



ISSN: 0975-833X

Available online at <http://www.journalcra.com>

INTERNATIONAL JOURNAL
OF CURRENT RESEARCH

International Journal of Current Research
Vol. 11, Issue, 10, pp.7692-7694, October, 2019

DOI: <https://doi.org/10.24941/ijcr.36752.10.2019>

RESEARCH ARTICLE

STRATEGIES' RELATED CHALLENGES OF VOCABULARY LEARNING IN THE CONTEXT OF COMMUNICATIVE LANGUAGE TEACHING METHOD: GRADE TEN AT SEKA SECONDARY SCHOOL IN FOCUS

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ARTICLE INFO

Article History:

Received 14th July, 2019
Received in revised form
09th August, 2019
Accepted 15th September, 2019
Published online 30th October, 2019

Key Words:

Strategies, Challenges, Vocabulary Learning.

ABSTRACT

This study addresses the issues of strategies related challenges of vocabulary teaching and learning in the context of CLTA. To this end, identifying strategies related challenges of vocabulary teaching and learning was taken as a general objective of the study. To achieve it, identifying students' vocabulary learning strategies, disclosing students' vocabulary learning strategies related challenges, revealing teachers' vocabulary teaching strategies and pinpointing their vocabulary teaching strategies related challenges were designed as specific objectives. The study was conducted at Seka Secondary School by taking 221 students and seven teachers. In collecting data, questionnaire, interview and class room observation were used as instruments. The instruments' validity and reliability were proved by pilot study. The data gathered via the aforementioned instruments were qualitatively and quantitatively analyzed. At the end of the analysis, students were found work individually, in small and large group as well, request their teacher, use an English-L1 dictionary, ask their classmates, use the new words in conversation and the new words according to their part of speech. Regarding vocabulary learning strategies related challenges, difficulty in finding the meaning of unfamiliar words from the context, discouragement's when they don't immediately understand what word means, words that they would normally understand in writing, but when they heard them in a stream of speech, they found it difficult to tell when one words finishes and other begins, difficult to recognize vocabulary the words they know because of the way they are pronounced and unfamiliar words like jargon, idioms difficult to be inferred were identified. Consequently, teachers are recommended to use various vocabulary teaching strategies while they are teaching new words to make the students effective in their vocabulary learning.

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Citation: Dinku Gebeyehu and Workaferhaw Geleta. 2019. "Strategies' related challenges of vocabulary learning in the context of communicative language teaching method: grade ten at seka secondary school in focus", *International Journal of Current Research*, 11, (10), 7692-7694.

INTRODUCTION

The emergence of the communicative language teaching approach in the 1980's led to change views of syllabus and methodologies which is to shape approaches to teach vocabulary. Accordingly, many scholars agree that language teaching is concerned with enabling the learners to acquire an effective communication in the target language. For this reason, so as to communicate through any form of language, the first thing which should be considered is whether one knows enough amount of word enable to express himself/herself precisely and effectively. From this view, knowing vocabulary is critical for the comprehension of texts. Building word awareness and vocabulary knowledge require the

students to make a personal construction of meaning and expression (Cristina & Houston, 2010). In learning and teaching foreign language, vocabulary plays significant role. It is one element that links the four major skills of language i.e. listening, speaking, reading and writing all together. Regarding vocabulary learning strategies in Ethiopia, many researchers have conducted a great deal of researches. For example, Abebe (1997) conducted a research on strategies of vocabulary learning focus in freshman learning English at Addis Ababa University and he pointed out students make use of what they are already accustomed rather than using a wide range of vocabulary. Getenet (2008) studied vocabulary learning strategy use in the case of high and low achiever and he concluded that the high achiever frequently used strategies than the low achiever. Although the above aforementioned researchers and others have conducted many researches related to vocabulary learning. As the researchers read so far, on strategies' related challenges of vocabulary teaching and learning using communicative language teaching approach has

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not been investigated. This is pivot that leads the researcher to identify strategies' related challenges of vocabulary teaching and learning in the context of communicative language teaching method: focusing on grade ten Seka Secondary school .

METHODOLOGY

Research Design: The purpose of the study was to identify strategies' related challenges of vocabulary teaching and learning in the context of communicative language teaching approach. To this end, descriptive design was employed. Thus, the data were described quantitatively and qualitatively.

Research Setting: The study was carried out in one governmental high school, named Seka Secondary School. The school is found in Oromia Region, Jimma Zone, Seka Chekorsa Woreda. The school was established in 1979 E.C. at high school level. Selection of the school was purposive. The reason why this school was selected is due to the researcher's short experience of teaching English there.

Participants of the Study: The participants of this study were EFL teachers and students who were currently teaching and learning English language at Seka Secondary School in 2010 E.C. All of the teachers (7) were taken as the participants of the study. 221 students were taken as a sample from 495.

Tools of Data Collection: In this study, three instruments were used for collecting data. These were questionnaires, interview and classroom observation. These instruments were selected because of their suitability for gathering important data for the study.

Questionnaire: Using this instrument, aspect on strategies' related challenges of vocabulary teaching and learning using communicative language teaching approach was gathered. The questionnaires were prepared based on the objectives of the study. Close ended questions were constructed and employed to generate data from respondents. The questionnaire as a research instrument was administered to 221 sample students and 7 teachers. The questionnaire consisted of five sections. The first section contained demographic questions in order to gain background information about the participants of the study. The second and third sections focused on student's vocabulary learning strategies and related challenges using communicative language teaching respectively. The fourth and fifth has items on teachers' vocabulary teaching strategies and related challenges using communicative language teaching in that order. To make clearer and easily understandable for the students, the questionnaire was translated from English into Afan Oromo language by professionals who have MA degree in Afan Oromo language teaching and then the items were translated into English to maintain the translation validity.

Interview: Semi-structured interview which have similar contents with questionnaire and classroom observation were prepared. The interviews were conducted with English language teachers and purposively selected students. The number of interview participants was determined while the interview was held since the researcher was stop while she got a saturated data. The interview conducted after prior arrangements in the department of English in the study school. During the interview time, the researcher recorded the responses.

Observation: Observation was carried out to see how students as well as teachers perform and what problems they had in vocabulary teaching and learning in the class. The observation was conducted by the researcher. The observations were made in different sections while vocabulary teaching was made using communicative language teaching approach.

Data Analysis: Descriptive method of data analysis was made. To this end, the researcher made a narrative description, percentage and tabulation analysis since the data were both quantitative and qualitative. This analysis was helpful to investigate the problem widely and deeply by making a discussion using different scholars. And also the data gathered from questionnaire, interview and observation were analyzed in separated mode.

RESULTS

As shown in the above Table , in the first item, the majority of the sample population 35.7% responded they agree unfamiliar words like jargon ,idioms difficult to be inferred .Some of the respondents 23.5% stated they strongly agree unfamiliar words like jargon, idioms difficult to be inferred. Nearly the same number respondent 21.7% claimed they undecided unfamiliar words like jargon, idioms difficult to be inferred. The minority of the sample population 10.4% and 8.6% responded strongly disagree and disagree respectively. Generally the entire respondents mainly indicated they either strongly agree or agree this show that students had difficulties to inferred jargon and idioms.. Generally, speaking, unless the students let and train the use and choice appropriate strategy to complete specific tasks, learning vocabulary particularly and language learning generally doesn't meet the intended objectives. Therefore, the students should be motivated to practice using various vocabulary strategies. In the second Item , as shown in the table. The majority 44.3% declared they agree difficult to recognize the words they know because of the way they are pronounce. Among the 221 respondents 25.3% stated they strongly agree they face difficult to recognize the words they know because of the way they are pronounce. And, some of the sample population 17.2% asserted they undecided difficult to recognize the words they know because of the way they are pronounce.

The minority 7.2% and 5.9% responded they strongly disagree and disagree respectively difficult to recognize the words they know because of the way they are pronounce. From the data it can be understood students are not let to practice various strategies cope up with some difficulties they face while learning vocabulary. According to Nation (2001) states knowing a word means knowing its form, meaning, pronunciation, use and so on. Therefore, students should be encourage directly and indirectly to employ vocabulary learning strategies. As evident the third item , The majority of the sample population 35.3% and 33.% claimed they agree and strongly agree respectively words that they would normally understand in written but when they heard them in stream of speech they found it difficult to tell where one words finishes and other begins .While the minority of the sample population respondents 16.3%, 10.4% and 4.5% asserted they undecided, disagree and strongly disagree words that they would normally understand in a written but when they heard them in stream of speech they found it difficult to tell where one words finishes and other begins. As this data revealed most of the respondents said they have faced difficulties when they heard stream of

Table 1.

Items	Options No					Total
	SD	D	Und	A	SA	
. In learning vocabulary, I face.. unfamiliar words like Jargon, Idoms difficult to be inferred	F	23	19	48	79	221
	P	10.4	8.6	21.7	35.7	100
difficulty to recognize the words I know because of the way they are pronounced	F	16	13	38	98	221
	P	7.2	5.9	17.2	44.3	100
words that I would normally understand in writing, but when I heard them in a stream of speech, I found it difficult to tell where one words finishes and other begins	F	10	25	36	78	221
	P	4.5%	10.9%	16.3%	35.3%	100%
Discouragement when I don't immediately understand what word means difficulty in finding the meaning of unfamiliar words from the context	F	15	10	15	101	221
	P	6.8%	4.5%	6.8%	45.7%	100%
	F	16	17	15	92	221
	P	7.2%	7.7%	6.8%	41.6%	100%

speech to identify the beginning and ending of a word although they know the words in writing. Nevertheless, scholars of vocabulary learning strategies proposed in cognitive and meta-cognitive the students sort out the problem by employing vocabulary learning strategies. However, due to the learners many more factory are hinder their uses. For instance Schmitt and Mc Carthy (1992) in their studies indicated that the use of strategies depend on the ability to use and choose the appropriate vocabulary learning strategies. Therefore, the teachers should encourage their students to listen different English media and practice selective attention.

As shown in the table at forth Item , the great number of the respondents 45.7% said they agree they face discouragement when they don't immediately understand what word means. And, among the sample population 36.2% responded they strongly agree they face discouragement when they don't immediately understand what word means. Whereas, the minority of the respondents 6.8%, 6.8% and 4.5% said they undecided, strongly disagree and disagree respectively they discouragement when they don't immediately understand what word means. From this data it can be understand the majority of the respondents agree and strongly agree. This was also true during observation the students getting thought the meaning of new words from the teachers instead of patiently finding and also some students replied that they are not interested in vocabulary learning. So the students are not patient to tackle the problem. The use of strategy particularly affective strategy helps the students to relax one-self mentally and physically to reduce exhaustion, boredom and so on .Thus; the students should be encouraged to practice as well.

As shown in Table, at the last Item. The majority 41.6% and 36.7% stated they agree and strongly agree they face difficulty in finding in the meaning of unfamiliar words from context. And the minority of the sample population 7.7%, 7.2% and 6.8% said they disagree, strongly disagree and undecided difficulty in finding the meanings of unfamiliar words from the context. It can be observed that similar to other challenges this also the majority of the students responded they find it difficult to learn vocabulary in context.

By contrast, during observation some teachers gave activities of guessing meanings from context .But according to Nation (1990) argue that the primary strategy for dealing with the law frequency vocabulary should be to teach students how to guess words in context, among other things. Therefore, the students should be assisted to practice employing strategies such as background knowledge, and deducing meanings having looked the words that come before and after. From the above results, it can be understood that Challenges found in relation to vocabulary learning strategies were difficulty in finding the meaning of unfamiliar words from the context, discouragement's when they don't immediately understand what word means, words that they would normally understand in writing, but when they heard them in a stream of speech, they found it difficult to tell when one words finishes and other begins, difficult to recognize vocabulary the words they know because of the way they are pronounced and unfamiliar words like jargon, idioms difficult to be inferred.

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