (denotation) from their meaning in relation to other words with in the vocabulary system of the language, Mccarthy(1990:16). Both of them contributed to characterizing the meaning of a lexical item but they are the fundamental relationship which most language teacher encounter with greatest frequency. In day to day teaching vocabulary, synonym, antonym and hyponym must be considered. These are relation of sameness, oppositeness and inclusion respectively. The followings are brief summary indicates what they mean and how they could be practiced in the classroom.

A. Synonyms

Synonymy deals with sameness of meaning which means that more than one word having the same meaning or alternatively the same meaning being expressed by more than one word. It would be difficult to declare that any two items are exactly synonyms but it seems wise to say that two words are synonyms if they can be used interchangeably in all sentence contexts Mccarthy, (1990).

4.2. Some Selected Vocabulary Teaching Techniques

Once the teacher decides the number and types of new words that he\ she wants to present for his/her students, he should know the needs, interests and background of the students to teach the difficult words in the language before the lesson starts. The next most important point to be considered in presenting new words for his/her student is that the teacher should clearly know how to present the new words effectively.

Thought words vary in different aspects, it is quite helpful to present the new words to the learners, first, in spoken form followed by its written form .This method minimizes the possibly error that the learners may pronounce the new word of the target language as they pronounce the words of their mother tongue .Again, learners quickly arrive at the meaning of a new word when the word is presented in a context, Mccarthy, (1990). There are a number of techniques through which new words could be presented for learners in the class

4.2.1. Context

Presenting new words through context helps the learners understand the meanings of abstract words quickly. In relation to this, John Haycarf (1978: 48) states that "the only way to teach the meaning of many abstract words is by creating a context or situation from which the students can they reduce the meaning."

For example, if a teacher wants to teach the word "friend" he\ she can pick characters from the class of students. Therefore, presenting new words through context requires the following considerations.

In the first place, learners should be able to develop good reading habits. They should learn to read fluently and

maintain an interest in the gist of the passage enduring certain ambiguities because of the interference of certain difficult words in the text. The second consideration is making sure that the learners have clearly comprehend the main idea of the text before they are asked to infer the meaning of new words .Regarding this idea, Michael Wallace (1982:54), states

.....as with any passage for comprehension, the first task would be to ensure that the students have on over all understanding of the main information in passage only when such over all understanding exists should the student be asked to infer the meaning of individual words

Equally important is the appropriacy of the passage in which the new words have been contextualized. The teacher should make sure that passage is appropriate and can easily be understood by the students concerning the nature of the passage to be presented, Bernared seal, states “The passage should be carefully written so that the more difficult lexical items can be guessed from the context in which they 1988:5.This may involve a certain degree of textual redundancy which enables the meaning of the target items to be made by the extra clues. Thus, by providing the important clues, it is easy to establish a situation in which students learn to guess the meaning of words from contexts.

4.2.2. Sense Relation

Sense relation refers to the meaning relations that hold within the vocabulary of a language between words themselves. MCarthy states semantic sets contain words liked by other sorts of inferential relationships to describe the chains of associations in to which we must tap to bring words together so that these inferential associations are more obvious (1990:72)

- a) Two words may be close in meaning and yet not collocates with the some items.
- b) Words may have different syntactic behavior
- c) Words may belong to different contexts and situations.
- d) Words may be separated by geographical distribution.
- e) Some words may be more archaic than others.

These evidences suggest that synonymy in an absolute sense has no validity in taking two words as exactly referring to the same meaning .Thus we should not strictly say that two words have exactly the same meaning. We should rather think that synonymy refers to pairs of words that can substitute for each other in a wide range of contexts, but not necessarily and absolutely have the same in general reference For example, big /large, refuse /decline, freedom/ liberty etc.

In any case, the use of synonyms is often a quick and efficient way of explaining unknown words. Students are capable of learning more new words by the help of synonyms. For examples,

- a. Pretty ,appealing ,charming ,beautiful ,cheerful, darling ,delicate ,delightful, elegant, fine ,good ,looking graceful , handsome ,lovely, nice, pleasant.etc.
- b. Happiness, high spirits, satisfaction, blessedness, bliss cheer, cheerfulness, cheeriness, content , contentment,

delectation, delight, enchantment, enjoyment, good cheer, peace of mine.....etc

- c. Recognize, acknowledge, understand, approve, accept, admit, agree, allow, and appreciate, be aware of confess, grant, make perceive, realize...etc

a) Antonym

Antonym refers to oppositeness of meaning .Words with opposite meanings of various kind are several kinds of oppositeness which are relevant to learners and teachers. A careful examination will reveal three kinds of oppositeness of meaning represented by pairs of antonyms.

- a. Gradable antonyms: Gradable antonyms refer to adjectives which do not refer to absolute qualities, but which may be subject to comparison or qualification. For example, Narrow---Wide, Small-----Large, Tall----- Short, Weak-----Strong
Moreover, the reference of the adjective is relative to known that it is modifying another feature of a pair of gradable antonym is. If someone wishes to ask questions about the quality concerned, only one of them is normally used in sit adjectives .For example, we normally ask how wide is the road?” Not how narrow is the road?” To ask the letter implies a prior identification of narrowness is somehow crucial to what is being talked about. Similarly, in answering the question how wide we say three meters wide not three meters narrow.

- b. Complementary antonyms: complementary means that the denial of one member of the pair of word implies the assertion of the other member. Complementary antonyms seem to represent truly the oppositeness of meaning. For example,

- If someone is not dead he is alive
- If a person is not male, she is a female.
- If the shop is not open, then it is shut etc

There is a clearer cut opposition with complementary antonyms than with gradable antonyms. If one of pair is applicable, then the other cannot be. For example, if x is husband, y is wife.

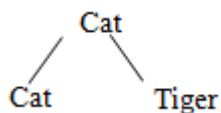
- c. Relational opposites: this refers to a state where one member of the pair refers to the converse relation referred to by the other member. For Example,

- If the both room is over the hall; then the hall is under the both room.
- If Almaz receives chocolates from Abebe , then Abebe gives chocolate to Almaz.

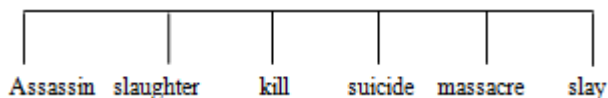
In relational opposites, a relation exists between antonyms such that one is the converse of the other. They represent two perspectives on the same relation. This type of antonym is quite distinct from the other two and there appears to be not overlap.

b) Hyponymy

Hyponym refers to the relationship of meaning inclusion. It is the hierarchical relationship between the meanings of words, in which the meaning of one word is included in (under) the meaning of another word. Example ,the meaning of word tiger is included with in that of cat. In sense of domestic cat the word cat is itself a hyponym of the general word cat.



Hyponym is a useful technique of organize words in to taxonomies or hierarchical. It offers learners a wide opportunity of understanding various words which are included under the meaning of one item. For example:



In relation to significance of hyponym Michael McCarthy, (1990:19) state that hyponym offers another organizing principle for vocabulary teaching and learning. Most language course books use this feature of organization implicitly or explicit lying grouping names of flowers together, governments or articles or furniture. Since words are over loaded with meanings based on the different contexts they are used, they can also be organized under one term .Students need to be encouraged to use this organizing principle. Mccart , (1990:20) states that the organizing principles are universal and taxonomy like relations will be found in all language teaching might hope to encourage transfer of knowledge of patterns of organization to L2 learning context.

4.2.3. Sense Relations

Sense relations are helpful techniques of understanding how words are related to one another in terms of their meaning. How similar or how different they are to another and how they may or may not substitutive for one another, and how they are included under single terms. In language learning and teaching, sense relations are of paramount importance. In the class room grouping items together by synonymy, hyponymy, antonym and other of relations will help to give coherence to the lesson. As a means of presentation and testing these relationships are extremely valuable, and can provide useful framework for the learner to understand semantic boundaries: to see where meaning overlap's and learns the limits of use of an item. Their usefulness in terms of organization clearly extends beyond the classroom: as a coherent record for the students they are very effective, R. Gairns and S.Redman (986:31)

Sense relations are also important to make deductions about unknown items. Thus, a clear understanding of sense relations can provide greater precision in guiding students towards meaning, and help them to define the boundaries that separate lexical items.

5. Methodology

5.1. Research Design

The research design that the researcher used in this study was qualitative and quantitative method. This is because of the nature of the data collected through the chosen instrument for the validity, meaningful and manageability of the study.

5.1.1. Research participants

The research participants were grade 7 students in Holeta primary schools and grade 7 English teachers.

5.2. Sampling Techniques

There were six elementary schools in Holeta Administrative Town. Namely, Goro Keransa with five sections, Burka Walmara with three sections, Burka Gale with two sections, Burka Harbu with two sections, Sadamo Walmara with three sections and Holeta Primary with three sections. Therefore, the total sections of grade seven students were eighteen with the total population of 1360. Then, to choose representative sample of students participate for the study, two stages sampling techniques were used. First, to choose the representative sections, the researcher nominated number of sections from section 1 to section 18 and chose six sections at every n + 2 method to give every section equal chances of being selected. Secondly, from the total population of the study (1360), 119 students were chosen by using **sample size determination formula** and then proportional numbers of students were taken by systematic random sampling from each six section. Finally, questionnaires with 14 items were distributed to gather data from them. Moreover, there were eight English teachers in those schools who were teaching English at chosen grade level. Because of their limited number and their different teaching experience, the researcher purposefully incorporated all of them to the study. Finally, the same questionnaire with 14 items were modified and distributed for them to gather data.

Sample size determination formula

$$n = \frac{(Z_{\alpha/2})^2 P(1 - P)}{d^2}$$

Where

n=sample size

P=probability of the presence of problem on vocabulary teaching techniques (0.5)

1-p=probability of the absence of problem on vocabulary teaching techniques (0.5)

d= margin of error (0.09)

$(Z_{\alpha/2})^2$ Probability of normality for 1.96 degree of confidence

5.3. Data Collection Tools

Two different instruments were employed to collect data from Holeta primary schools grade 7 students and grade 7 English teachers.

5.3.1. Questioner

Questions with 14 items were distributed to both teachers and students to collect data .Those questionnaires include all close ended type.

5.3.2. Class Room Observation

This is a tool that was used to collect data from the class room actual teaching learning process. This tool was chosen to collect data for the study because it was possible to observe the actual behavior of the research participants in

the class as it creates an opportunity to observe first and direct experience of observant behavior.

5.4. Data Analysis and Interpretation Methods

The data obtained through questionnaire from both teachers and students was tabulated and described in percent and finally compared and triangulated with the result of the actual classroom observation to arrive at certain conclusion. To keep the confidentiality and originality of the former actual behavior of the observant, the distribution of the questionnaire for teachers and students was done after the classroom observation was conducted.

Data Analysis and Interpretation

6.1. Analysis of Classroom Observation

Observation on six randomly selected sections in Holeta primary School was conducted for three times. A total of eighteen observation class was made and the following analysis was given based on the evidence collected by using observation checklist, and a note taken about the general classroom atmosphere during actual classroom observation.

According to the information gathered from each class through the observation checklist most of the teachers didn't focus on some simple and common words while he/she taught English in the class. They simply request their students to work on the meaning of uncommon and difficult

words without showing them clues which led them to the context in which the words are found. Moreover, they didn't give a value for the importance of pre-teaching vocabulary before requesting their students to read the passage.

The other very surprising thing frequently observed during vocabulary teaching learning process in English class was that teachers come to the class and teach meaning of new words through translating them in English to students' L1. In doing so, most teachers simply run over the vocabulary rather than giving time and motivating learners to use those words in their own sentences. This is why learners give less value for vocabulary classes while the teacher speaks English because they expect that the teacher could translate to their mother tongue on the spot.

Moreover, the analysis from observation checklist and over all atmosphere of classroom condition, it is concluded that both research participants had their own problem in promoting cooperative learning in vocabulary teaching learning classes. Furthermore, there is lack of supportive and positive feedback from the teacher while students tried their best to guess meaning of words.

Generally, as stated above in this analysis, different key problems were observed as the basic hindrance of student's vocabulary learning for their better use of words in their day to day oral interaction and written performance.

6.2 Interpretation of teacher's Data on Questionnaire

Table 6.2.1: Types of Words Teacher Teach Their Students in Vocabulary Teaching Classes

Statement	Strongly agree		Agree		Strongly disagree		Disagree		Total
1. I teach simple and common words from the passage	1	12.5%	1	12.5%	3	37.5%	3	37.5%	100%
2. I teach some key words related to the passage before reading	-	-	1	12.5%	3	37.5%	4	50%	100%
6. I teach words in the passage only	3	37.5%	3	37.5%	1	12.5%	1	12.5%	100%

As indicated in Table 6.2.1 above, a large number of respondents (75%) replied negatively to item 1. On the other hand, 25% replied positively in opposing to those respondents. Response to item 2 in the same table depicted that almost about all respondents 87.5% replied negatively to show that teachers didn't teach them some key words related to the reading passage before requesting learners to

read the passage. Regarding to item number 3, most of the respondents (75%) replied positively to indicate that they teach words which are in the reading passage only rather than adding other new related words, but insignificant number of respondents (25%) replied negatively in opposing the first respondent's idea.

Table 6.2.2: Techniques of Vocabulary Teaching a Teacher uses in the Class

Statement	Strongly agree		Agree		Strongly disagree		Disagree		Total
1. I am asking my students to guess meaning of new words in passage from context	1	12.5%	1	12.5%	3	37.5%	3	37.5%	100%
2. I am ordering my students to use dictionary while they come across new words in the passage	4	50%	1	12.5%	-	-	3	37.5%	100%
3. I prefer to translate meaning of new words in the passage to student's L1 in the class to clarify it	3	37.5%	3	37.5%	1	12.5%	1	12.5%	100%
4. Most of the time, I am Putting my students in groups and facilitate condition to work on vocabulary tasks together.	-	-	3	37.5%	1	12.5%	4	50%	100%
5. I am using specific clues like synonyms, antonyms, word component collocation, topic relationship and wider context to teach vocabulary to help students to use the words effectively.	-	-	1	12.5%	4	50%	3	37.5%	100%

Response from Table 6.2.2 item 1 reveals that 75% of the respondents replied negatively. This indicates that teachers

didn't focus on context while they teach vocabulary they simply order learner to tell the meaning of new words

without contextualizing and giving them clues .On the other hand, 25% replied positively to show their agreement that they use clues in teaching words from the passage which lead learners to use those clues to guess it from its functional value. Furthermore, response to item 2 in the same table reveals that most teachers 62.5% allowed their students to use dictionary to find meaning of new words and request them to work on vocabulary tasks at home than helping them to practice in the class, but 37.5% replied negatively in opposing those the other respondents.

As observed from item 3 in the same table, above 75% of the respondents replied that they prefer to translate the

meaning of new words in the passage to learners L1 than helping them to guess it from the context. However, 25% of the respondents oppose this method of clarifying meanings of new words. Moreover, as it can be seen from item 4 of the same table, more than half of the respondents (62.5%) replied negatively to show the insignificance of putting students to work together on vocabulary tasks but 37.5% of them believe in importance of putting students in groups and facilitate condition to work on vocabulary tasks. Finally, response to item 5 in the same table indicates that almost all respondents didn't use indicated clues in the table as a mechanism to help students to guess meaning of new words in the passage.

Table 6.2.3: Amount of Time a Teacher uses in the Class to Teach Vocabulary

Statement	Strongly agree		Agree		Strongly disagree		Disagree		Total
I am using much of the class time for vocabulary teaching to scale up my students vocabulary usage	-	-	2	25%	3	37.5%	3	37.5%	100%

As shown in the above Table 6.2.3 item 1, most of the teachers (75%) of them didn't use much of their class time for teaching vocabulary. On the contrary to this response,

25% of them replied positively to indicate that the can use much of their class time for vocabulary work.

Tables 6.2.4: Motivation in Vocabulary Teaching Learning Classes

Statement	Strongly agree		Agree		Strongly disagree		Disagree		Total
I am motivating my students to develop a positive attitude towards vocabulary learning	-	-	3	37.5%	2	25%	3	37.5%	100%
2. Most of my students lack interest to learn meaning of new words when I teach.	3	37.5%	3	37.5%	-	-	2	25%	100%
3.I sometimes provide my students a positive feedback when they make mistake	4	50%	2	25%	-	-	2	25%	100%

As observed from the above Table 6.2.4, most respondents (62.5%) replied that they didn't care about promoting a positive attitude among students to use words effectively but only significant number (37.5%) replied positively. The data under item 2 also depicted that students do not have an interest to learn new words in the passage (75%). Only 25%

of the respondents replied negatively in opposing the proposed idea. Furthermore, from response to item 3, it is possible to observe that 75% of the respondents replied that they provide students positive feedback while they make mistakes in vocabulary learning class.

Table 6.2.5: Student's Poor Back Ground Knowledge

Statement	Strongly agree		Agree		Strongly disagree		Disagree		Total
1. learner's poor back ground knowledge on English in general hinder their effective use of vocabulary	5	62.5%	2	25%	-	-	1	12.5%	100%

As clearly observed from the above Table 6.2.5 item 1, almost all the respondents (87.5%) replied positively to show their agreement to the proposed idea. That is, students

poor back ground knowledge is chronic on their vocabulary use in and out of the class.

Table 6.2.6: Teachers Support

Statement	Strongly agree		Agree		Strongly disagree		Disagree		Total
1. Genuinely speaking, I support my students effectively to work on meaning of new words based on the situations	2	25%	3	37.5%	1	12.5%	2	25%	100%

Response to item 1 in Table 6.2.6 depicts that 62.5% of the respondents were helping their students to work on vocabulary tasks but significant number which accounts for 37.5% replied to negatively to show that they couldn't help them genuinely to scale up students' vocabulary skills. This

shows that there is a significant variation among teachers in supporting their students.

6.3. Interpretation of Student's Response on Questionnaire

Table 6.3.1: Kinds of Words Teachers Teach

Statement	Strongly agree		Agree		Strongly disagree		Disagree		Total
1. My teacher teach me Simple and common words in English class	-	-	34	28.6%	54	45.4%	31	26%	100%
2. My English teacher teaches me some difficult words before requesting me to read the passage	-	-	20	16.8%	60	50.4%	39	32.8%	100%
3. My English teacher teaches me new words only in reading passage but not in other skills of language	45	37.8%	27	22.7%	20	16.8%	27	22.7%	100%

Response in Table 6.3.1 item 1 depicted that most respondents (71.4%) of them replied negatively to show that teachers didn't teach them most common words to activate them to be more effective in having more vocabulary but few number of respondents (28.6%) replied positively to the proposed idea. Moreover, response to item 2 in the same table shows that almost about all respondents (83.2%) replied that their teachers didn't teach them some difficult words before reading the passage though it is believed to be

the key for the success of student's reading comprehension. On the contrary 16.8% of the respondents agree to the proposed idea. However, response to item 3 reveals that 60.5% of the respondents replied positively to show their agreement to the proposed question. On the contrary to this, 39.5% of them responded negatively to show that some teachers teach them new words in other skills of language in an integrative way.

Table 6.3.2: Teaching Method Used

Statement	Strongly agree		Agree		Strongly disagree		Disagree		Total
1. My English teacher pick new words from the passage and ask me to tell him its meaning	80	60%	24	20%	8	13.3%	7	6.7%	100%
2. My English teacher teaches me meaning of new words through translating it to my L1	49	41.8%	30	25.2%	25	21%	15	12%	100%
3. My English teacher Puts us in group and help us to work on the meaning of new words	34	28.7%	20	16.7%	50	42%	15	12.6%	100%
4. My English teacher shows us clues like synonyms, antonyms and collocation, wider context ,topic relationship and the like to teach us new words	-	-	19	16%	55	46.2%	45	37.8%	100%
5. My English teacher orders us to work meaning of new words from dictionary	43	36.1%	38	31.9%	26	21.8%	12	10.2%	100%

As it is observed from Table 6.3.2 item 1, more than three quarter of the respondents (80%) agreed that teachers simply pick up new words from the passage and ask them to tell the meaning but the other 20% of the respondents disagree to the proposed idea. On the other hand response to item 2 in the same table shows that more than half of the respondents (67%) replied positively to show their agreement to the proposed idea. This shows that most of the time students were taught vocabulary through translating to their vernacular language. On the contrary, 33% of them replied negatively in opposing the proposed idea .Moreover, response to item 3 revealed that 54.6% of the respondents replied negatively to the proposed idea to show that most teachers didn't activate students to do vocabulary activities in groups but 45.4% replied positively to show that some teachers use the method in vocabulary learning class.

Response to item 4 in the same table reveals that almost about all respondents (84%) of them replied negatively in opposing the idea. This shows that most teaches didn't use different clues in the passage to solve the difficulties of vocabulary guessing techniques. On the other hand, response to question 5, in the above table indicates that more than half of the respondents (68%) of them replied positively in accepting the proposed idea. That means students had their own problem in guessing new words from context. Teachers ordered students to refer back to the dictionary to know the meaning of words in the passage without agitating them to guess it from context but 32% of the respondents replied negatively in opposing the response to the other respondents.

Table 6.3.3: Time Consumed for Vocabulary Learning in Classes

Statement	Strongly agree		Agree		Strongly disagree		Disagree		Total
1. My English teacher uses much of the class time for vocabulary teaching	-	-	19	16%	55	46.2%	45	37.8%	100%

Item 1 in the above Table 6.3.3 depicted that most of the respondents (84%) replied negatively to show their disagreement to the idea that they didn't use much of the

class time for vocabulary learning but 16% replied positively to show their agreement to the proposed idea.

Table 6.3.4: Support from the Teachers

Statement	Strongly agree		Agree		Strongly disagree		Disagree		Total
1. My English teacher do not support us in class to enhance my vocabulary storage	48	40.3%	46	38.7%	25	21%	-	-	100%
2. My English teacher promote positive attitude among us to use words in our own sentences	-	-	14	11.8%	65	54.6%	40	33.6%	100%

Analysis of response to item 1 in Table 6.3.4 above shows that 79% of the respondents replied positively to the proposed idea to show their agreement that most teachers didn't give attention to students support in vocabulary learning /teaching class but only 21 % of them replied negatively in opposing the above respondents. Furthermore,

response to item 2 in the same table reveals that 88.2% of the respondents were disagree to the idea in supporting that teachers didn't promote a positive attitude among the learners to use words in their own sentences. However, insignificant number (11.8%) of them accepts the idea that teachers promote a positive attitude among learners to do so.

Table 6.3.5: Motivation

Statement	Strongly agree		Agree		Strongly disagree		Disagree		Total
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
1.I don't have interest to learn vocabulary because English is difficult subject	57	48%	35	29.4%	18	15.1%	9	7.6%	100%
2.My English teacher motivate me to learn meaning of new words while I make a mistake in vocabulary learning class	20	16.8%	14	11.8%	50	42%	35	29.4%	100%

As observed from item 1 in Table 6.3.5 above, 77.3% of the respondents replied positively to show their agreement that they didn't like to learn vocabulary as English is a difficult subject but 22.7% of them oppose those respondents that they like to learn new words in the passage. Moreover,

response to item 2 in the same table shows that most students (71.4%) of them replied that their teacher didn't motivate them while they made error in vocabulary learning class but 28.6% replied in opposition to this idea.

Table 6.3.6: Students Back Ground Knowledge

Statement	Strongly agree		Agree		Strongly disagree		Disagree		Total
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
1.I am not good at English from the beginning to learn vocabulary effectively	70	58.8%	30	25.2%	19	16%	-	-	100%

As it is observed from the above Table 6.3.6 item 1 ,most of the respondents (84%) of them replied that they didn't have a good back ground knowledge on English in general and in using guessing words effectively in particular but very few number of the respondents (16 %) of them agree to the proposed idea.

7.1.4. Though it was necessary to develop students' autonomy and self responsibility for their own improvement of vocabulary skills, teachers didn't help students to become empowered in the classroom and feel confident spontaneously to participate in different vocabulary activities in classes. The teacher(s) didn't maximize students' practice of vocabulary use from its context, and motivate them to feel confident and risk takers.

7. Conclusions and Recommendations

7.1. Conclusions

The following conclusion is drawn from the study:

7.1.1 The study indicated that in comparison to the other language skills vocabulary teaching was given little emphasis. In proportion to other language activities, learners' and teachers' awareness to classroom vocabulary teaching /learning was relatively poor.

7.1.2 The study showed that teaching techniques used to train learners in vocabulary development do not seem to be successful in enhancing students' vocabulary use. In this regard, the technique that the teacher used to train his/her students was appearing to be less effective in encouraging them to do more on vocabulary activities. Only some interested students were confined to do activities related to vocabulary through referring from dictionary. On the other hand, most students were waiting for teachers' translation of vocabulary meaning to their vernacular language (L1).

7.1.3 Both students' and teachers' awareness on the importance of carrying out vocabulary activities through the contextual clues were very low. Moreover, both depended entirely on student's text book and confined only to the reading passage to teach and learn vocabulary skills even though it was rarely used for very short time of the class period.

7.1.5 The study also portrayed that almost all teachers didn't gradually adjust their teaching techniques and style based on the situation to avoid the traditional roles of teachers in which they only transmit and assess knowledge. The study also showed that ineffective grouping of students during vocabulary learning influence learners' vocabulary development because some students feel less capable of participating in class when they were exposed to small groups.

7.1.7. Teachers face difficulties in implementing effective use of different techniques in English classes because of lack of continuous professional training of teaching methodology. This was another problem for teachers to apply interactive language teaching techniques which has a great contribution for students' effective use of vocabulary in and out of the class.

7.1.8 Teachers didn't develop awareness on eliciting some vocabularies which enhance learners' motivation during vocabulary teaching learning process in the class. Thus, most of the students were wandered about what to do and give up (withdrew themselves) from participating to vocabulary activities. Moreover, most teachers didn't make the instruction clear to initiate and avoid learners confusion while they requested students to perform vocabulary activities in the class.

7.2. Recommendations

7.2.1 Teaching vocabulary skills should be given the attention it deserves in English classes. It should be regarded as an area in its own right and not just as an appendage to a reading lesson only but should be integrated to other language skills, like grammar, speaking, writing and listening. Vocabulary skill should be taught to help students to use the language in real communication. Thus, opportunities of using vocabulary in production skills should be given for learners. Furthermore, teachers should allot enough time for learners to work on vocabulary tasks as it is the back bone of the language.

7.2.2 Teachers should implement diversified techniques of teaching vocabulary skills based on the situation starting from lower grade level of education to scale up their vocabulary skills. Therefore, attention should be given to the professional effectiveness of primary language teachers when they were assigned to teach the target language.

7.2.3 An awareness raising job should be done on the importance of vocabulary teaching learning activities. That is to mean, students need to be aware that vocabulary activities are very important to develop their vocabulary using skills. Moreover, teachers should designing and create vocabulary tasks to make students more competent and motivated in using different words of their own in real communications.

7.2.4. Teachers should help their students to become empowered in the classroom to make them to feel confident to participate spontaneously during EFL vocabulary activities. Moreover, he/she should make a professional assessment on students need and interest when he/she want to help students on vocabulary tasks.

7.2.5 Teachers should gradually adjust their techniques of teaching to avoiding their traditional role of assessing and transmitting knowledge. They should adopt a facilitator role that helps students to take control of their process of vocabulary storage and use. Furthermore, the teacher should carefully organize the class and group students regularly in a diversified way and make timely evaluation on its success. Classroom arrangement should be done carefully to maximize learners' vocabulary use to avoid the dominancy of few students.

7.2.6. Teachers should apply their effort in making the classroom safe and comfortable environment where students and teachers themselves were tolerant of any error made in language class. The error should be seen as a proof of students' ongoing targeted skills development. In doing so, the participants were encouraged to carry out their language activities without being reluctant to perform.

7.2.7. Teachers should have continuous training on interactive language teaching techniques to scale up their profession of teaching target language skills.

7.2.8 Teachers should elicit appropriate vocabularies before engaging learners to work on some vocabulary tasks in EFL classes. Furthermore, he/she should instruct learners

effectively to initiate them and move on the right track when putting them in pairs/ small groups to perform vocabulary activities.

References

- [1] Atkins.J. Hailom.B and (Nuru.M (1996). Skill development methodology. Part2. Addis Ababa: Addis Ababa University
- [2] Bernard Sea.1988.Vocabulary Builder II.Uk.Long Man Group Limited.
- [3] Carter,R.A and McCarthy,M.J.1988.Vocabulary and Language Teaching. Singapore. Long Man Group Ltd.
- [4] Dubin, F. and E. Olshtain .1994.Course Design: Dveleping Program and Materials for Language Learning. Cambridge. Cambridge University Press.
- [5] Gairns R. and Red Man S.1986.Working with Words. Cambridge. Cambridge University press.
- [6] Hayeraft .J.1978.An Introduction to English Language Teaching. Uk. Long Man. Hand Book for Language Teachers.
- [7] John Langan. 1984. Reading and studying skill. Mc. Grow Hill. Book Company
- [8] McCarty M.1990.Vocabulary.Oxford.Oxford University Press.
- [9] Nation P.2004. Learning vocabulary in other language (5thed). United Kingdom: Cambridge university press.
- [10] Schmitt.N.2004.Vocabulary in language teaching (4thed). United Kingdom. Cambridge university press
- [11] Shewakena c. and Hanne H. ,2004. pre- university English Addis Ababa: Branna, P.E.
- [12] Steilgthz, E.1983.A Practical Approach to Vocabulary Reinforcement. English Language Teaching Journal 37(1):71-75.
- [13] Wallace. MJ.1982.Teaching Vocabulary. London. Heinemann.
- [14] Wallace, RB.1988.Teaching English to speakers of other language. New York. Minnesota