

**ASSESSMENT OF THE IMPLEMENTATION OF CONTEXTUAL
VOCABULARY TEACHING: THE CASE OF GRADE TWELVE
ENGLISH TEACHERS IN ADAMA HAWAS PREPARATORY
SCHOOL**

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ABSTRACT

The purpose of this study was to assess the implementation of contextual vocabulary teaching in EFL (English as a Foreign Language) class. Grade twelve English teachers and students in Adama Hawas Preparatory School were the participants of the study. Qualitative method was employed to conduct the study and such instruments as classroom observation, textbook analysis, interviews and focus group discussions were used to collect the data. Classroom observation was used to cross verify teachers' response in the interview; textbook analysis was used to assess whether the text had enough instruction which enables teachers help students learn the vocabulary from the context. Teachers' Interview was used to enrich the data gathered through classroom observation. Added to this, focus group discussion was used to collect data concerning students' attitude, skills and strategies needed to develop from contextual vocabulary instruction. Thus, the findings indicate that teachers include contextual vocabulary instruction in EFL classes to teach vocabulary. However, context-based vocabulary instruction has not been given the attention it deserves in grade twelve English textbook; the activities which are presented in matching formats also lack adequate depth. Therefore, students' chance of learning new words from context is limited both in quantity and quality. What students want to implement in the actual classroom teaching practice and the existing classroom situation could not meet. Students' background knowledge and mother tongue influence (students tend to directly translate the meaning of the word into their mother tongue) were also factors that impede contextual vocabulary teaching practice. The vocabulary instructions should be presented to help students understand the meaning of new words in multiple contexts. Therefore, students should be exposed for contextual vocabulary instruction in order to develop their word power that enables them comprehends the concept of any text.

Key Words: *assessment, implementation, contextual, and vocabulary*

1. INTRODUCTION

Assessing the implementation of contextual vocabulary teaching is the act of collecting valuable information about the situation in order to know problems which are associated with contextual vocabulary teaching practice. Contextual vocabulary teaching is the processes of delivering bits of information that are found in the text by combining them with prior knowledge of students who are expected decide the meaning of new words in the text they are reading. Currently, in Ethiopia there has been increasing interest in developing contextual vocabulary knowledge so that they can be active communicator with a text produced in the target language. Since English serves as a medium of instruction at secondary and tertiary levels, contextual vocabulary knowledge is significant to communicate with the teacher and the text properly. Therefore, teaching English vocabulary through context is important for students' contextual vocabulary development (Sthal, 2005).

To understand new words from given context in a text, contextual vocabulary teaching has been the most important aspects for students' English language vocabulary development that context helps students to save time that is wasted in looking up a dictionary again and again. Thus, context based vocabulary teaching facilitate the acquisition of new lexis in second language. Context based vocabulary teaching helps meaning of new word from different contexts (Nation, 2001). Knowledge of contextual vocabulary includes, knowing it sounds, how it is written, used in different context, and its multiple meanings (Julel and Deffes, 2004). In order to fully understand a word and its connotations, students need multiple exposures to the word in different contexts (Stahl, 2003)

Contextual vocabulary teaching practice is crucial for teachers who are teaching English. When English teachers need to teach vocabulary through context, they have to know about individuals' expectation, cultural background, learning styles and their prior knowledge of vocabulary (Brown, 2007). Hence, to incorporate various ways that enable them to teach the language's vocabulary through variety of styles, English teachers need to

study their own teaching style. Delivering good contextual vocabulary instruction helps students through various modes of understanding of new words in the text they are reading. For example, activating their prior knowledge, defining words in multiple contexts, encouraging students to integrate new words into their working vocabularies and helping them to use context clues when they are interacting with any text. It is known that context based vocabulary knowledge is highly correlated with overall academic achievement (National Reading Panel, 2000).

Several researchers studied the effectiveness of using different English vocabulary teaching strategies that help students to identify unfamiliar words in reading texts. Their studies revealed that using different vocabulary teaching strategies were more effective to develop students' word power internationally (Rogers, 2008, Joan, 2005, Brown, 2007). Locally, (Minda, 2008), in his study reported the "effectiveness of current vocabulary teaching techniques" and showed the effectiveness of using multi vocabulary teaching techniques in EFL classes at high school level. The present study is different from the above studies in that it attempted to assess the implementation of contextual English vocabulary teaching styles in EFL classroom at preparatory school level. The purpose of this study is to assess the implementation of contextual English vocabulary teaching styles in EFL (English as a Foreign Language) class. With this light, the study attempted to address the following specific objectives: to investigate Grade 12 English teachers' contextual vocabulary teaching practice, to what extent Grade 12 English teachers encourage students to learn vocabulary contextually, to identify factors that impede the implementation of context based vocabulary teaching at EFL classes, to assess the attitude Grade of 12 students hold about contextual vocabulary teaching

2. RESEARCH METHODOLOGY

2.1 Research Design

Qualitative research design was used to conduct this study because it enabled the researcher to use rich, deep, and real data that were very important to investigate the problem in depth. It also helped the researcher to employ

different data gathering techniques and involved an interpretative naturalistic approach to its subject matter. This helped the researcher to explore things in their natural settings, attempting to make interpretation and explanation of phenomena in terms of the existing situation (Dezin and Lincolon, 2000). This research design allowed the researcher to have close observation to the situation in that data were collected.

2.2. Participants of the Study

The purpose of this study was to identify factors that hinder the implementation of contextual vocabulary teaching in the EFL classes. The study was conducted on government preparatory school: Hawas Preparatory School. The school was selected purposively because it was found at the researcher's hometown. The site enabled the researcher to conduct a thorough study. The rationale behind choosing the school level was the researcher's observation while he was attending his preparatory education for two years and when he was attending his first degree at Adama University, he was placed in that school for teaching practice. In the study, EFL teachers participated in offering information about the general situation of contextual vocabulary teaching.

2.3. Sampling Technique

In this study, purposive sampling technique was used because it enabled the researcher to use qualitative method in sample selection. Therefore, the researcher used total population sampling that is a type of purposive sampling technique; this enabled the researcher to choose the entire population that has particular set of characteristics where the size of the population is small and easy to manage (Lund, 2010). Since total population sampling involved all members within the population of interest, it was possible to get deep insights into the phenomenon which the researcher was interested to study. It was also important to reduce risk of missing potential insights from members that might be not included. While total population sampling is a purposive sampling technique, it means that it is not possible to make statistical generalizations about the sample being studied. Therefore, the use of total population sampling does analytical generalization about the population being studied. In addition to this, the researcher used students in

data gathering process. There are 25 sections of grade 12 students in Haws Preparatory School. So, top ten students from the whole class were selected purposively because the researcher believed that these students had good capacity to reflect their knowledge and experience of the situation in focus group discussion.

2.4. Instruments for Data Collection

To conduct this study, the researcher used such data gathering instruments as observation, focused group discussion, semi- structured interview and document analysis.

2.5. Methods and Procedures of Data Analysis

Data were collected through classroom observation, teachers' interview, and textbook analysis. All EFL teachers were identified and classroom observation was conducted first and followed by focused group discussion, interview and textbook analysis. The researcher did not administer all instruments at the same time rather he used them turn by turn. As a result, classroom observation was employed before employing other data gathering instruments. On the basis of the insights the researcher obtained from the partial analysis of classroom observation, the researcher administered focused group discussion, interview and textbook analysis.

In this study, qualitative data was/were generated. As a result, qualitative analysis was employed because qualitative data analysis is the range of processes and procedures whereby the researcher moved from the qualitative data that had been collected in the form of explanation, understanding or interpretation of the people and situations he was investigating. Qualitative data analysis enabled the researcher to use his own interpretative philosophy (way of analysing and knowledge of the researcher about the phenomena and his rationale in the process of data interpretation) in the analysis process (Dezin and Lincoln, 2000). The collected data were analyzed using thematic and inductive analysis.

2.6. Operational Definition of Terms

Assessment: An assessment is gathering information about contextual vocabulary teaching styles in order to evaluate the situation and make judgment.

Context: Context is described as circumstance that form the setting for an event, statement, or idea and items from which it can be fully understood and assessed; situation in association with the meaning of the word.

Implementation: It is the process of putting the theory and principles of contextual vocabulary teaching into practice so that students can learn the meaning of new words contextually.

Vocabulary: It is the word which has different meanings in accordance with the given situation that students are interacting.

3. RESULTS AND DISCUSSION

3.1. The Importance of Vocabulary Instruction to Develop Word Power

It is clear that large vocabulary knowledge is an asset to students; those who know many words are likely to comprehend what they read. The objective of this theme is to know how the current vocabulary instruction is important in terms of helping students build their word power. In order to have enough word power for better interaction with the subjects, effective vocabulary instruction is necessary (Kamil, 2007).The researcher made interview with EFL teachers of Hawas Preparatory School regarding this theme.

Teacher1stated “I think the current vocabulary instruction can partially help students develop their vocabulary knowledge, there is no sufficient time to discuss the vocabulary part given in the text book. “

This indicates that teachers’ vocabulary instruction may not be effective in making students learn new words because there is not enough time to deliver the lesson and the instruction that enables students to participate is not presented in the textbook. When we consider the new edition textbook that is being used, it has some drawbacks regarding vocabulary instruction. It may not have well-structured vocabulary instruction; for instance, most of the vocabulary instruction is prepared in matching form which could not

encourage students to know the word in different aspects; it includes very familiar words that cannot fit the level, and the vocabulary portion in the text is very limited. Thus, students may not be beneficiaries from the vocabulary instruction that is given by the teacher and the textbook.

As student A, in the focus group discussion argued that, I expect a lot from Hawas Preparatory School when I joined first, but the reality what I have seen so far and my expectation is not parallel.

This implies that students expect to learn more from grade twelve English textbook and teachers but the actual practice in teaching learning process what they have seen is not satisfactory. Providing activities below the level of students does not encourage them for further participation in classroom interaction and other aspects of improvement regarding their vocabulary knowledge. Besides, the smooth relationship between teachers and students is necessary for their healthy interaction in classroom discussion; otherwise, the teaching - learning process particularly contextual vocabulary teaching in second language might be endangered. Thus, delivering new vocabulary lesson in association with students' prior knowledge is very important enabling students to learn the meaning of the word (Squires, 2003).

Teacher 6, in his part argued, *“There is a big problem that is the students have no background knowledge to interact with the new vocabulary instruction there are very few students who actively participate in the teaching learning process the rest are observers”*.

It shows that most of the students in the classroom are out of the mood of contextual vocabulary instruction, and teachers' communication can be limited with few students in the classroom discussion. If most of the students in the classroom cannot attend the class and know what they are expected to do, their time and the government resources they have been using may be wasted. As the researcher observed in the actual teaching practice of contextual vocabulary teaching, few students were actively participating in the classroom discussion whereas the rest of the students are not in the mood of contextual vocabulary teaching. This may affect the general process of classroom instruction because language is a vector to transfer knowledge and scientific information.

In addition, T4, T6, T7, T10 and T11 argued, “*The newly changed students’ textbook does not include important vocabulary instruction which enables students to learn new words at large extent besides students’ lack of background knowledge ...*”

This implies the newly changed textbook may not provide the necessary vocabulary instruction for students that can help them to develop their word power as they expect from the level. It is not to say there is no vocabulary instruction in the textbook but, the researcher confirmed in textbook analysis the instructions that are found in the textbook may not be helpful for students to build their word power contextually. Therefore, the textbook may have its own impact on the development of students’ vocabulary power in association with students’ poor background information towards contextual vocabulary. Since in Ethiopian context students’ textbook is considered as the only source of an effective vocabulary teaching materials, the textbook has to present important instructions which can expose students to contextual vocabulary inputs, (Hailu, 2008).

3.2. Teacher’s Contextual Vocabulary Instruction and Student’s Word Building Power

Contextual vocabulary instruction and students’ word building process are inseparable because without the actual help of the teacher, students could not be successful in building their word power. As teacher 2, said “*I have my own method to teach contextual vocabulary through communication and other different moods but the acceptance of students is ‘under question mark’...*”

This indicates that teacher’s contextual vocabulary instruction through communicative approach is a natural way of interaction, and it is very important to develop students’ word power from the context but the students may not be sensitive to the instruction in spite of the teacher’s effort. Teacher’s interest in helping students is more stimulated by students’ active participation in the classroom teaching -learning practice; so, students’ active interaction with the teacher and his instruction enables the teacher to provide different activities that help them to know more about the subject. However, teacher 6, idea reflected that although he tried to use various contextual

vocabulary instructions to help learners, the participation of students in the classroom discussion is not satisfactory. Therefore, teacher's contextual vocabulary instruction is very important for students to develop their contextual word power where students are actively participating in contextual vocabulary teaching learning practice (Schmitt, 2001).

Similarly four teachers (teachers, 4,6,7, and 12) said "*it can create sound instruction that enables students to learn the meaning of unfamiliar words and build their word power from the context but, it needs active interaction of students in the classroom teaching learning practice.*"

This indicates EFL teachers can provide effective vocabulary instruction that help students to build their word power from the contextual situation what they are interacting; however, students' active participation is the engine for teachers to be motivated in teaching process. Likewise, students' active participation is the base for teachers to deliver sustainable instruction that can bring learners to the learning situation. Thus, teachers could not provide effective contextual vocabulary instruction, which enables students; develop their word power contextually without students' active interaction in the teaching -learning practice.

On the other hand, student D in focus group discussion stated, "*there are teachers who teach new vocabulary from the context through various moods to help us but, there are some students who discourage the teachers ...*"

This shows the students' classroom behavior can affect teacher's way of providing effective instruction even though the teacher can have the capacity to help students learn the meaning of new words from the context. Comprehending the word in different contexts enables students to understand the gist of the text in various aspects of their academic life, (Balochowicz and Fisher, 2000).

3.3. Teacher's Use of Context Clue to Help Students Discover New Vocabulary

Context clues are hints to the meaning of a word that are contained in the text and illustrations that surround it. Context clues can include synonyms, antonyms, comparisons, definitions, examples, sentence, paragraph, story,

students' expectations, socio-cultural background, prior vocabulary knowledge and restatements, as well as charts, pictures, and type of features. Students who do not have background knowledge of using context clues to unlock the meaning of unfamiliar words will be affected in reading comprehension (Chall and Jacobs, 2003). Hence, the researcher interviewed EFL teachers whether they have been using or not in vocabulary teaching practice.

As teacher 5 said, *"I use different context clue sentence, synonym and antonyms; additionally, I use to teach through classroom conversation but, except few students are not interactive sometimes; it discourages me in the teaching learning situation and students who come from rural area are not familiar even for common vocabularies so this affect their interaction with the lesson in the classroom"* (Teachers, 2, 7, 9, and 12 also shared)

Teaching contextual vocabulary students through classroom conversation encourages classroom practice, which facilitates a fertile ground for students to exchange valuable knowledge. Classroom conversations are very important for children to share experience and develop the way of guessing the word from the context. However, teacher's instruction is important for students to interact with classroom discussion the majority of the class is out of the game. This means only few active students are interacting with the teacher whereas the rest of the class is without engaging in the teaching-learning practice. A number of the students are not beneficiaries from the instruction; because of, insufficient prior vocabulary knowledge to interact in the instruction. Searching the meaning of the word from the dictionary may interrupt students' communication with the text they are reading (Balochwicz and Fisher, 2000).

3.4. Effective Teaching Styles to Address Students' Expectation, Socio-cultural Background and Prior Knowledge of Vocabulary

As teachers 1, 2,3,6,8, and 12 claimed that they considered students' expectations, socio cultural background and prior knowledge of vocabulary in their contextual vocabulary instruction. When we talk about students' expectation and socio- cultural background, one needs to consider what students tend to know more about it may be sport, music or about their culture. As teachers said that they have been addressing students'

expectation and socio - cultural background; for instance, teacher 2 encouraged his students through facilitating the situation to be suitable for interaction that help students prepare dramatic show, music practice, and telling jokes that are entertaining the students to learn the meaning of unfamiliar words unconsciously. Normally, if there is a situation that can entertain children, there may not have any stress rather they can rush to take part on the situation. Thus, the teaching style what teacher 2 follow could encourage the class to participate on the activities without any stress; as a result, students could be beneficiaries from the teaching - learning practice.

3.5. The Extent of Working Vocabulary Instruction to Encourage Students Develop Context- based Vocabulary Knowledge

The extent of vocabulary instruction can have its own impact on students' contextual vocabulary development. In the interview some teachers claimed that they could provide vocabulary instruction following the textbook; however, the textbook has not included enough vocabulary instruction that encourage students to develop context-based vocabulary knowledge. For instance, on page 111, activity 5.6 the text says "*increase your word power using a dictionary to the meaning of any new words you do not know*" This kind of vocabulary instruction may not be able to encourage students at preparatory level because students need to develop contextual vocabulary in order to interact with different subjects in various contexts. Therefore, some vocabulary instruction in the text may lag students in their contextual vocabulary knowledge. Since students' interaction is low, the teacher could also not address the instruction for all. It can be decided according to the exposure of students for different contextual meanings of a word since the growth contextual vocabulary knowledge is slow and incremental requiring multiple exposures (Stahl, 2004).

3.6. Skills and Strategies Students Need to Develop from Contextual Vocabulary Teaching

Skills and strategies are interrelated in language development that the former is the ability which can attain through effective strategies, so it can be said strategy is the means to gain skills in language learning. Hence, skills in this context is the capacity students need to maximize from the contextual

vocabulary instruction and strategy is the way students want to develop to learn new words from the context without the use of a dictionary (Stahl, 2009). In the focus group discussion, students raised various issues regarding how they want to learn and the ability they need to have from their language teachers. Concerning this student B argued that *there are teachers who are teaching always the direct meaning of the word, but we need to learn in various contexts*

It is clearly indicated that students usually need further knowledge and that is why they come to school, but the current vocabulary instruction is not enough to help them develop strategy of how to learn unfamiliar words from the context. To know the word in different contexts, students need to have the skills of defining the word from the context. As the student's statement, shows the students need to develop different strategies of learning the word from the context in order to develop their skills of understanding the text they are interacting. However, they could not be lucky to have what they expected from the current vocabulary instruction that is included in the textbook. As it is confirmed in textbook analysis, the textbook vocabulary instruction has not included much contextual vocabulary instructions which can foster students learn the word from the context. Although there are EFL teachers who have potential to help students develop their skills and strategies of learning new vocabularies from the context, they could not help students as of learners' expectation. Teaching only the direct meaning of the word may be boring for active students because they need to know the term in multiple meanings, (Graves, 2000). In contextual vocabulary development, the role of teacher is essential for facilitating the classroom situation where students freely interact with the lesson and utilize their maximum potential in the classroom discussion (Freeman, 2001).

3.7. Students' Reflection towards Contextual Vocabulary Teaching Practice

Students in the focused group discussion reflected some teachers focused on few students in the classroom communication; hence, most of the students are not active to involve in the contextual vocabulary activities. The researcher confirmed in the interview as teacher 7 stated that there were two

types of students; the more active and the more passive the former need to learn words from their contextual meaning whereas the latter need to learn through mother tongue translation. Since the participant students in the study were the most active learners of the school, they reflected the same idea towards contextual vocabulary teaching practice. As the students expressed in the focus group discussion, they need to learn in a participatory class if the teachers could facilitate the classroom atmosphere.

Regarding this, student G argued *teachers should create participatory class in order to utilize our potential effectively. Because students can have the chance to utilize their maximum potential of learning words from the context when every students can participate in the classroom discussion.*

This shows that students are not satisfied by the instruction of contextual vocabulary which the teachers used in classroom teaching - learning process. In addition, students may not utilize their potential of learning new vocabulary from the context because of no participatory classroom situation. This implies that teachers must provide clear explanations and examples of the meaning of unfamiliar words in various contexts, and provide students with opportunities to discuss, analyze, and use the words (Juel and Deffes, 2004). In addition to this, students are not happy in the teaching learning process of contextual vocabulary because their expectation and the reality they recognized could not meet in the teaching-learning practice. Likewise, students might have missed developing knowledge of vocabularies from the context of the situation they are interacting due to lack of good teachers who provide effective instruction which enables students actively participate. Thus, teachers' context-based vocabulary instruction could not address students' interest and students also may not be interested in teachers' instruction what they are interacting so far even though they are active participant in the school. Students who have deficits in their contextual vocabulary knowledge may not be able to comprehend a text at preparatory level (August et al., 2005).

3.8.Challenges that Students Face at Contextual Vocabulary Development

Challenges can be different like environmental, conceptual, motivational, and cultural which students may face when they are learning vocabulary from the context. In language learning, motivation is very important to develop contextual vocabulary knowledge without the effect of psychological stress. Besides understanding, the culture where the language is used can be another important aspect of context- based vocabulary development. That means culture and language is inseparable; as a result, students should be exposed to the culture where the language is spoken. It may help students to learn the word from the context of the culture in which how the word can fit in different cultures. Students claimed that there were challenges which could affect their context - based vocabulary learning in various approaches.

As student E reflected there are environmental and motivational challenges; for example, when I speak in English with my chemistry and physics teacher, he discourages me speaking using his native language and, he will not cooperate me what I need the help from him as a result I afraid of using English with other teacher. Some English teacher is also not happy to use English when we meet outside the class this by itself discourage me to develop my word power from the context...

As it is clearly stated above, students have motivational influence from EFL and other teachers in the school to develop their word power through communication. Naturally, students need motivation from their teachers but, some teachers may not be happy to motivate students outside the classroom. This can discourage students who expect appreciation from their teachers. Teacher's appreciation may be especially important in order to take in and produce students need to feel that they are able to make mistakes and take risks in their interaction. Contrary to this, teachers could not motivate students through real communication which may help children learn to know words from the context of the interaction with their teachers outside the class. For instance, the teacher replied in Amharic when the student spoke in

English. Here the student could count the teacher's action as if the teacher was better than the student and simply neglect his way of language use. This might discourage the student to use language outside the class because of others' ignorance. In any aspect of language learning it is always important to create a safe and welcoming environment in which students can interact freely in the classroom to develop their vocabulary power contextually (Nagy and Scott, 2000)

Additionally, student F stated *some teachers discourage when students present in a classroom in front of his/ her friends. This is killing the morale of students and they do not practice the language as well.*

As it is clearly stated that teachers may not be responsible for their profession because they could discourage students when they know more about how to treat students to bring in the learning situation. They could not only kill the student's morale at the time of presentation but also they discourage the student to develop confidence to practice English. Actually, it is not acceptable in any teaching profession rather teachers are expected to motivate students let them participate in the classroom practice. On the other hand, students could face challenges from their friends that means when one student speaks in English the others laughing at him/her, and others may ridicule him/her to develop his language skills. However, the most serious thing for student is teachers' co-operation with those laughers in discouraging the student who speaks English since the student considers the teachers as they know the language command better than him/her and their ignorance could touch his/her psychology.

3.9.Styles Students to be used by EFL Teachers to Develop Contextual Vocabulary

There are various types of contextual vocabulary teaching styles which can help the teacher and the students to interact in the classroom teaching-learning practice. Teaching styles may be flexible in accordance with the situations of teacher's interaction with students in the classroom. So, the teacher is expected to know the students' background if they are interested or not in his teaching style. This might help to change his style based on

students' need and interest which is very important in the teaching learning process. As students stated, the teacher should use different teaching styles that could help them learn new vocabularies based on context. Contextual vocabulary instruction needs to occur in classrooms every day for a variety of purposes since contextual vocabulary power is the currency of education. In addition, teachers are increasingly facing with a diverse group of learners in terms of their current word knowledge, linguistic background, learning styles and literacy abilities; hence, it is up to teachers to make vocabulary teaching-learning pervasive, enjoyable, meaningful and effective (Cobb, 2003).

For example, student K said, *“the teacher should create classroom discussion, debate, role play, language games and practice English through speaking.”*

This clearly shows that students need different styles of teaching in actual classroom instruction. In fact, applying various teaching styles in contextual vocabulary teaching class is encouraging because it could expose students to different contexts of the word they need to know. For instance, classroom discussion like debate may help students to know the word from different students in different contexts the debaters using to express their feeling. So, students' claim towards the teacher to teach contextual vocabulary through debate may be right in terms of its merit they could get from it. One of the participant teachers (teacher, 2) supported this attitude and he stated that he used different styles of teaching like debate, role-play, drama and music to entertain students in the learning situation. Then, it is possible to say that students need the teacher to teach through different and update styles. Besides, teacher's teaching styles can build good relationship between students that mean if the teacher comes with welcoming smiles and participatory instruction which let the class participate in the classroom discussion, the students can have respect and interest for his instruction (Freeman, 2000).

3.10. Factors that Affects Contextual Vocabulary Teaching Practices

The researcher confirmed in the textbook analysis; the newly changed textbook has not included sufficient instruction which enables students to learn the word contextually. And some teachers in the interview stated that the government is highly responsible to minimize those factors from the source; or else, the condition could be deteriorating.

Regarding this teacher⁷ said, *“I think the environment and mother tongue interference is the leading factors. The majority of the students prefer to translate the meaning in their mother tongue “(teacher 2*

From the above teachers’ statement, it is possible to say students who belong to rural area do not have exposure for the language, and the environment they are interacting has no contribution for their vocabulary development. So, these students may have environmental pressure which forces them directly translate the new word meaning into their mother tongue which could lag them in word power building from the context. However, there are students from civilized area who have no background information about contextual vocabulary knowledge. These students may not have interest to learn, but only their parents’ pressure back and forth to school. Students should use context clue to unlock the meaning of unfamiliar words what is known as automatically understanding of a word (Balochowicz and Fisher, 2004).

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

From this study the following conclusions have been drawn:

The vocabulary instructions that are provided by EFL teachers and the textbook for grade twelve students would be important in helping students learn words from the context, but the textbook might have not included very necessary instructions which can expose students for multiple meanings of a word. Some EFL teachers also merely follow the textbook to prepare vocabulary instruction based on context where contextual instruction in the textbook is not enough to bring students interact with words in different contexts. As a result, students could have missed very important knowledge

of vocabulary that enables them to comprehend the concept of various subjects. Lack of background knowledge of students can be an obstacle for teachers to create a participatory classroom where every student can take part in the classroom interaction since without some knowledge of vocabulary; it is difficult to learn new words from the context. The textbook does not give enough emphasis on vocabulary instruction especially, contextual vocabulary teaching provision. As a result, some teachers could not prepare a lesson beyond the textbook and EFL teachers who could not appreciate students when they attempt to guess the meaning of new word and practice English language at classroom conversation may discourage students from further practice to develop their word power.

EFL teachers' contextual vocabulary teaching practice might be helpful for students to develop their skills and strategies of learning the meaning of new words from the context. However, students have not yet satisfied by contextual vocabulary instruction as they expected more from teachers. What students want to implement in the actual classroom teaching-learning process and the real classroom situation would not meet; as a result, students may not be beneficiaries from the teachers' vocabulary instruction relative to their expectation in developing skills and strategies of learning new vocabulary. Relative to the other aspects of language, contextual vocabulary has not yet given the attention it deserves in grade twelve English textbook as it is justified by teachers' response in the interview and textbook analysis in terms of the amount and kinds of activities delivered in the textbook.

The activities which are presented in the teaching material really lack depth for they are mostly in matching formats; hence, the students' chance of learning contextual vocabulary is limited both in quantity and depth. Nevertheless, students feel that contextual vocabulary knowledge is as important as the other features of language and should be given equal consideration. Consequently, the students' opinion about learning contextual vocabulary seems to be justified in view of the fact that lack of good knowledge of words in context can influence on their performance in other subjects.

5.2. Recommendations

Based on the conclusions drawn above, the researcher forwards the following recommendations as possible ways to address problems stated above.

The textbook for grade twelve should give enough emphasis on contextual vocabulary, besides teachers should prepare a lesson that able to give students the opportunity to develop their word power from the context. In contextual vocabulary development, vocabulary section in the textbook should include lessons that can create multiple exposures of students for unfamiliar word that is to know the word in different contexts. Teachers dependency on textbook to teach contextual vocabulary may be right, but they should not necessary to merely depend on the textbook to help students to learn words from the context where the textbook does not have enough lessons about contextual vocabulary. Therefore, textbook writer and EFL teachers should make available the knowledge of contextual vocabulary that students need to develop at this level. Students' prior knowledge of vocabulary can be crucial, so students should have awareness of the importance of background vocabulary knowledge to learn words from the context.

Teachers also should create conducive atmosphere by providing good instruction which able students to bring into the learning situation and give appreciation for students' attempt in order to motivate them for further participation. Students should be beneficiaries from teachers' contextual vocabulary instruction in classroom teaching -learning practice. What students want to develop from actual classroom teacher - students' interaction and the classroom situation should be equivalent. When textbook developers select topic for teaching contextual vocabulary, it must be made sure that the topic is appropriate to teach word based on context. Then, textbook instruction should be significant for students to develop their skills and strategies of learning new vocabulary from the context. Contextual vocabulary instructions should be given the attention it deserves in English class and EFL teachers as well as the textbook for grade twelve should include contextual vocabulary instruction which can help students to interact

with the word in different contexts. Vocabulary instructions should be provided through different styles in the text, but it should not be that the vocabulary items are taught only to facilitate the direct meaning of the word in the text. So, vocabulary instructions should be taught to help students understand the meaning of new words in multiple circumstances. Therefore, students should be exposed for contextual vocabulary instruction in order to develop their word power that enables them comprehend the concept of any subjects. Finally, the study should be used to conduct large scale study to investigate the situation in that students can get effective contextual vocabulary instruction which help them to be competent in other school subjects.

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