The Implementation of Vocabulary Strategies Employed by Teachers and Students in EFL Classroom: The Case of Oda Bultum University

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Abstract: This study aims to assess the implementation of vocabulary strategies employed by Bultum University English language teachers. Vocabulary is a core element of foreign language learning by which students are bridged to understand and learn new words. The study was conducted using a quasi-experiment research design involving both qualitative and quantitative approaches. The data were collected through close surveys from 65 students from Geography, History, and English Departments and seven EFL teachers. Data were entered into the software programmer SPSS version 20 for further processing and then quantitative and qualitative data analysis was performed. The results showed that teachers encouraging students to watch different TV programs can improve their success in vocabulary learning. Students' commitment proved to be a significant predictor of all indicators of learning vocabulary. In relation to strategies, students believed that vocabulary learning positively helped them in their level of understanding, in this case in understanding English vocabulary easier. It was also found that students' positive response was that vocabulary learning helps them in developing English vocabulary capacity but their response was close to undecided.

1. Background of the Study

1.1. Introduction

Vocabulary is perceived as one of significant utility for learning a second or foreign language since a dearth of vocabulary in a second or foreign language impedes communication. In English as a second language (ESL) and English as a foreign language (EFL) situation, it plays a key role in developing major language skills: Listening, speaking, Reading, and Writing [1]; argues that too little can be thought without grammar, and nothing can be taught without vocabulary [p. 97, 1]. This indicates that a rich vocabulary facilitates effective communication. Even many second or foreign language learners view successful second or foreign language learning as vocabulary mastery and spend their time learning a vast vocabulary of the target language [1]. As a result, language teachers and applied linguists now generally recognize the importance of vocabulary learning and explore ways of promoting it more effectively [1]. They agree that mastering vocabulary is of great importance in one's becoming a mature language user. Although learning vocabulary in L1 and L2 or foreign languages is not different, one of the important ways in which they differ is the rate of vocabulary growth [1]. In the L1 learning context, the amount of regular input is vast allowing for much of the vocabulary to be learned incidentally [1]. However, a smaller amount of regular input in the L2 context means the opportunities for learning new items are limited, with relatively few words being acquired incidentally. It is thus, hypothesized that teachers have the greatest influence on the quality and quantity of vocabulary learned by EFL learners [1]. He also discussed that since teachers play such a key role and ultimately decide what is learned; their careful planning and general knowledge of the issues involved in vocabulary learning may help enhance vocabulary learning.

The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by researchers in the ELT field. Teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge. [2] point out that "knowing a word involves knowing its spoken and written context of use; its patterns with words of related meaning as well as with its collocation patterns; its syntactic, pragmatic and discourse patterns. It means knowing, it actively and productively as well as receptively".

Despite this, secondary school teachers in the selected schools revealed that the high school students did not have as vast a vocabulary as they expected, as a result, this has incapacitated them from being effective users of the skills of the language (Listening, speaking, Reading, and writing) [2]. Therefore, this has motivated the researchers to conduct a study on this concept.

1.2. Statement of the Problem

Vocabulary learning is crucial in second or foreign language learning since words are used during the four language skills use (Listening, Speaking, Reading, and Writing), [2]. However, vocabulary teaching has not been given adequate attention for many years. Some scholars suggested that students could learn all the words they needed without help.

Based on informal discussions held with the English teachers/colleagues teaching at the OBU, it was observed that there was a lack of using varied vocabulary strategies such as cognitive, metacognitive, social strategies, etc.

However, vocabulary learning is not a simple matter. Much more needs to be learned; and a need for a more effective and efficient approach to teaching vocabulary in the EFL context.

Certain studies were conducted on this concept by both local and international researchers though the number of researches conducted on this concept may also show the little attention given to vocabulary. [10] Also conducted a study on "an exploration of vocabulary teaching at primary level. 1994 [1] studied "teachers' attitude towards awareness raising approach to vocabulary teaching. His findings revealed that teachers could modify their attitudes in a fairly short period.

Similarly, investigated the English vocabulary knowledge of first-year students in the Indonesian EFL context [6]. She found that after six years of formal English language instruction, on average the learners knew 1226 English words and concluded that the limited vocabulary knowledge found in their study is disconcerting as Indonesian EFL learners are expected to have a vocabulary size of a minimum of 4000 words upon an entry to university.

Webb and Chang 2012 also conducted a study on vocabulary teaching techniques [26]. Their finding revealed the need to specifically focus on thigh-frequency words, that is, those in the first and second 1000-word families.

Nation 2001 investigated the vocabulary learning strategies of a group of ten adult learners of English [25]. All were committed, conscientious, and hard-working, but one who was more effective than the rest showed a high level of responsibility for his learning and an awareness of what was involved in vocabulary learning [25]. This means vocabulary learning strategies can help learners achieve better than those who do not employ vocabulary learning strategies.

Thus, most of the studies conducted revealed that though there are several vocabulary teaching strategies for vocabulary development, their implementations are problematic. But did not specifically assess the extent to which vocabulary strategies were employed in particular and their impact on English learning in general [20]. Consequently, the study was mainly focused on the implementation of vocabulary strategies to which teachers practice strategies of vocabulary teaching and to what extent teachers make their students get involved in every opportunity through which they can be exposed to different vocabulary learning-teaching strategies.

At OBU, vocabulary teaching has been paid less attention than it should have been, as compared to common courses with major language skills that are taught at OBU. This could contribute to students' deficiency of vocabulary at OBU. This indicates that the study is different from the other studies conducted in this area since it focused not only on vocabulary teaching strategies but also on the extent of its successful implementation for learning English.

The practice of teaching vocabulary in OBU might have been affected.

In addition to this, as far as the researcher reading different literature is concerned, no similar research has been conducted in this area at the specified higher institute (OBU). This is the reason why the researcher became eager to conduct a study on this concept and setting.

1.3. Objectives of the Study

The study was conducted carefully to achieve the following general and specific objectives.

1.3.1. General Objective of the Study

The general objective of the study is to assess the implementation of vocabulary strategies employed by Teachers and students of OBU.

1.3.2. Specific Objectives of the Study

The specific objectives of the study are to:
a) Assess teachers' commitment to implementing vocabulary strategies.
b) Assess students' commitment to participating in vocabulary activities.
c) Identify challenges encountered in implementing vocabulary strategies at OBU and suggest possible measures to be taken.

1.4. Research Questions

The study was trying to answer the following research questions:
a) Are the English teachers committed enough to engage

students in letting the students participate in varied vocabulary strategies?

b) Are the students committed enough to participate in varied vocabulary techniques?

c) What are the challenges encountered in employing vocabulary strategies at OBU and what can be suggested?

1.5. Significance of the Study

English teachers will benefit from the study since it may help them understand how vocabulary is taught more productively to meet the objectives of vocabulary lessons. Students can also benefit from the study since words are used in all language skills. Experts in the English language teaching field can also gain some insights into the implementation of vocabulary strategies. Generally, English teachers, students, experts in the English language teaching field, and curriculum design designers' policymakers can benefit from the findings of the study.

1.6. Delimitation of the Study

The study was focused on assessing the implementation of vocabulary strategies with a focus on OBU, which is found in the West Hararghe zone. Due to the time constraint, the researcher was limited to focusing on metacognitive strategies of teaching vocabulary; to study the issue thoroughly and effectively the researcher focused on the metacognitive strategies among the other stores. The unavailability of a literature review, taking more courses conducting other proposals and assignments, and time constraints hampered the researcher to explore further.

2. Review of Related Literature

In this section, literature reviews from different books, theses, dissertations, and websites was reviewed for the study. Various aspects of vocabulary such as the concept of vocabulary, vocabulary learning strategies, the taxonomy of vocabulary learning strategies, and research findings on vocabulary was included. Therefore, it can give some insights into vocabulary in general and the effective implementation of vocabulary learning strategies in particular.

2.1. Concept of Vocabulary

Vocabulary is considered bricks for constructing a building. This means vocabulary is used in all language skills and concepts as bricks are used to construct a building. This implies to use language successfully; one needs to have a large vocabulary. English is one of the richest languages which has a vast vocabulary. So, one cannot use the language without learning the vocabulary of English. Wilkins points out "Without grammar, very little can be conveyed, but without vocabulary, nothing can be conveyed" [27]. This means, at least we can partially convey our messages with incorrect grammar but it is impossible to achieve the same

purpose without vocabulary, which means those who are rich in vocabulary can speak and write fluently in English.

Especially where English is used as a second or foreign language, one needs to learn vocabulary systematically. McCarthy claims No matter how the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 cannot happen in any meaningful way [22]. This shows that the importance of having a vast vocabulary in a foreign language is fundamental to any successful communication.

"Harmer, 1991 discusses if language structures make up the skeleton of a language, then it is vocabulary that provides the vital organs and the flesh [15]. If one wants to be successful in using language, he/she must have a good stock of vocabulary.

Teaching vocabulary is also a significant issue in language teaching since words play an important role in expressing our feelings, emotions, and ideas to others during communication. This means, that without the mediation of vocabulary, no amount of grammatical or other types of linguistic knowledge can be employed in second-language communication or discourse. However, it was during the communicative approach that the prominent role of vocabulary knowledge in second or foreign language learning has been highly recognized by researchers in the field. The current popular communicative approach to language teaching has emphasized meaningful interactive activities over form. "It has also been recognized that the vocabulary learning strategies that students use a have greater impact on the success of their vocabulary learning. Vocabulary is central to language and is of great significance to language learners because words are the building blocks of a language since they label objects, actions, and ideas without which people cannot convey the intended meaning [16].

Traditionally vocabulary instruction for many teachers involves having students look words up in the dictionary, write definitions, and use words in sentences. Word lists, teacher explanations, discussion, memorization, vocabulary books, and quizzes often are used to help students learn new words [17]. However, these methods ignore what research and theory tell us about word learning and sound vocabulary instruction.

Theorists and researchers in the field have recently recognized the prominent role of vocabulary knowledge in second or foreign language learning [12]. Accordingly, numerous types of strategies, exercises, and practice have been introduced into the field to teach vocabulary. It has also been suggested that teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge [20]. Although each strategy contributes to success or failure, consistent employment of certain types of strategy forms a means to vocabulary learning that may considerably influence the outcomes of L2 learning. Vocabulary knowledge is an important element in a foreign

language or second language acquisition. A student can increase vocabulary knowledge formally in the classroom and informally through communication with others and through class activities. So, to utilize this idea, devising and using instructional strategies needs to be used in teaching vocabulary [13].

Therefore, teaching vocabulary is a significant factor in language teaching, since vocabulary plays a crucial role in communication activity. In the absence of vocabulary, communication will not occur. Indeed, neither literature nor language exists without vocabulary [11]. On top of this, vocabulary is a primary concern for language teachers and applied linguists [2]. The strategies that teachers mostly practice in their language classes are to enhance their students' vocabulary knowledge or help them to be able to communicate by listening, speaking, reading, and writing on based common vocabulary [6].

It is obvious that vocabulary is central to a language and is of paramount importance to a language learner. Therefore, the interest in focusing on this vocabulary teaching strategy emanates from various reasons. In the first place, to the best of the researcher's knowledge, it is one of the significant areas language teachers raise as a problem about the practice of vocabulary development and secondly, as language teachers, vocabulary teaching through different strategies is vital in language teaching.

2.2. Vocabulary Learning Strategies

According to [5], a strategy must: involve choice, be complex, require knowledge and benefit from training, and increase the efficiency of vocabulary learning and vocabulary use. That is why vocabulary teaching is a complex process that needs to consider several factors that can impact a learner's vocabulary development. After many decades of being neglected, methodologists and linguists have increasingly been turning their attention to vocabulary stressing its importance in language teaching and reassessing some of the ways/ strategies in which it is taught. Moreover, lexical competence is currently acknowledged to be a core component of communicative competence by many vocabulary specialists, which provides much of the basis for how well learners speak, listen, and write [7]. The movement toward effective methodologies for teaching vocabulary has emerged and researchers and language teachers have suggested many strategies and techniques for vocabulary learning, which are dependent on the efforts of each learner [2].

It finds out effective vocabulary learning strategies and a large amount of research on vocabulary learning strategies has been conducted. Most of the research focuses on three important areas: general vocabulary learning strategies; a taxonomy of vocabulary learning strategies; and the most frequent vocabulary learning strategies [5], [19]. The vocabulary learning strategies generally involve cognitive strategies, metacognitive strategies, and social strategies. According to [24], learners use a range of cognitive strategies in Orton words such as using keywords, making associations, and learning, words in groups. Groups opuses cognitive as a mental operation concerned with working on new words in order to understand, categorize, and store them in a mental lexicon. Similarly, [4] describes cognitive strategies including written and spoken repetition, word lists, and flashcards common strategies used in many parts of the world. Taking notes in class and keeping vocabulary notebooks are also useful and recommended by many teachers and writers [5]. Metacognitive strategies, as "are by dentists to control and evaluate their owning, by having an overview of the learning process in general. According to [5], social cognitive strategies involve asking someone, usually teachers and peers, for synonyms, definitions, or example sentences of particular info in a million words.

It is crucial to train learners to become independent during the process of vocabulary learning because independent learners are self-directed and capable of taking responsibility for their learning and building up their confidence, involvement, and, proficiency [3]. Therefore, teachers should raise students' awareness of the importance of vocabulary learning strategies. Much has been said about the discrimination of vocabulary teaching in EFL classes. There are several types of research types of researches in the areas of listening, speaking, reading, writing, grammar, and vocabulary teaching each without considering their interdependent effect on teaching language. Vocabulary learning strategies are also among the crucial strategies required to be used by second or foreign-language learners [6].

The strategies used by language learners can make him/her more self-reliant and responsible for his/her language learning. [6] also investigated the vocabulary learning strategies of a group of ten adult learners of English. All were committed, conscientious, and hard-working, but one who was more effective than the rest showed a high level of responsibility for his learning and an awareness of what was involved in vocabulary learning. This means vocabulary learning strategies used by language learners are an essential part of second or foreign language learning. Therefore, the vocabulary strategies used by EFL learners and how the strategies can be successfully implemented are discussed here.

2.3. Taxonomy of Vocabulary Learning Strategies

In addition to the general vocabulary learning strategies discussed above, the taxonomy of vocabulary learning strategies has attracted many researchers' attention. One of the most famous taxonomies of vocabulary learning strategies is [24] taxonomy. In this taxonomy, there are two main types of strategies: discovery strategies and consolidation strategies. Discovery strategies include determination strategies and social strategies while consolidation strategies encompass social strategies, memory strategies, cognitive strategies, and metacognitive strategies. Other well-known taxonomies of vocabulary learning strategies are Oxford's 1990 social, memory, cognitive, and, metacognitive strategies. [4] classifies vocabulary strategies

into three general classes: planning, source, and processes. The reason behind this classification is to separate the aspects of vocabulary knowledge from the sources of vocabulary knowledge and learning processes.

The strategies in this category are choosing words, choosing aspects of word knowledge, and, choosing strategies as well as planning repetition. The second category in [27] taxonomy involves getting information about the word. This information may include all the aspects involved in knowing a word. It can come from the word form itself, from the context from reference sources like dictionaries and analogies, and connections with other languages. And the third category in his vocabulary learning taxonomy is processed. It includes establishing word knowledge through noticing, retrieving, and generating strategies. The attraction of these strategies is if students are equipped with a number of the strategies stated in the taxonomies, they can deal with these words on which teachers on their own and as a result have access to a large number of target language words.

Table 1. Nation's taxonomy of vocabulary learning strategies.

General class strategies	Types of strategies
Planning: choosing what to focus on and when to focus on it	Choosing words
	Choosing the aspects of word knowledge
	Choosing strategies
	Planning repetition
Sources: finding information about words	Analyzing the word
	Using context
	Consulting a reference source in L1 and L2
	Using parallels in L1 and L2
Processes: establishing knowledge	Noticing
	Retrieving
	Generating

Nation's taxonomy of vocabulary learning strategies, (2001, p 218)

2.4. Key Strategies

Since there are several vocabulary-learning strategies, it is impossible to try how they are treated in a language-learning program. This makes the selection strategies that will provide a practical basis for research while also being theoretically defensible. By considering this, the following were chosen from Notion's taxonomy and designated 'key' strategies.

1) *Repetition (or review) from the class of planning strategies;*
2) *Resource use, in particular using a bilingual or monolingual dictionary, from the class of strategies related to sources; and*
3) *Recording (or note taking), which Nation says is one of the primary skills related to noticing in the class compression-related "[2001, p. 221]."*

These strategies represent each of the three main classes in Nation's list and thus exemplify three important components of vocabulary learning. Secondly, they are easily recognizable to learners and teachers; most students use a dictionary, take some form of notes, and review for an examination, and many teachers are likely to encourage these practices. Yet at the same time, they are not used universally and when they are used, there is evidence that many learners use them ineffectively, which is the third point. The final justification is that the use of these three can involve lesser-known strategies. Thus, they are keys that also have the potential to serve as valuable starting points in a learner-training program.

2.4.1. Planning Repetition

The first major strategy where learner training can assist is in planning repetition. "Repetition is essential because there is so much to know about each word (e.g. syntactic, pragmatic, phonological, derivational, morphological, stylistic features, etc.) that "one meeting with it is not sufficient to gain this knowledge [27]. Many learners seem to equate reviewing with pre-test cramming. In some cases, they do indicate elective use of review for vocabulary learning purposes; their approach is usually simplistic and ineffective; for example, trying to review as much or as often as possible. [27] gives the example of a schedule of five three-minute review sessions over a period of ten days resulting in much better retention than a single fifteen-minute review session.

2.4.2. Tie-Ins to Other Strategies

As a key strategy, planning repetition also entails opportunities to train learners in other lesser-known strategies from Nation's list. The most obvious is retrieval, which is what happens when a word-pairing that has been noticed or comprehended is later met again and the word form or meaning is produced: voluntarily, involuntarily, or from memory. Retrieval is important for vocabulary learning because the act of retrieving a word strengthens the paths linking the form of meaning and memory, making subsequent retrievals [27].

2.4.3. Resource Use: Dictionaries

The second key strategy is dictionary use, which falls under the [27] category of vocabulary information. [2] and [3] note that dictionaries "have a good image. Almost every learner of English as a second or foreign language owns one, and it is probably one of the few books retained after following a language course. They are the primary source of lexical information for most learners and fulfill a variety of functions: decoding for comprehension (while reading or

listening); encoding for production (in writing, speaking, or translating); and for intentional learning of new vocabulary [2].

2.4.4. Recording

Recording strategies, such as keeping vocabulary notebooks and using word cards, are one form of "noticing" in [27] general category of strategies related to processes of vocabulary learning. [27] defines noticing simply as "giving attention to an item p. 63. Noticing occurs when a learner focuses on a word or expression and recognizes it as something useful to learn [23]. Such recognition is manifested in the process of recording an item on a notebook paper, index card, or in a personal vocabulary database stored on the computer.

Vocabulary notebooks are probably the most common form of written student record but tend to vary greatly in format and quality of organization [4]. Many methodologists advocate the use of vocabulary notebooks, as well as training to help learners improve their effectiveness [18]. Many scholars have noted the opportunities of such training for raising awareness about general principles of memory and language learning, and for fostering learner autonomy [1]. The most detailed advice regarding notebooks comes from [5]. He shows how, by expanding on the traditional format of notebooks, teachers can foster autonomous vocabulary learning and can integrate a variety of different vocabulary learning strategies into notebook use [5].

2.5. Difficulties in Learning and Teaching Vocabulary

Many studies focus on difficulties in learning and teaching English vocabulary. Because of the large vocabulary size, according to [27], learners of English encounter many problems in trying to learn all the difficult or technical words mainly found in the written text. He also found it hard to use the words in the right context and to get their message across. [27] also states 'The main problem with vocabulary is that only a few words and a small part of what is required to know a word can be dealt with at any time' p. 47. Many learners also have problems with "word choices". In other words, students have difficulties putting their ideas into words, that is, they cannot find the right English words they need to express their ideas in speaking and writing [2].

2.6. Strategies to Cope with Difficulty in Learning Vocabulary

To cope with the difficulty in learning vocabulary, many studies have been conducted. For instance, [27] suggested in their articles that in order to help students succeed in their vocabulary learning, three goals should be accomplished: focus on the vocabulary, experience multiple retrievals of vocabulary, and develop successful vocabulary strategies. They also suggested six vocabulary activities for the ESL/EFL classroom such as keeping a running list of words, using vocabulary cards, ranking vocabulary items, vocabulary ladder puzzles, vocabulary sentence auctions, and scrambled vocabulary envelopes. In addition, awareness of

the importance of helping students to become independent learners has been raised. [27] recommended in his well-known article on the four strands of a language course that large amounts of comprehensible input through listening and reading should be provided to students [8]. Moreover, students should be supported and encouraged to produce the language both in spoken and written forms as much as possible. They should also be trained to use the learning strategies that may contribute to their language learning, particularly vocabulary learning.

Generally, various kinds of literature show that vocabulary-learning strategies help to develop language skills in general and enhance vocabulary learning in particular.

3. Research Methodology

3.1. Research Design

In this research, a quasi-experiment research design involving both qualitative and quantitative approaches was employed. These techniques are chosen because they could provide information concerning the status of the current practices of vocabulary teaching strategies in teaching and learning English as a Foreign Language (EFL) in the OBU: major English students. Therefore, both qualitative and quantitative approaches helped the researcher to draw valid conclusions for advance planning of the methods adopted for collecting the relevant data and techniques used during analysis.

The research was conducted in the quasi-experiment type of study since Creswell, 2003 claims "it is a research design primarily concerned with explaining either or not the strategies implemented and about the nature or conditions or the degree of intensity of a factor under investigation [9] [p. 16]. Thus, it helps the researcher to examine the actual implementation of vocabulary strategies in the classroom at OBU.

3.2. Participants

The sources of data were English language teachers who have taught TEFL courses for major students and students English and Geography department at OBU. According to the information obtained from the department head in this academic year 2014 E.C., there are thirteen TEFL instructor(s); among these, seven are teaching English major students, and currently, twenty-six-second year and fifteen third-year students are attending the program. In addition, twenty-seven students are third-year geography department. Therefore, the subjects of the study were seven TEFL instructors and 65 students including twenty-seven third-year students from the geography department and major students.

3.3. Study Area Description and Period

The study was conducted in the West Harerghe Zone at OBU. The Zone is bordered on the South by the Shabelle River which separates it from Bale, on the Southwest by

Arsi, on the Northwest by the Afar Region, on the North by the Somali Region, and on the East by, East Harerghe. And Oda Bultum University is found in Chiro town, which is the principal town for the West Harerghe Zone and 326 kilometers from the capital, Addis Ababa. The study was conducted in March 2022 by one of the researchers from the English language teaching field who has been teaching English at Oda Bultum University. This mini-research was for the course Quantitative Research and Paradigm.

3.4. Sampling Techniques

There are twenty-six senior and fifteen third-year major students and thirteen TEFL teachers at Oda Bultum University. The researcher chose all EFL instructors who were active as it is and took all second and third year of DELL students including third-year geography students as sources of information. The researcher selected those participants purposefully as a source of information.

3.5. Questionnaire

The questionnaire was prepared and administered to students focusing on meeting the objectives of the study. A close-ended questionnaire was prepared to obtain comprehensive information. This means, that close-ended type of questions enabled to be encoded and allowed the researcher to obtain various reflections or detailed information on topics. In order to collect data about the implementation of vocabulary strategies, a question that can be responded to using a five-Likert scale was prepared. Before data collection for the main study, the researcher piloted the questionnaire out of the population study to improve its reliability.

3.6. Procedures of Data Collection

Different procedures were followed to collect the data needed. However, due to time constraints, the researcher used a close-ended questionnaire for both teachers and students. Firstly, a questionnaire that included close-ended questions was prepared and administered to students after introducing the objectives of the study briefly. The questionnaires were also collected after adequate time was given to fill in the questionnaire since doing this can increase the return rate.

Secondly, the researcher collected the filled questionnaire from teachers and students. Then, the researcher carefully and thoroughly entered the collected data into SPSS version 20. Lastly, the output of SPSS was analyzed via descriptive statistics and referential.

3.7. Procedures of Data Analysis

In this study, only a quantitative method of data analysis was employed. "Quantitative data has a role in theorizing. Therefore, the quantitative method of data analysis such as the descriptive statistics using the SPSS Version 20 for the data was using a close-ended questionnaire. Finally, the data was discussed using descriptive statistics, correlation, and gender and variances to arrive at conclusions and recommendations.

3.8. Pilot Test

To test the reliability of the data, the researcher took the same questionnaires and piloted them in the second year of the History and Heritage Management students. For validity, the researcher showed a questionnaire to my colleagues at OBU. Students filled out the questionnaires and the results were compared to ensure that the results were replicable if applied elsewhere. Before the data collection process, a questionnaire was adapted and adopted primarily to meet the objectives of the study from reputable journals, and the items critically were in terms of content validity, face validity, clarity of items, and whether they fit to measure the objectives of the study. Before obtaining the main data, a research questionnaire was dispatched to thirty-five (35) students of the second year of History and Heritage Management. Students before filling out the questionnaire, the researcher told the objective of the data and how to fill it out during the pilot test. According to "[14] as cited in [1], if the reliability coefficient is $\geq$ 0.60, it can be accepted as a reliable instrument]." The questionnaire reliability was examined using Cronbach's Alpha, yielding a value of 0.80. Thus, the tools were found reliable to collect data for the main research.

3.9. Ethical Consideration

In order to get the appropriate information from the respondents, the researcher approached the students as a facilitator and also I taught them one course before I left. All the teachers are my colleagues and friends. The researcher told them the objectives of the study before dispatching the questionnaire. The researcher informed the subjects their participation of them in the study was strictly voluntary and any information that was obtained in connection with this study remains confidential.

3.10. Expected Outcomes

The study tried to assess the implementation of vocabulary strategies by Bultum University and EFL teachers. Mainly, it was focused on identifying the vocabulary strategies usually practiced during vocabulary classes; distinguishing challenges encountered in implementing vocabulary strategies, and suggesting possible solutions.

4. Data Analysis and Discussions

This chapter presents the results obtained from a closed questionnaire. The collected data was entered into the software programmer SPSS version 20 for further processing and then quantitative and qualitative data analysis was performed. The data collected from teachers and students were discussed. The data, collected through close surveys of students and teachers, were analyzed using descriptive statistics and reference analysis. The analysis, interpretation, and discussion were reactions of the majority of the
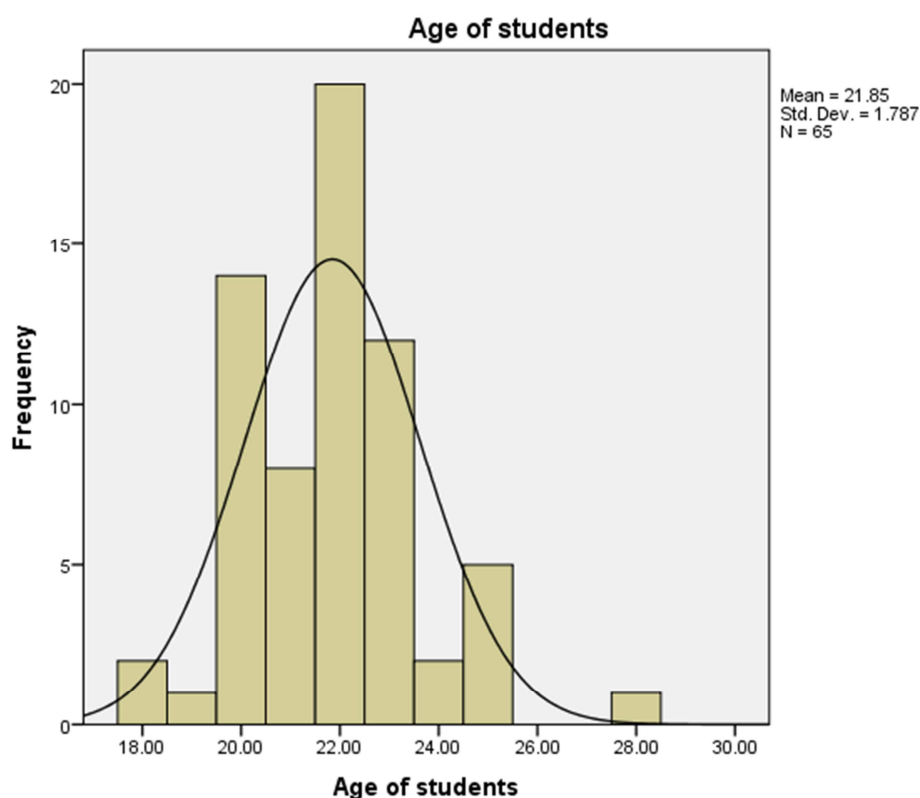
population.

Figure 1. *Age of students Indicator.*

As indicated in the graph above, the respondents' ages were between 18 to 28; this can make the study more valid and worthwhile because they were expected to give relevant information to the study.

4.1. Teachers' Commitment to Teaching Vocabulary Using Different Strategies

In the following table, the data collected from the respondent teachers are presented based on the research objectives. Attempts were made to estimate the commitment of teachers to teaching vocabulary via different strategies. The respondents were required to answer the questions by saying very low committed, low committed, committed, high committed, and extremely high committed. The responses are scored in such a way that a high response means good commitment and a low response means poor commitment.

Table 2. *Results of Teachers' using Vocabulary Strategies.*

N. Total Items 8	Minimum	Maximum	Sum	Mean	Std. Deviation	Kurtosis	
N. Respondents 7	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
	24	40	228	4.06	1.27242	1.947	1.587

The main course instructors shared their opinion that vocabulary strategies will have more benefits for students in terms of developing students' vocabulary capacity and being organized and that they will remember words more easily when they proceed to their departments. In terms of the second research question, I am involved actively in teaching vocabulary almost all main course instructors agreed that keeping vocabulary strategies was a useful strategy to teach new words to all students. When the frequency of teachers' commitment to teaching vocabulary using different strategies is considered, the most preferred strategies by the teachers were "I encourage students to watch movies and TV program" [4.57]; which is close to 5 i.e. extremely high committed.

This result demonstrates that teachers encouraging students to watch different TV programs can improve their success in vocabulary learning. It has been generally accepted that vocabulary strategies are one of the essential elements for teaching foreign languages. In this regard, items were designed to ask if teachers used the strategies of vocabulary learning. The above table shows teachers' responses with respect to the using vocabulary strategies commitment. "[Thus, the total mean of teachers' commitment to using different vocabulary strategies was [4.06]." This replied that teachers of Oda Bultum University's English department were committed to using different strategies for vocabulary teaching.

4.2. Correlation of Teachers' Commitment to Using Vocabulary Teaching Strategies

Table 3. Correlation of Teachers' Commitment to Using Vocabulary Teaching Strategies.

		1.	2	3	4	5	6	7	8
I involved in	Pearson Correlation	1	.726	.298	-.230	-.271	.560	-.271	.038
	Sig. (2-tailed)		.065	.516	.620	.556	.191	.556	.935
	N	7	7	7	7	7	7	7	7
I exert my effort	Pearson Correlation	.726	1	.517	-.344	-.335	.746	-.335	.258
	Sig. (2-tailed)	.065		.234	.450	.463	.054	.463	.576
	N	7	7	7	7	7	7	7	7
using time	Pearson Correlation	.298	.517	1	-.141	-.050	.194	-.400	.354
	Sig. (2-tailed)	.516	.234		.762	.915	.677	.374	.437
	N	7	7	7	7	7	7	7	7
Ask for pronunciation	Pearson Correlation	-.230	-.344	-.141	1	-.636	-.091	.849[*]	-.400
	Sig. (2-tailed)	.620	.450	.762		.124	.846	.016	.374
	N	7	7	7	7	7	7	7	7
Using card game	Pearson Correlation	-.271	-.335	-.050	-.636	1	-.710	-.750	-.141
	Sig. (2-tailed)	.556	.463	.915	.124		.074	.052	.762
	N	7	7	7	7	7	7	7	7
Encouragement	Pearson Correlation	.560	.746	.194	-.091	-.710	1	.194	.548
	Sig. (2-tailed)	.191	.054	.677	.846	.074		.677	.203
	N	7	7	7	7	7	7	7	7
Using multiple strategies	Pearson Correlation	-.271	-.335	-.400	.849[*]	-.750	.194	1	-.141
	Sig. (2-tailed)	.556	.463	.374	.016	.052	.677		.762
	N	7	7	7	7	7	7	7	7
On improvement	Pearson Correlation	.038	.258	.354	-.400	-.141	.548	-.141	1
	Sig. (2-tailed)	.935	.576	.437	.374	.762	.203	.762	
	N	7	7	7	7	7	7	7	7

*. Correlation is significant at the 0.05 level (2-tailed).

From the above Table, it can be said that the present correlation using dependent and independent variables predictor jointly explained the variance in the implementation of vocabulary strategies in EFL classrooms. Thus, the question of teachers' commitment to using strategies for vocabulary teaching is statistically significant.

4.3. Students' Commitment to Learning Vocabulary

Table 4. Students' Commitment to Learning Vocabulary.

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
I'll cooperate with my classmate	65	1.00	5.00	185.00	2.8462	1.04927
I seek to establish friendly and cooperative relationships among classmates to ease the teaching vocabulary.	65	1.00	5.00	192.00	2.9538	1.36280
I respect each other and attitudes toward vocabulary learning	65	1.00	5.00	193.00	2.9692	1.26206
I create a relaxed and supportive environment for their vocabulary learning and to be successful in their vocabulary capacity	65	1.00	5.00	198.00	3.0462	1.31614
I exert every effort to raise their standard and to improve their capacity vocabulary.	65	1.00	5.00	205.00	3.1538	1.21489
I appropriately used of time granted and was motivated to learn vocabulary in the EFL classroom.	65	1.00	5.00	227.00	3.4923	1.27626
Valid N (list-wise)	65				3.07	

When the frequency of students' commitment to learning vocabulary strategies is considered, the most preferred strategy by the students is "I appropriately use of time granted and motivated for learning vocabulary during EFL classroom" [3.5]; which is close to 4 i.e. committed. This result shows that students using their time appropriately can improve their success in vocabulary learning. The least commitment is "I'll cooperate with classmates" [2.8]

This suggests that students have difficulty cooperating with each other in the classroom. It has been widely accepted that vocabulary learning is one of the essential elements for learning foreign languages. In this regard, items were designed to ask if students understood the importance of vocabulary learning. The above table shows students' responses with regard to the "vocabulary learning commitment". Thus, the total mean of students' commitment to learning vocabulary was [3.07]. This replied that students of Oda Bultum University both the English department and the geography department were committed to learning vocabulary.

4.4. Correlations on Students' Commitment to Learning Vocabulary

Table 5. Correlations on Students' Commitment about Learning Vocabulary.

		1	2	3	4	5	6
I'll cooperate with my classmate	Pearson Correlation	1	.504**	.413**	.323**	.338**	.326**
	Sig. (2-tailed)		.000	.001	.009	.006	.008
	N	65	65	65	65	65	65
I respect each other and attitudes toward vocabulary learning	Pearson Correlation	.504**	1	.245*	.472**	.339**	.407**
	Sig. (2-tailed)	.000		.049	.000	.006	.001
	N	65	65	65	65	65	65
I create a relaxed and supportive environment for their vocabulary learning and to be successful in their vocabulary capacity	Pearson Correlation	.413**	.245*	1	.402**	.386**	.275*
	Sig. (2-tailed)	.001	.049		.001	.001	.027
	N	65	65	65	65	65	65
I seek to establish friendly and cooperative relationships among classmates to ease the teaching vocabulary.	Pearson Correlation	.323**	.472**	.402**	1	.514**	.373**
	Sig. (2-tailed)	.009	.000	.001		.000	.002
	N	65	65	65	65	65	65
I exert every effort to raise their standard and to improve their capacity vocabulary.	Pearson Correlation	.338**	.339**	.386**	.514**	1	.404**
	Sig. (2-tailed)	.006	.006	.001	.000		.001
	N	65	65	65	65	65	65
I appropriately used of time granted and was motivated to learn vocabulary in the EFL classroom.	Pearson Correlation	.326**	.407**	.275*	.373**	.404**	1
	Sig. (2-tailed)	.008	.001	.027	.002	.001	
	N	65	65	65	65	65	65

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

From the above Table, it can be said that the present correlation using dependent and independent variables predictor jointly explained the variance in the implementation of vocabulary strategies in EFL classrooms. Thus, the question of students' commitment to using strategies for vocabulary learning is statistically significant. The table provides the means and standard deviations of all variables and their inter-correlations. Students' commitment proved to be a significant predictor of all indicators of learning vocabulary. A close-ended questionnaire was positively related to each item [at p<0.05].

4.5. Challenges Encountered Students during Learning Vocabulary

Table 6. Results of Students during Learning Vocabulary.

N. of Question Items	Response in Scale				
	5	4	3	2	1
22			total	Grand Mean	
	F	65	65		
	%	100	100	2.96	

The table above shows that challenges encountered by students while learning vocabulary mostly affected their cognitive skills showing by the score of Mean of cognitive aspect that reached 2.96 which is close to undecided. In relation to strategies, students believed that vocabulary learning positively helped them in their level of understanding, in this case in understanding English vocabulary easier and in understanding English texts easier. "[This finding is in accordance with Schmitt, 2000 that vocabulary is a core element of foreign language learning by which students are bridged to understand and learn new words".] It was also found that students' positive response was that vocabulary learning helps them

in developing English vocabulary capacity but their response was close to undecided. This reveals that most of the respondents were affected by different challenges during vocabulary learning.

The respondents shared their opinion that vocabulary learning Havre benefits students in terms of developing their vocabulary capacity and being organized and that they will remember words more easily when they proceed to their departments. Thus, the total mean of students' responses on challenges faced during vocabulary learning was [2.96]. This replied that students of Oda Bultum University both the English department and geography department faced challenges during learning vocabulary using different strategies of vocabulary.

5. Conclusions

Based on the key findings, the following conclusions were drawn from the study. Regarding the magnitude of the main issues affecting the implementation of vocabulary strategies, everyone [students, teachers, and all concerned bodies] was responsible. The students were part of the problems as they used different strategies during vocabulary lessons. As can be seen from the results, the vocabulary strategies should be more effective; students need to practice vocabulary strategies; Teachers also encourage students to practice in and out of the classroom.

The study pointed out that students faced challenges while learning vocabulary. The mean value response of the overall items was 2.96. This implies that most of the students were not responsible for using different vocabulary strategies. Thus, it is possible to conclude that both teachers and students could identify their hindrances properly but not apply them practically.

6. Recommendations

Based on the findings of the study, the researcher would like to forward the following recommendations for the implementation of vocabulary strategies.

1) Teachers should create awareness of strategies for vocabulary teaching to students and how to convert these strategies into practice.
2) Teachers should develop an efficient and effective mechanism to assess students' applying strategies rather than theorizing and following up on students' progress.
3) All concerned bodies including teachers, students, society, Ministry of Education, and others should facilitate a condition to prepare supplementary materials that provide detailed information about strategies and vocabulary activities in addition to the textbook;
4) The departments in collaboration with the Ministry of Education should coordinate to invite experts in the field to share his/her experience of using strategies of vocabulary teaching learning during EFL classrooms and suggest alternative techniques in the absence of adequate teaching aids and supplementary materials.
5) Teachers should practically evaluate the prospective students on their learning vocabulary and certify before they leave.

Definition of Terms, Acronyms, and Abbreviations

Acquisition_ Language acquisition is the natural way to develop linguistic ability and a subconscious process. Communicative Competence _ is an aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts. Curriculum _ refers to a very broad field of inquiry that deals with what happens in schools and other educational institutions, the planning of instruction, and the study of how curriculum plans are implemented.

EFL: English as a Foreign Language
ESL: English as a Second Language
OBU: Oda Bultum University
SPSS: Statistical Package for Social Sciences.

Strategies: are specific methods of approaching a problem or task, modes of operation for achieving a particular end, and planned designs for controlling and manipulating certain information.

The syllabus: describes the major elements that will be used in planning teaching courses and provides the basis for its instructional focus and content.

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