



**MADDA WALABU UNIVERSITY COLLEGE OF SOCIAL  
SCIENCE AND HUMANITIES DEPARTMENT OF ENGLISH  
LANGUAGE AND LITERATURE**

**THE PRACTICE OF USING GROUP DYNAMICS IN  
TEACHING GRAMMAR AND VOCABULARY SKILLS AT EFL  
CLASSES. THE CASE OF GRADE 9 STUDENTS OF GOBA  
SECONDARY SCHOOL.**

**BY**

**SEBAHUDIN AHMEDIN**

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**BALE ROBE, ETHIOPIA**

**THE PRACTICE OF USING GROUP DYNAMICS IN TEACHING  
GRAMMAR AND VOCABULARY SKILLS AT EFL CLASSES. THE CASE  
OF GRADE 9 STUDENTS OF GOBA SECONDARY SCHOOL.**

**A Thesis Submitted in Partial Fulfillment to the Requirements of the Degree  
of Master of Arts in Teaching English as a Foreign Language ( TEFL )**

**By**

**Sebahudin Ahmedin**

**Advisor**

**Kedir Abda ( PhD )**

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**Madda Walabu University**

**Bale Robe, Ethiopia**

## **Approval**

As thesis research advisor, I hereby certify that I have read and evaluated this thesis prepared under my guidance by Sebahudin Ahmedin, entitled The practice of using Group Dynamics in Teaching Grammar and Vocabulary skills at EFL Classes. The case of Grade 9 students of Goba Secondary School I recommended that it can be submitted as fulfilling the thesis requirement

**Dr. Kedir Abda** \_\_\_\_\_

**Major Advisor**

**Signature**

**Date**

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**THESIS SUBMITTED TO MADDA WALABU UNIVERSITY IN PARTIAL  
FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE  
DEGREE OF MASTER IN TEACHING ENGLISH AS A FOREIGN  
LANGUAGE**

**BY**

**SEBAHUDIN**

**Name of Chair person**

\_\_\_\_\_

Name

\_\_\_\_\_

signature

\_\_\_\_\_

Date

**Name of internal examiner**

\_\_\_\_\_

Name

\_\_\_\_\_

signature

\_\_\_\_\_

Date

**Name external examiner**

\_\_\_\_\_

Name

\_\_\_\_\_

signature

\_\_\_\_\_

Date

## **STATEMENT OF THE AUTHOR**

By my signature below, I declare and affirm that this thesis is my own work and that all sources of material used for this thesis have been duly acknowledge. All scholarly matter that is included in the thesis has been given recognition through citation, I affirm that I have cited and referenced all sources used in this document.

Name: Sebahudin Ahmedin

Signature \_\_\_\_\_

Date:- October, 2023

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## **ABBREVIATION AND ACRONYMS**

EFL English as a Foreign Language

L2 Second Language

TEFL Teaching English as a Foreign Language

CLT Communicative Language Teaching

TBI Task Based Instruction

MoE Ministry of Education

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## **ABSTRACT**

*This study was carried out to investigate the practice of using group dynamics in teaching grammar and vocabulary skills at EFL classroom. The study employed descriptive survey design, which involves both quantitative and qualitative method. Accordingly, Goba Secondary School and grade nine were selected purposively. Two English teachers were selected using available sampling. 96 grade nine students were selected using random sampling applying lottery method. In order to get the necessary information: teachers interview, classroom observation, students questionnaire and document analysis were conducted. The study revealed that group activities were given rarely in grammar and vocabulary lessons. Teachers mostly teach grammar in deductive method and sparingly use different vocabulary teaching strategies when they teach vocabulary. The new text book doesn't give attention to group activities in relation to grammar and vocabulary. Finally, as recommendations, teachers should apply group activities for grammar and vocabulary lessons. Teachers also should use inductive method of grammar teaching and practice different vocabulary teaching strategies. School materials like text book should arrive schools on time .*

## **CHAPTER ONE**

### **1. INTRODUCTION**

This chapter provides discussion on the background of the study , the statement of the problem , general and specific objectives , research questions , significance of the study , delimitation and limitation of the study , definition of operational terms and organization of the study as the order given above.

#### **1.1. Background of the Study**

It has been a long period of time since English has come to be an important international language. Contemporarily, it is used as a medium of communication in different fields such as business, Science, technology, education politics and diplomacy in the world. As a result, almost all the world wide countries become convinced by the need of learning the language and adopted it into their curriculum as a second or foreign language (Nunan, 1991).

In case of our country, English language has been given as a subject in primary schools and as a medium of instruction starting from secondary education for many years. We use English not to communicate one another, but to talk to foreigners who cannot speak our language and for academic success. Therefore, this means that we do not have adequate exposure to practice the language.

One of the techniques of teaching a foreign language is group dynamics, Group dynamics refers to the relationship between learners in a group and the impact that this has on the way they work or the social process by which people interact and behave in group environment is what we call group dynamics.( Ehrman and Dornyei , 1998).

When we see grammar teaching, it has been favored as an essential component in English language teaching (ELT). Grammar ability liberates language user from over dependency on lexical categorization and rule memorization (Cullen, 2008). Richards (2015) also states that Grammar also serves as a communicative resource if users are capable of mastering it. Grammar teaching is a potential to effective communication for it is a key to enhance learners' skills (Ur, 2011). Thus, teachers have to maintain the importance of grammar teaching by pushing learners to meaning full learning situations (Scrivener, 2011; Thorn bury (2015) In spite of importance,

grammar teaching in schools, especially where I practice teaching is commonly give as rule oriented. Regarding vocabulary in language teaching and learning, it is a basic issue, since words play an important role in expressing our feelings, emotions and ideas to others. This means, without vocabulary, no amount

of grammatical or other types of linguistic knowledge can be obtained in second language communication.

It has also been suggested that learning vocabulary should not only consist of learning specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge (Nation, 2001). According to Rubin et. al (2007). With regard to the intervention studies relating to language learning strategies; teaching students learning strategies; if effectively done, increases not only their knowledge of strategies but also their motivation and performance.

Devising and using instructional strategies need to be used in teaching and learning vocabulary (Woodard, 1998). Indeed, neither literature nor language exists without vocabulary (Harmer 1991). For this reasons, vocabulary is a primary concern for language teachers. That is why I focus on vocabulary learning strategies.

To sum up, as stated by Ellis(2002) language structure should be taught in context that involves some basic principles of communicative language teaching. This means that specific grammar structures should be taught and practiced in contexts which are natural setting and necessary to learning. To do this , it is necessary to use appropriate strategies to teach grammar in a communicative way. Besides , the current popular communicative approach also recognized that vocabulary learning strategies that students use have greater impact on the success of their vocabulary learning.( Hatch and Brown , 1995).

Thus, to fill the gap, it is necessary to use different strategies while teaching grammar and vocabulary.

## **1.2. Statement of the Problem**

While teaching in EFL Classes teachers use group dynamics mainly for the macro skills that is speaking, listening, reading and writing. When we come to the sub-skills, grammar and vocabulary teachers inclined towards traditional way of teaching, The situation calls for a change in our teaching methods and the use of different techniques of teaching.

One of the techniques of teaching which may bring result in our teaching is group dynamics. Dynamics mean change of behavior through interaction in the group. As we know that students live in groups in school as their classroom, group of playmates, hobby club, English club library etc.

It is natural that students interact with each other in groups to perform their needs, get information's, provide messages etc. As we know that human behavior is not static, so when students interact in their group/ groups with other members then the behavior of members who constantly, interact under goes continuous changes. This kind of changing in behavior of students due to their interaction in group with group members is what we call group dynamics. Using group in language classes is beneficial As it is mentioned by Zoltan Dornyei and Angi Malderez, (1997) "In a language course success depends less on materials, techniques and linguistic analyses, and more on what goes on inside and between the people in the classroom." (Stevick; 1980:4)

When we consider the teaching of grammar, it is an important part of ELT. Many global researches have recognized the necessity of grammar teaching in ELT. (Nassaji & Fotos, 2011). A research conducted in Bangladesh reports that teachers said students are weak in grammar but the fact is that teachers use only traditional rule oriented method. (MA in TESOL Dissertation. Tuly Khan, 2016). Documented evidences show grammar teaching has long been addressed deductively and the teaching of grammar has become difficult in Ethiopian schools ( Jha, 2013). In addition , study by Mengstu( 2019) reveals that EFL teachers in the context of Ethiopia hardly created context in classrooms. Teachers tend to adapt PPP approach , Which favors the formal grammar teaching in classrooms, and the grammar teaching practices are found to be traditional nature. Moreover , Teshome's (2019) study on "Assessing the Implementation of Communicative Grammar Teaching in EFL Classes " revealed that it was the form aspect of the language that was highly emphasized and hence the meaning aspect of the form was mostly ignored.

Therefore educational researches on SLA and ELT strongly stress that teachers should be capacitated to address grammar teaching in line with global communication trends (Nessaji, 2017). Gelaneh Melak (2021) mentioned other researchers eg. Abrham 2008, Bayissa, 2013; Eba, 2013) that have documented grammar teaching practices have still remained ineffective in the Ethiopian Secondary school because teachers focus on the formal teaching approaches; teachers did not push learners to meaning full learning strategies.

Regarding vocabulary learning and teaching, it has not been given due attention for many years. In the past it was believed that vocabulary should be taught only in isolated words lists. Now a days there are lots of ways to learn Vocabulary. The most common idea among them is the fundamental importance of vocabulary in communication and in language learning. It is believed that the more words we know, the more fluently we can communicate (Schmitt, 2000; Richards & Renandya 2002). Besides, lexical competence is currently acknowledged to be a core component of Communicative competence, which provides much of the basis for how well learners speak, listen, read and write (Coady & Huckin, 1997 ).

According to Schmitt (1997), the higher strategy use may be a result of learner's awareness of the importance of the vocabulary. In order to communicate there must be knowledge of sufficient amount of vocabulary stock, without which communication is almost impossible. Catford (1967), states that communication is a function of three components of a language, grammar, vocabulary and conjunctions. He symbolically explains that grammar is the 'Skeleton', vocabulary is the; Flesh and Conjunctions are the 'tendons' that firmly attach the bones to the flesh to have an erect human body.

In relation to teaching vocabulary in CLT, Bromfield and Johnson ( 1979) state, that teaching vocabulary with CLT is an absolute shift from teaching words in isolation to lexical items in authentic and meaningful contexts. A study conducted by Girma Nigerew ( 2015) Exploring the practice of using communicative approach in teaching vocabulary among Grade 9 English language teachers of 9 schools in Jimma Town and its surrounding. The findings of the study revealed that even if the teachers believed that most of the CLT principles are appropriate to teach vocabulary , in their classroom instruction of vocabulary they spend much of their time in presenting the meanings and the form of words.

There are also different researches on vocabulary learning strategies nationally Miressa Amenu (2014) An assessment of the practice of vocabulary teaching strategies in EFL classroom in EFL classes, kelem, secondary school grade 9 and 10, his findings show that teachers practice of vocabulary teaching strategies were very limited. Another study conducted by Abebe G/Tsadik (1997) on Strategies of vocabulary learning employed by first year students at A.A.U. The finding indicates that many different English vocabulary learning strategies were known by the participants but a few of the strategies were explained to be used by them.

As far as the present researcher's knowledge goes, none of the aforementioned works were conducted a study on group dynamics in teaching grammar and vocabulary.

Even though grammar and vocabulary are taught in Goba secondary school, to the best of the researcher's knowledge, there is no systematically collected evidence on Goba secondary school which shows how much the strategies is being practically practiced in EFL classes. That is why I have chosen the title 'The practice of group dynamics in teaching grammar and vocabulary.

The problem of teaching of English grammar can be minimized by adopting and practicing inductive method of teaching English grammar and applying group work activities may play a positive role in providing practice to the students in the use of language. At the same time, when vocabulary items are taught in foreign language classrooms, there are many teachers who mainly employ classical vocabulary teaching strategies, such as mother tongue translation, definition, etc...(Siyanova and Schimitt,2008). They also stress, that teachers shouldmake fundamental change in their vocabulary teaching strategies by focusing on different strategies.

### **1.3. Objective of the Study**

#### **1.3.1. General Objective**

The general objective of this study is to investigate the practice of using group dynamics in teaching grammar and vocabulary skills at EFL Classroom.

#### **1.3.2. Specific Objectives**

- The following are the specific objectives based on the general objective:
  1. To identify the strategies which are used by teachers while teaching grammar and vocabulary.
  2. To assess how often English language teachers apply small group activities while teaching grammar and vocabulary.
  3. To examine the type of group dynamics in teaching grammar and vocabulary in the students text book.

### **1.4. Research Questions**

1. What strategies do teachers use while teaching grammar and vocabulary?
2. How often do English language teachers apply small group activities while teaching grammar and vocabulary?
3. How are the activities of grammar and vocabulary presented in the student's text book in relation to group dynamics?

### **1.5. Significance of the Study**

This study tried to investigate the practice of using group dynamics in teaching grammar and vocabulary ; the researcher hoped that it might have important contribution to different group of people , such as , students , EFL teachers , educational stake holders ( supervisors , zone and district education bureau) and others who want to conduct study on related areas. Since English is a medium of instruction in secondary schools, students working in small groups has great advantage in their education. So from this study students and teacher wouldbe acquainted with the merits of good group dynamics while working on grammar and vocabulary.

### **1.6. Delimitation of the Study**

Group dynamics in this research was delimited to micro skills grammar and vocabulary rather than encompassing language learning. The research was conducted in Goba secondary school grade 9 which is situated in Bale Zone, Goba town, in the academic year 2015(2022/2023).

So the study was delimited to only one secondary school. Besides the sample size of the study was delimited to grade 9 English teachers Which were only two and 96 students. Therefore , all generalization and conclusions made were bounded to this scope.

### **1.7. Limitation of the Study**

First of all, there was shortage of resource on the topic group dynamics in EFL classes. Even the sources which were found about group dynamics were old. In addition , it was difficult to keep the balance of three variables ; group dynamics, grammar and vocabulary throughout the study.

The other limitation was related to source of data. Since the study was conducted in one secondary school and only in grade 9 , it was difficult to generalize the findings of the study for other secondary schools with different contexts.

### **1.8 Definition of Key Terms**

Group Dynamics: it is the process of changing behavior of students, due to their interaction in group with group members.

Teaching strategies: refers to techniques that are used by the teacher to ensure that the course has been well understood (Strasser, 1964).

Cooperative learning - is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and Which each learner is held accountable for his /her own learning and is motivated to increase the learning of others (Barkley , Cross and Major , 2002),

## **1.9 Organization of The Study**

This study was organized into five chapters. The first chapter deals with background of the study , statement of the problem , objectives of the study , research questions , significance of the study , delimitation of the study , limitation of the study , operational definition of terms. The second chapter provides a thorough review of related literature to the concepts and ideas concerning the problem raised in the study. Chapter three deal with the research design and methodology. Therefore , the chapter provides discussion the research design adopted , the sources of data , such as, population of the study and participants and sampling technique employed. It also discusses the methods and procedures used for data collection and the methodology employed for data analysis. Chapter four deals with presentation and discussion of the study. The last chapter incorporates sections that provide the summary , conclusions and recommendations of the study.

## **CHAPTER TWO**

### **2.REVIEW OF RELATED LITERATURE**

#### **2.1. INTRODUCTION**

The second chapter of this study presents relevant review of related literature about the historical background of group dynamics, the definition of group and group dynamics , and features of group and group dynamics. It extends to historical background of language teaching , definition of grammar, significance of grammar teaching and inductive and deductive grammar teaching. Then it deals with definition of vocabulary and importance of vocabulary teaching in language learning. Next it discusses about the strategies in vocabulary teaching by discussing about each strategy. Finally, it presents about text book.

#### **2.2. Historical Background of Group Dynamics**

Group dynamics is a system of behaviors and psychological processes occurring within a social group (intragroup dynamics), or between social groups (intergroup dynamics.) The study of group dynamics can be useful in many fields including education.

The history of group dynamics (or group process) has a consistent, underlying premise: ‘the whole is greater than the sum of its parts.’ Kurt Lewin (1943,1948,1957) is commonly identified as the founder of the movement to study groups scientifically). He coined the term group dynamics to describe the way groups and individuals act and react to changing circumstances.

Bruce Tuckman (1965) proposed the four stage model called Trukman’s stages for a group. Truckman’s model states that the idea group decision making process should occur in four stages: First forming (pretending to get on or get along with others). Next storming (letting down the politeness barrier and trying to get down to the issues even if tempers flare up).

Then norming (getting used to each other and developing trust and productivity). And Performing (working in a group to a common goal on a highly efficient and co-operative basis). However, Truckman later added a fifth stage for the dissolution of a group called adjourning. (Adjourning may also be referred to as mourning, i.e. mourning the adjournment of the group) This model refers to the overall patterns of the group, but of course individuals within a group work in different ways. If distrust persists a group may never even get to the norming stage. Thus, group dynamics refers to the relationships between learners in a group and the impact that this has on the way they work. Theoretical analysis of group development and experimental education prove the effectiveness of group work. Group dynamics provide students with the opportunity not only to be creative but also to create a positive atmosphere and team spirit in the group. In a language course success depends less on materials, techniques and linguistic analyses, and more on what goes on inside and between the people in the classroom. (Stevick 1980:4). This quote of Earl Stevick gives emphasis on the importance of 'between people' factors.

Although groups vary in size, purpose, composition, charter, etc., there are two simple but basic facts that have led to the formation of a discipline within the social science – group dynamics to study them: A Group has a 'life of its own;' that is, individuals in groups behave differently in groups than they would do outside the group. And even the most different kinds of groups appear to share some fundamental common features, making it possible to study the group in general.

As it is mentioned earlier, the systematic study of the dynamics of groups was initiated in the United States by the social psychologist Kurt Lewin and his associates in the 1940s, and group issues have been studied since then within many branches of social sciences. However, educational researchers and practitioners have been somewhat slow in realizing the relevance of group dynamics to teaching. (Dornyei, Z and A. Maldere Z, 1997).

### **2.3. The Definition of Group and Group Dynamics**

Authors from various fields of studies have defined the meaning of group as well as group dynamics. Fish, swimming in synchronized unison, are called a school. A pack of foraging baboons is a troupe. A tree some of crows cawing their way through a meadow is a murder. A gam is a group of whales. But what is a collection of human being called? A group. A group is two or more individuals who are connected by and within social relationship. A group can range in size from two members to thousands of members. Very small collectives, such as dyads (two

members) and triads (three members) are groups, but so are very large collections of people, such as mobs, crowds, and congregations (Simmel, 1902). On average, however, most groups tend to be relatively small in size, ranging from two to seven members (Mullen, 1987). And group dynamics is the influential actions, processes, and changes that occur within – and between groups over time; also the scientific study of those process. (Forsyth, D.R 2010, 2006) Stiles and Dorsey (1950) defined group dynamics as follows Group dynamics may be defined as the force or power that underlies group productivity. Study of group dynamics leads to understanding Cause and effect of forces operating in a group and to helping the group become sensitive to problems and competent to solve them.

Group work is a teaching approach in which students work together with individuals having different abilities and background knowledge to achieve a common goal. In the system of group work learning and teaching, Brown (1991) states that students are expected to work together for the success of their goal and completion of the tasks given. And group work, which needs full cooperation and Collaboration, occurs when all members of a group are aware of their responsibility and role, and when commit themselves to accomplish the task in the best way possible.

Forsyth (2006) explains that a group is two or more individuals who are connected to one another by social relationships. And group work is a way to serving the individual within and through small face to face group in order to -bring about the desired change among the participants.

Group work is one of the most important methods of language learning and strengthening students' interaction. Working in groups and cooperating with each other is the best strategy to improve learning activities. Johnson and Johnson (1994) define group work as follows.

A small group that has two or more individuals who interact with each other, are inter dependent, define themselves and are define by others belonging to the group, share norms concerning matters of common interest and participate in a system of inter locking roles, influence each other , find the group rewarding, and pursue common goal(p-13).

Group work develops students' communicative ability. It refers to any classroom activities in which the whole class is divided up in to pairs or large group. Burdet and Hastie (2009) presented, group work is a technique followed to provide and opportunity for students to engage peer to peer learning.

## **2.4. Features of Group and Group Dynamics**

Smith as cited in Harriet (2013) stated that `the sum of the whole is more than the potential sum of its member`. This suggests that when working in a group the outcome produced is higher standard that which could be reduced individually. Cooperative learning is one of the major features of group work learning approach. Cooperation exists when individuals work together in a group in order to promote both individual learning out comes as well the learning outcomes of their peers (Johnson) and Jonson(1989) Other than getting to know each other, there are some more concrete factors that can also enhance affiliation (Dornyei and Malderez 1997; Ehrman and Dornyei, 1998). *Proximity*, that is, physical distance (e.g.- sitting next to each other) which is necessary condition for the formation of relationships. *Contact*, referring to situation where individuals can meet and communicate (e.g. Outing and other extracurricular activities, as well as `in class` opportunities). *Interaction*, referring to situations in which the behavior of each person influences the others (e.g. small group activities, project work). *Co-operation* between members for common goals (e.g to accomplish group tasks). As Jonson, Jonson and Smith (1995:19) summarize, `starving for mutual benefit results in an emotional bonding with collaborators liking each other, wanting to help each other succeed, and committed to each other's well- being. *Successful* completion of whole group tasks and a sense of group achievement. *Intergroupcompetition* (e.g. games in which groups compete), which has been found to bring together members of small groups. *Joint hardship* that group members have experienced (eg. Carrying out a difficult physical task together), which is a special case of group achievement. And *common treat*, which can involve, for example the feeling of fellowship before a difficult exam.

## **2.5. Historical Background of Language Teaching**

At each point in time in the history of language teaching and learning several methodologies have been employed to positively advance the course of language teaching and learning. Some of them will be discussed in this topic.

### **2.5.1 Grammar Translation Method ( GT)**

The GT method traced to the traditional approach to the teaching of Latin and Greek between 17th and 19th centuries though later in the 19th century the method began to be used for other modern languages including French , German and English. It started in Germany and spread throughout Europe. And by the end of the 19th century many schools have adopted the GT method. Arthur (2010) observes that goals of the GT method are to learn a language in order to read its literature grammar is taught deductively , by presentation and study of grammar rules , which are then practiced through translation exercises. This method lays emphasis on grammar and translation. It encourages reading and writing above communication. Reading and writing were done from classical texts. Reading aloud was also adopted. Then in teaching Latin and Greek the focus was on correct grammar ( grammatical rules , forms , structure ) , slot-filling , memorization , recitation , presentation of bilingual vocabulary lists and translation of literary texts but allows little room for pronunciation drills. Translation exercises were done from L1 to L2.

### **2.5.2 The Direct Method ( Geuin and Berlitz)**

The frustration experienced by the limits of the Grammar Translation Method in terms of its inability to create communicative competence in learners gave rise to direct method. This revolution began towards the end of 18th century. The teaching of foreign language began to be approached along language acquisition perspective. Spontaneous use of the language , developing the ability to think in the target language , etc..., become the area of concern.

### **2.5.3 The Audio-Lingual Method**

This method also known as fundamental skill method , aural -oral method or Army method came a result of the need for American soldiers who were to travel overseas to communicate in foreign languages during the Second World War. The Audio-Lingual Method draws its practices from linguistic and psychological theory that investigates different language using scientific descriptive analytical approach. The behavioristic psychologists with the conditioning and habit formation models of learning had a major role to play in Audio-Lingual Method . ( Krashen, 1982) : Lesson begins with a dialogue which contains the structures and vocabulary ; the learners

mimic the dialogue ; the learners memorize the dialogue ; there is pattern drill on the structure to strengthen habits.

#### **2.5.4 Total Physical Response Method ( TPR )**

Around 1960s James Asher experimented with a method tagged Total Physical Response ( TPR ) which consists basically of obeying commands given by the instructor that involve an overt physical response ( Krashen, 1982 ). This method draws insight also from " trace theory " that memory is stimulated and increased When it is closely associated with more activity.

#### **2.5.5 Community Language Learning**

The proponent of this method Charles Curren developed a new educational model he called affective factors as Paramount in the learning process. In this method , students or learners are seen as a group and not as a class. Students are also to be seen as a clients while the teacher take the position of counselor.

#### **2.5.6 Suggestopedia**

George Lozanov , a Bulgarian psychologist , around late 70s came up with the thinking that most students have naturally set up psychological barriers because of fears supposing that they are limited to a certain learning capacity. Suggestopedia reflects the application of the power of suggestion to the field of pedagogy.

#### **2.5.7. The Natural Approach**

In the early eighties , Stephen Krashen and Tracy Terrel developed the Natural approach which is based on Krashen's theories about second language acquisitions.

The Natural approach shares a lot in common with Asher's Total Physical Response Method : the emphasis on silent phase , waiting for the student's use or the target language at will ; the emphasis on learner's relaxation during learning process.

### **2.5.8 Communicative Language Teaching ( CLT )**

This is a broad approach that encompassed various methods , motivations for learning the target language , types of teachers and needs of individual classrooms and students themselves. It is one 'umbrella' approach to language teaching approach that has become the accepted 'norm' in this field. The basic premisses of this approach are :

- Focuses on all the components of communicative competence not only grammatical or linguistic competence.
- Engages learner in the programmatic , functional use of language for meaningful purposes.
- Views fluency and accuracy as complementary principles underpinning communicative techniques.
- Uses the language in unrehearsed contexts.

### **2.5.9 Task Based Instruction ( TBI )**

Task Based Instruction is one of the language teaching methods based on communicative activities and consists of tasks in which learners try to perform these tasks in a classroom environment Where mutual interaction is at the highest level. TBI has the same several principles with communicative Language Teaching.

TBI is a communicative approach in which students try to complete the task given by using the language instead of trying to use rules explicitly. Zhu, X ( 2007, p.50 ) defines the aim of TBI is to create an atmosphere of target language environment in the classroom , to develop the students'ability of communication. Learners are exposed to target language and they feel themselves to use the target language to communicate with one another.

## **2.6. Definition of Grammar**

It is stated by Brown (2007) that Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence” Harmer (1987) also stated that Grammar is the way in which words change themselves and group together to make sentences. The Grammar of language is what happens to words when they become plural or negative or what word order is used when we make question or join two clauses to make one sentence.’ Grammar is the term that teachers and learner use to refer to the way that language is organized. It refers to the collection of rules which are used to create words and sentence (Schellekens, 2007,P.28) In the dictionary of applied linguistics by Richards, Platt and Weber (1985), the definition of the term grammar is given in linguistic sense as:- “A description of the structure of a language and the way in which units such as words and phrases are combined to produce sentence in the language.”

### **2.7.1 Significance of Grammar Teaching**

One of the reason to teach grammar is its ability to make learners comprehend the existence of language, which intends to make linguistic production more practical (Azar,2007) Grammar teaching has various impacts and functions. Grammar, the function of which is seen as a skill, needs to be considered in three ways: grammar as enabling skill, grammar as motivator, and grammar as a means to self- efficacy” (Savage, 2010). Celce Murica(1988) argues that although it was not considered very important for the last twenty years, grammar teaching has a critical importance and now it has started to re-gain popularity.

Also Nassaji and Fotos (2004) argue that grammar is a necessary part of language instruction for four reasons:Learners should notice the target forms in input otherwise input is processed for input only, not for specific forms, so they are not acquired by learners. Some morpheme studies prove that learners pass through developmental stages. Several Studies show that teaching approach that focus only on communication not on grammar are inadequate and Positive effects of grammar instruction in the second language classroom are so clear.”

It is clear that the main purpose of language teaching is to help the learners enable to use the language communicatively. Grammar plays a significant role in supporting learners to acquire language and use accurately. It is recognized that grammar instruction helps learners acquire the language more efficiently, but it incorporates grammar teaching learning in to the larger context of teaching students to use the language. In the teaching of grammar, students may need many opportunities to listen, read and practice a new structure before they internalize and produce it. To do so, there are two distinct ways of presenting, induction and deduction.

### **2.7.1. Teaching Grammar Inductively**

Inductive grammar teaching is one of the most known methods in which learners become involved in the process of discovering the language and developing their own language strategies. In this grammar teaching, learners are presented with several examples which embody the rule and asked to identify similarities between examples. In such grammar teaching, a teacher supports the students to acquire and practice the language but they do not draw conscious attention to any of the grammatical fact of the language. The teacher may ask the class to work in pair and groups and write down any rules. They can induce from the examples that they have been working with to elicit their own examples based on the model.

In first language acquisition, rules are not taught explicitly but learners acquire the structure of the language and produce grammatical sentences ( Ellis, 2003 ). In line with this Rex ( 2003 ) supports the teaching of grammar at the beginner level to be inductive since the main aim is to get students practice and use the language as much as possible. As the students learn more, however, the balance would change at intermediate levels the students would be in more communicative activities and would have less grammar teaching ( Ibid ). The teaching of grammar could be more overt when they get more advanced since they can study the grammar rules activity in as more deductive way. Besides, Rotten ( 2000 ) argues that using inductive approach in course books is very helpful to develop students' communicative competence since many learners will get additional materials that give explanations and rules in straightforward language together with practice exercises on each grammar point. Ellis ( 2003 ) says one may begin with language itself with a text in which certain specific problems occur. Taking the sentences which involve these linguistic problems from the text and a number of well formulated questions help our students scrutinize the existence and recurrence of these specific forms and

constructions. In the inductive method, teachers should help learners observe , compare and analyze language till they have found a definite form.

### **2.7.2. Teaching Grammar Deductively**

In the teaching of grammar , one may state the rule , and give one or several examples and point out that language conforms to the given rule. In other words , we begin with abstractions ; verify its correctness through several examples and proceeds to construct language synthetically. In this case our presentation is deductive , for we infer or deduce language from a rule ( Rex, 2003). In deductive way of grammar teaching , the teacher explains the rule and the meaning to the learner. Then the learner is expected to apply the rules and provides his/her instances of language guided by an example or two. This is basically the reverse of inductive method. It encourages teachers to present grammar rules before anything else. It encourages teachers to teach grammar explicitly to their students. When teachers choose to teach grammar , they have couple of choices as how to go about it. The adherents of the deductive method propose this type of grammar teaching has many advantages. In the first place , it is helpful for the learner to offer explanation of the structure and its use. It is also very time effective ( Rex, 2003 ).

Rotte( 2000 ) further stated that since adults are capable of deductive reasoning and abstract formal operational thought , grammar explanations can also serve vital purpose if the grammar itself is real , and the teacher is communicating meaningfully. Here , reference to existing knowledge and motivating sets is of utmost importance , and the students must see purposeful in explanations. It is obvious that adult learners appreciate and benefit from direct instruction that allows them to apply critical thinking skills to the language learning. Teachers can take the advantage of this by providing students with descriptive understanding of each point of grammar. Many scholars and teachers investigated the advantages of inductive and deductive instructions. In connection to this , Harmerely ( 1987 ) cited in Girma ( 2005 ) indicates that some grammatical structures are amenable to deductive , while others are better suited to an inductive approach. To sum up , when we teach grammar , we should never hinder our students learning by dogmatic and exclusively to one strategy or the other. Many teachers agree that it is very important to use combination of approaches. Teaching is a pragmatic process and we should use whatever methods bring the best results. It is not strange to use the combination of methods in

solving problems. It is necessary to choose the best element from deductive and inductive methods as conditions demand for teaching grammar.

## **2.8. Definition of Vocabulary**

Graves (as cited in Taylor,1990) define vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. Krashen (as cited in Herrel,2004) extends Graves definition further by stating that lexicon organizes the mental vocabulary in a speaker's mind. In relation to this, vocabulary is the glue that holds stories, ideas and content together... making comprehension accessible for students (Rupley, Logan & Nichols, 1998/99) Therefore, vocabulary is central to language and of critical importance to the typical language learner.

## **2.9. The Importance of Vocabulary Teaching in Language Learning**

Teaching vocabulary plays an important part in determining the success of learning a foreign language. It is believed that having a large and varied vocabulary is the indicator of communicative competence and it is one of the important aspects of language learning. Thus, Vocabulary is a necessary ingredient for all communication (Wallace, 1982). The well-known British Linguist, WilKins (1976, P .111) says” people could describe few things without grammar, but they could express nothing without vocabulary.” From this linguist's perspective, teaching vocabulary is very important in language learning since it is seen as a key element to achieve a high level of proficiency in the target language. As pointe out by Harmer (1992,P.14),“Words are the building blocks of language and having a good supply of them is very important for students' right from the beginning of their English learning Harmer (1991, P. 153) further states that, “If language structures make the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.” This is to say that words are the basic unit of a language form without which one cannot communicate effectively or express ideas.

## **2.10. Strategies in Vocabulary Teaching**

When vocabularies are being taught to students, teachers need to consider how to teach them. There are a variety of teaching strategies that teachers can use to improve students vocabulary learning. Actually , there is no best strategy as students may have preference to one over another. The Teachers' task is to provide students with varieties of strategies and let the students choose on their own. Some strategies may be good for some students at certain level. The same strategy which works well to some students may not be enjoyed by others. However , students should be taught to be an independent learner because they will not be in school forever. For this reason much has been written about the strategies teachers can use to help learners develop their knowledge of vocabulary and guide them how the words work together with other words to perform meaningful communication ( Schmitt and McCarthy , 1997 ).

Nation, Paul (2005) suggested different strategies that teachers of English can implement in their teaching vocabulary. Among them, some strategies relevant to the study are listed as follows :

### **2.10.1 The Vocabulary Self-Collection Strategy ( VSS )**

The strategy was first introduced by Haggard ( 1982, 1986 ) and since then has been adapted for various grade levels and instructional contexts. Students select words from their readings that are new and interesting, use the context and other resources to determine the meaning of the words , and nominate the words to be learned by others in the group or class.

In addition , Readence et.al ( 2001 ) also state that the purpose of vocabulary Self- Collection Strategy ( VSS ) is to help students to generate a list of words to be explored and learned and to use their own prior knowledge and interests to enhance their vocabulary.

Therefore , VSS should be introduced before reading and used by students during and after reading. VSS has been used with intermediate, middle, and Secondary students with in cooperative group settlings, but the strategy may be modified for students in the secondary grades as the teacher directs and guides them through the process.

### **2.10.2 Context Strategy**

Goan Gipe ( 1980 ) created a strategy called context strategy , Where students use context clues in applying word meaning to unknown words. Context strategy encourages students to integrate information across sentences and at the same time incorporates the definition of the target word. This strategy requires that the teacher chooses target words from a selected passage and generate four sentences ranging from the more obscure usage to the most precise. Gipe ( 1980,p.118 ) suggests that " initially teachers use a sentence from the passage so that concepts can be used to further link vocabulary learning to text comprehension. Teachers ask students to predict the definition of the words after they have reviewed the four sentences. Presenting vocabulary in context enables students to improve their vocabulary. Memorizing may be good and useful as a temporary technique for tests , but not for learning a foreign language because students who simply memorize words meanings frequently have trouble applying the information in definitions and often make mistakes about the meanings ( Texas Reading Initiatives , 2000 ).

Edward ( 2009 ) States that students will see how a new word works grammatically and the context will help make the new word more memorable and aid retention. Words in context increase the chance of learners appreciating not only their meaning but their typical environments , such as their associated collocations or grammatical structures ( Thornbury , 2002 ) Most of words acquired through incidental reading are learned through context . Students learn from context by making connections between the new word and the text in which it appears. They also learn new words through repeated exposures , gaining more comprehension of a word's meanings and functions by seeing it several times. To develop reading efficiency guessing from context is useful . Therefore , the ability to guess the meaning of a word without referring to a dictionary saves time and allows the reader to continue reading without interruption. Research indicates that contextual word teaching is more effective than non-contextual word teaching ( Biemiller&Boots , 2006 ). Therefore , in teaching vocabulary , it is important to provide meaningful learning experiences for students. One way of nurturing vocabulary development and retention is to teach words in context.

Divorcing words from their surroundings decrease the likelihood of comprehension and retention and it was emphasized that new vocabulary should only be met in sentences and meaningful context ( Richards and Rodgers , 2001 ). So, setting a good context which is interesting , plausible , vivid and has relevance to the levels of the learners , is an essential prerequisite for vocabulary teaching as it helps on both engaging the attention of the learners and naturally generating the target vocabulary.

### **2.10.2.1 Types of Contextual Strategy**

Context clues are indicators of the meaning of a word. Such clues may be in the sentence that contains the word or somewhere else in the text within close proximity ( Stahl, 1999 ). Context clues include: definitions, examples, comparison and contrast , summary , synonyms and antonyms.

1. Definition. Often the writer defines the meaning of the word right in the sentence or gives enough explanation for the meaning to be clear.
2. Example. Many times an author helps the reader get the meaning of a word by providing examples that illustrate the use of the word. eg. the lantern illuminated the cave so well that We were able to see the crystal formations on the rocks.
3. Comparison and Contrast. Comparison and contrast usually show the similarities and differences between persons , ideas and things.
4. Summary. A summary clue sums up a situation or an idea with a word or phrase .
5. Synonyms . Very often the reader can find in the same passage a familiar word that relates to a subject in a manner similar to the way that the unfamiliar term does.
6. Antonyms. Words with opposite meanings may be found in the same context.

In general , following the types of context clues will enhance the effectiveness of teaching the use of context clues. Highlight textual clues that lead to the meaning of the target word. This will enhance students' capability to recognize textual clues. Clues include synonyms , definitions , antonyms , contrasts , and examples. Since the background knowledge of words is very important in vocabulary teaching , it is important to enhance accuracy of students' influence of target words and teach them background knowledge of the text.

### **2.10.3. Collocation Strategy**

Teaching vocabulary is more than presenting new words to the students. The students must know how the words work together with other words to perform meaningful communication. So the word collocation can be defined in many ways by different scholars. According to McCarten ( 2007 ) States that the way in which two or more words are typically used is generally called collocation. Moon ( 1997 ) also stated that collocations are words that occur together with high frequency and refer to the combination of words that have certain mutual expectancy.

"The combination is not fixed expression but there is greater than chance likelihood that the words will co-occur "( Jackson , p.96 ). Stubbs ( 2002 ) defines collocation as the habitual cooccurrence of two unordered content words , or of a content word and lexical set.

Collocation consists of two parts: a pivot word which is the focal word in the collocation and it's collocates(s), the word or words accompanying the pivot word ( Shin & Nation , 2008 ). There are two types of collocations: lexical collocation and grammatical collocations ( Carter , 1998 ). Lexical collocations are combinations of nouns , adjectives , adverbs and verbs such as Verbs + Noun ( e.g. break a code , lift a blockade ), Adjective + Noun ( e.g. strong tea, best wishes ), Noun + Noun ( language school ), Verb + Adverb ( e.g. affect deeply , appreciate sincerely ), Adverb + Adjective ( e.g. deeply absorbed , closely related ). Grammatical collocations are combinations of content words ( nouns , adjectives , or verbs ) and a grammatical word such as a preposition or certain structural patterns.

In light of these idea , it's a widely accepted idea that collocations are very important part of knowledge of second language acquisition and they are essential to non-native speakers of English in order to speak or write fluently and accurately ( Jaen, 2007 ). Also Shin and Nation ( 2008 ) explain one of the reasons as to Why teachers should be interested in collocations being that collocations improve learners' language. Because a word's collocates with others is thought to be one of the significant aspects related to words besides multiple meanings , synonymy , connotations and register according to dictionary makers ( Fernandez et al. 2009 ).

The term collocation generally refers to the way in which two or more words are typically used together. For example , we talk about heavy rain but not heavy sun , or we say that we make or come to a decision , but we don't do a decision. So, heavy rain and make a decision are often referred to as collocations and we say that heavy collocates with rain.

#### **2.10.4.Cooperative Strategy**

Cooperative learning is the key to deal with students with various abilities and diverse area of intelligence. This learning method lets the students search and find out the best path to learn given subjects by themselves. Students are free to express What they have in mind to complete the tasks given during the lesson. The Cooperative Learning Strategies share the idea that students work in groups to accomplish a group goal. In order to teach vocabulary in as meaningful and enjoyable way is using group work.

Group work is part of cooperative strategies of teaching learning. It is one of the best way of encouraging active learning by arranging the learners' work together in group. It can take many forms involving pairs of students working together, up to ten learners together but four is recommendable. If necessary, random, gender, interest and ability groups can be formed (Kyriacou, 1998).

Group work has recommended being more effective and enjoyable in learning languages. First , it gives more practice in speaking ( pronouncing the words ) especially in large classes When the teacher leads the class. Second , it creates a relaxing comfortable and non-threatening atmosphere , in which the students can work more relaxed and freely without being afraid of making mistakes. So they can apply their ability to answer the questions. Third , group work also supports the students' correct language production through peer correction ( Pica, 1994 ). The activity done in Cooperative Learning is in group form , it is used to grow students' ability to collaborate and cooperate with others. It is used to know how far they can learnt when they are together ; the teacher only has to monitor and control their activity so that students have freedom to express themselves by sharing with others in their groups. Cooperative Learning method it considered a suitable method for students and has several advantages compared with other methods.

Cooperative learning method have a contribution that can be given to the development of social skills of students. Working with other students can help students to develop their emphatic abilities by giving them the opportunities to see the angles of view of others, which in turn can help them to realize that everyone has strengths and weakness. Try to find a solution to a problem in the group also develop skills such as the need to accommodate the views of others (Muijs and Reynoldes, 2008). Students can give each other support in the same way as the teacher can do during the question and answer. The total knowledge in the group tends to be

larger in the appeal which is owned individual students. This enables a more robust troubleshooting and therefore allows teacher to give the questions more difficult questions in an appeal that can be given to the students individually. The theory and practice of Cooperative Learning points out those students can learn from each other besides their teacher and be responsible for their learning. The teacher is also responsible to create conducive atmosphere that encourages interaction among the students in classroom.

Collaborative learning has many advantages. It increases self-esteem and motivation among students , improves complex and cognitive thinking , creates positive feelings among students and about school , and makes responsible students. Most teachers have the same point of view. They believe that students learn better in collaborative groups than traditional classroom settings ( Jacobs , Power &Log, 2002 ).

According to Barkley , Cross and Major ( 2005, p.4 ), "Collaborative learning has come to mean students working in pairs or small groups to achieve shared learning goals." Three features of collaborative learning are intentional design , co-laboring , and meaningful learning. In intentional design , teachers divide students into different groups and may use pre-structured activities or design a new structure of their own. Co-laboring is a Latin meaning of collaboration , it means that all students in the group must engage in an activity as a team. The last feature is meaningful learning in which all students work together on a collaborative assignment , so they increase their knowledge and information during collaborative activities. These three features are important and vital to collaborative meaning ( Barkley , Cross ,& Major , 2005 ).

Collaborative teaching is an idea that has been offered as part of the solution to addressing the diverse needs of students in the rapidly changing classrooms. It seems that talking about this idealized teaching reform may be easier than implementing it as all staff members may not have the same interpretation of What constitutes collaborative teaching ( Corrie, 1995 ). When there is no agreement among staff as to What collaborative teaching looks like , then the program is most likely doomed to fail and go the way of many " buzz words " that come and go in education.

According to Jacob ( 1996 ) the four basic principle below are necessary for successful cooperative groups: they are, face to face interaction among students , which means that students must work together , positive interdependence , which indicates that students must perceive that their success is linked to the success of the others in their group ; individual accountability , which means that each student is held responsible for learning the martial ; appropriate small-

group skills , which indicate that students must learn appropriate skills for being a productive group member and that teams must examine how their group is functioning. Therefore , cooperative teaching is an idea that has been offered as part of the solution to addressing the diverse needs of students in the rapidly changing classrooms.

The role of teacher in classrooms where cooperative language learning is implemented is significantly different from the traditional teacher centered classroom (Richards & Rodgers, 2001). Cooperative learning allows teachers to create more learner centered classes and focus upon students' learning needs instead of the manner in which instruction is presented by the teacher.

#### **2.10.5. Task Based Instruction Strategy**

Task-based language teaching can make language learning in classrooms closer to the natural route and may reach a higher rate of language acquisition because it provides learners with a clear communicative goal , interaction is needed to reach the goal , and comprehensive input can occur , and then language acquisition is facilitated ( Wang, 2006). So, task-based teaching learning is an area which has grown in importance greatly , and can be discussed from a number of perspectives. Through tasks , teachers can have a number of options for enhancing attention to learn vocabulary. One of such options is to allow learners to work cooperatively to make sense of unfamiliar vocabulary via tasks. In addition , words used meaningfully by other members of the group would result in better recognition of words eventually. Was motive behind any piece of research in this realm is, thus , the observation of students' attitudes upon facing unfamiliar vocabulary when using the target language in communication outside the classroom , either for work , travel or recreation ( Newton , 2001).

The notion of learning unprecedented vocabulary through efficient approaches and its simultaneous effect on communicative ability has long been of significance in the field of Teaching English as Foreign Language ( TEFL). When learners meet new vocabulary , helpful and responsible techniques should be employed to fix the words in their long term memory so that they can be retrieved easily and used efficiently in the upcoming conversations. Should such techniques be used , learners can deal with unknown vocabulary more smoothly during communicative performance.

As mastery of vocabulary is an essential component of second language acquisition ( SLA) and effective second language vocabulary learning proves important to English language learners ( Hunt & Beglar , 2005). That is why language teachers and researchers have realized the significance of different pedagogical tasks in second language ( L2) vocabulary learning that involves learning of a great load of lexicon. That is why a considerable number of researchers , syllabus designers , and educational innovators have long stressed the need for a move in language teaching towards task-based approaches to instruction ( Nunan , 1989). Different concepts act as guidelines for the sequences and from of language areas ( grammar , vocabulary , pronunciation ...), skills ( listening , speaking , reading ,writing ), culture ( literature and fine arts , everyday life of target language speakers ...), language learning , language teaching , interactions , and classroom authorities. However , not specific strategies ( among various teaching methods ) can be taken into account to make the above language areas , for instance ,more effective . Among all language areas , vocabulary is of great significance ; however, learning vocabulary ( regardless of other areas e.g., grammar ,pronunciation ...) is not commonly explained independently , and if ever explained , learners cannot determine a common acceptable strategy to learn words more quickly and efficiently in order to be able to trace them in future communications.

Thus, the problem to address is to determine a suitable strategy or technique to fulfill vocabulary learning. In each particular vocabulary learning situation, it is initially necessary to identify the learner , task , and context configuration ; otherwise the learning strategy will not be fully analyzed. That is because some strategies are more learner-dependent , some are more task-dependent , and others are more context-based ( Mohseni-Far , 2008). A learning strategy ( technique ) covers a series of activities and efforts one follows, which consequently completes a successful learning task. The learner continues to select , deploy, monitor , and assess the usefulness and effectiveness of these activities to see if any revision are needed in the case of the plan and action. Vocabulary learning strategies have so far been studied as a subcategory of language learning strategies. Meanwhile , they are applicable to a wide variety of language learning tasks which would include task-based vocabulary instruction.

According to Bourke (2006), there are advantages and disadvantages to task-based instruction. The advantages are numerous. First of all , TBI is suitable for all ages and backgrounds, especially young learners. All learners have learned their L1 in a contextualized setting , learning

grammar and structure inductively. Their focus is on meaning , not form. A special consideration for these learners is that their language skills are still developing and teachers must be careful to create appropriate tasks for their level.

Some other advantages of TBI are that it can be used to teach content as well as language , can be combined with more traditional teaching methods , can provide motivation due to tasks being relevant and immediate , and can be a useful method for students who don't do well in more traditional types of classroom learning one where teachers have little autonomy over their lesson planning. As for the disadvantages , a major one is that TBI requires a high level of creativity and initiative on the part of the teacher. Other disadvantages are that students may prefer more traditional types of teaching. TBI relies heavily on student motivation and commitment. Students , who are used to a teacher-fronted classroom with little interaction on their part, might feel uncomfortable , and even unwilling to take some of the language risks involved in completing the tasks , especially if the tasks occur outside the classroom.

#### **2.10.6. Communicative Language Teaching Strategy in Vocabulary Teaching .**

Vocabulary teaching in CLT focuses on meaning rather than form as it aims as achieving effective communication. Teachers are expected to create suitable language environment so as learners use the language for problem solving. This motivates learners to pick up the language since they practice by considering actual situations and introducing their background experience. Therefore, in the CLT classroom much vocabulary is not taught in the form of wordlist of isolated words any more, but taught in authentic contexts. Vocabulary teaching focuses on developing communicative proficiency rather than commanding the forms of the target language. Communicative Language Teaching based on many modern humanistic and communicative theories is effective in English vocabulary teaching and learning in many aspects:

1. CLT makes learners acquire vocabulary knowledge naturally, rather than learning intentionally. Apart from it, the modified target language input which is gotten from conversational interactions between the teacher and learners enables them to get better understanding on vocabulary knowledge.

2. CLT promotes learners' communicative competence and stimulates their inner motivation since the communicative activities are close and relevant to their daily life.
3. CLT prompts the development of learners' spirit of team cooperation by means of the communicative activities and cultivates learners' individuality by expressing their different views and ideas freely in the conversational interactions between them.
4. CLT makes learners adopt the responsibility to their own learning and encourages them to discover the forms and structures of target language for themselves.

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

The ways in which CLT treats vocabulary is insuch a way that learners can easily grasp the context. To do this, communicative practice that lets Learners to use the language should be employed in the classroom. Thus what teachers should do most importantly is to arouse the students' communicative consciousness, activate their communicative motivation. To comprehend a 'word' meaning and use, if there is a great amount of situation knowledge in learners' mind. Thus, what the teachers should do is to enlarge readers' situation knowledge, arouse their communicative desire to attain the communicative aim ( Yiwei WU, 2009). CLT involves equipping students with vocabulary, structures and functions, as well as strategies , to enable them to interact successfully ( Pororellana , 2011).

### **2.11.The Textbook**

According to Oxford Universal Dictionary (1974, P 2273), the term textbook refers to :- a book used as a standard work for the study of a particular subject, a manual of instruction in a subject of study” Thus, Goba secondary school is chosen as pilot school for applying the new road map and a new English text book is published in 2022. The book has ten units having six topics, among them two are purely given for vocabulary and grammar. So it deemed necessary to examine how it is presented in order to see its appropriateness to utilize in small group teaching.

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. Research Design**

In this research, descriptive survey type of research design was used. Descriptive survey research approach is a basic research method that examines the situation, as it exists in its current state (CresWell, 2007). And also a mixed method design was used to collect both qualitative and quantitative data to offset (Compensate) the weakness of one data source with the other. Both quantitative and qualitative methods provide rich data about a situation (Cook & Reichardt, 1979).

#### **3.2. Population of the Study and Participants**

The site of the study was Goba Secondary School in Goba Town, found in Bale Zone, Oromiya region. In the town there are three secondary schools. These are Goba, Finacha Bamo and Batu Terara secondary schools. The school which was under study is Goba secondary school. Goba secondary school has four grade levels that are grade 9,10,11 and 12.

With a total population of 1911 students and eight English Teachers. Grade 9 students who were the target population of the study, were 615 in number and of them 306 are males while 309 of were are females. Among the eight teachers two of them teach in grade 9. Among the three schools Goba secondary school was chosen because the new curriculum was applied in grade 9 and 10 in the school and I see (observe) the problem of using traditional method while teaching grammar and vocabulary and for the fact that the study site is ease to manage the research. Grade 9 was also chosen because students start to learn with English as a medium of instruction in grade 9.

#### **3.3. Sampling Technique**

In grade 9 there were 12 sections with a total of 615 students. So 15% of them were taken i.e, 96. Because this percent was expected to represent the students. So eight students were selected from each section using simple random sampling applying the lottery method for questionnaire and taking grade 9 English teachers which were two for the interview. Since grade9 is the study area and English language teachers were two in number in grade 9, I used available sampling in order to apply both of the teachers in the study.

## **3.4. Data Gathering Instruments**

### **3.4.1. Interview**

One of the data gathering instrument was interview. A semi- structured interview to the sample teachers about strategies of teaching grammar and vocabulary was presented. There were 14 questions. The questions were taken from research conducted by Miresa Amenu and Miriam Yosef. Each teacher was interviewed for thirty minutes and the teachers who taught in grade 9 were two.

### **3.4.2 Class Room Observation**

Classroom Observation was conducted according to the plan of the teachers teaching grammar and vocabulary. Overt type of observation was employed. From each teacher 2 sections together 4 sections using lottery method was selected. The sections were observed for two rounds. Each section was observed one for grammar lesson and the other for vocabulary lesson. So the classroom observation was done eight times.

### **3.4.3 Questionnaire**

The other data gathering instrument that was used in the study was questionnaire. According to Selinger and Shohamy(1989), questionnaire is widely used in second language acquisition researches to gather information about certain conditions and practices, in particular to collect data on phenomena which are not easily observed, such as, attitudes and self-concept. Thus teacher's application of group activities and strategies and techniques was asked in the questioner. Since the questionnaire was filled by students, there were 10 close- ended questions. The questionnaire was translated to Amharic because the participants acknowledged that they know Amharic.

### **3.4.4. Document Analysis**

Since the book was published in 2022, it was functional in the academic year 2022/2023 only in pilot schools. And the Ministry of Education has asked for, feedback especially, if it contains error. Thus, in this research the content and instruction of student's text regarding grammar and vocabulary was examined to check its appropriateness to use different approaches while teaching.

### **3.5. Data Collection Procedure**

The data collection was done by convincing the participants about the objective of the study, first classroom observation was done by filling a checklist. Then it was analyzed in percentage. Next the questionnaire was administered for sample students it was administered in the meeting hall, the questionnaire was distributed to 96 students (with the presence of the researcher at their free time) and all were returned. During the administration of the questioner students who needed explanations about the question were given clarifications. And the obtained data from rating scale about teacher's application of group activities and using different strategies and techniques while teaching grammar and vocabulary was analyzed after editing and coding by entering in to summary sheet prepared for it. Then interview was conducted. The question consisted about grammar and vocabulary teaching together with the application of group activities while teaching grammar and vocabulary. At last document Analysis was done.

### **3.6. Methods of Data Analysis**

The quantitative questionnaire was coded and then were analyzed using descriptive statistics such as, frequency and percentage. However, the teachers' interview was qualitatively analyzed by using thematic analysis. The classroom Observation consisted check list of two point scale (yes/no) to identify the presence or absence of some selected behaviors. Then it was analyzed in percentage. Finally document analysis was done by examining the text book about its content coverage and appropriateness for different approaches specific to grammar and vocabulary.

## CHAPTER FOUR

### 4. PRESENTATION AND DISCUSSION

This section presents the data analysis carried out for the qualitative and quantitative data. First the qualitative interview data is presented. Next the quantitative classroom observation is presented. Then the quantitative data obtained from the students' questionnaire is presented. Finally, the text book evaluation is presented.

#### 4.1 Analysis of Interview data from English language teachers

##### 4.1.1 Teacher's responses towards their personal information.

Both the interviewees have Second Degree in TEFL. T1 had thirty years' experience and T2 had 36 years' experience.

##### 4.1.2 Teachers' knowledge and belief on the hypothetical practice of vocabulary teaching strategies in EFL classes.

Q1. Do you think that practicing different vocabulary teaching strategies are very important to enhance student's vocabulary knowledge? If yes, to what extent? if not ,Why .....?

T1 replied yes, and added teaching vocabulary using different strategies is very important to develop students' knowledge, for example it gives opportunities for students to guess the meaning of different words.

T2 also said yes, and continued by saying \_ using different strategies enable students to understand the meaning of words in different ways. So, it has great advantage to teach vocabulary.

Even if both teachers agreed on the importance of practicing different strategies in vocabulary teaching, the researcher didn't observe them practicing different strategies effectively in their language classes during classroom observation. Thus, the analysis of data gathered through interview hasn't shown consistent result with classroom observation.

Q.no 2. When you teach vocabulary, to which one of the strategies you give priority most of the time? Why?

T1 said "I give a chance for students to guess the meaning of the word from the context. Because it gives the students the chance to participate.

T2 had the same answer by saying "mostly I prefer to teach vocabulary lesson by using context. Because it enable students widen their usage in sentence construction."

Q no 3. How do you think vocabulary teaching should be practiced?

Both the teachers replied in the same way by saying "Vocabulary should be taught using different strategies and giving students the chance to guess the meaning."

### **B. Questions concerning Teachers' experiences of putting in to practice of vocabulary teaching strategies**

Q no 1. To what extent you plan vocabulary lesson that contain different vocabulary teaching strategies and practice them?

T1 replied When I planned vocabulary lesson I consider students level of understanding Whereas T2 said 'mostly there are many new words in the reading skills part, however, in the book there is a part Which says 'vocabulary development' ,it gives exercise taken from the reading passage and also extends other exercise like phrasal verbs. So this part contains different strategies and gives the opportunity to practice vocabulary lesson. From their response we can conclude that vocabulary lesson is given in each unit.

Q no2. How often do you give group work activities in teaching vocabulary?

T1 said 'In each unit of the students book reading passage and T2 said 'Sometimes I give group work activities while teaching vocabulary.

Q no3. To What extent you believe that small group work can benefit students better than individual vocabulary learning?

T1 He said that when students discuss in groups they exchange idea and learn vocabulary easily. T2 had the same opinion and said 'when students practice vocabulary in group they learn one from the other and feel ease. And She generalized group work has great benefit for vocabulary

learning. But their belief was not supported with practical teaching in the classroom observation session.

Q no4. To what extent you give chances to students so that they take responsibilities for their own learning to use strategies and practice them at different time?

T1 replied after reading passage he gave chance for students to guess the meaning of new words from the passage. T2 on the other hand said: She inform students usually to choose (select) words from each lesson and add to their vocabulary stock not only from English lesson but also from other subjects which are given in English. From their response we can conclude that they give Chance to learn vocabulary by taking responsibilities for their own learning.

#### **4.1.3 Analysis of interview data from the teachers about grammar teaching.**

Q no1. What do you know about deductive and inductive teaching grammar methods?

T1. Stated that deductive teaching grammar method is concerned with logic or reason and inductive teaching grammar is depending on examples. So it seems that he gave the dictionary meaning for the deductive. On the other hand T2 Stated by saying: Deductive grammar teaching is the way we teach the form first whereas inductive grammar teaching is giving sentences Which contain the form and let the learners identify or figure out the form by themselves." It can be concluded from her answer that she had sufficient knowledge about deductive and inductive methods of teaching grammar.

Q no2. Which do you prefer to use when you teach grammar?

T1. Replied "I prefer the inductive teaching grammar method because it is easy to understand. T2 also had the same opinion, she stated "I prefer the inductive grammar teaching method because the book begins grammar lesson by giving examples. But their word was not supported by practical application because the researcher observed writing the form of present perfect and present perfect continuous on the blackboard at the beginning of the lesson by both teachers.

Q no3. To What extent does your knowledge about grammar affect your teaching grammar?

Almost both of the teachers were aware of The influence that might have on their behavior in class, as they commented \_"Grammatical knowledge help them to build their sentences and

produce the language accurately." This means that these teachers were aware that knowledge of grammar is the backbone of learning languages.

Q no4. How do you provide your lesson in the classroom?

T1 "replied that he presented the lesson according to the interest and level of the learners. On the other hand T2 answered by saying "I prefer to present the lesson as it is presented by the experts who prepared the textbook.

Q no5. What is the role of the teacher in grammar teaching?

T1 respond by saying the teacher's role is motivating students and telling them the rule of the grammar lesson. In the same way T2 answered "The role of the teacher is to facilitate understanding of the lesson by motivating students to engage in the activity.

Q no6. How often do you give group work activities in teaching grammar?

T1 replied that he gave group work activities which contain grammar most of the time at the end of each unit. T2 on the other hand said she gave group work activities sometimes in grammar lesson.

Q no7. To What extent you believe that small group work can benefit students better than individual grammar teaching?

T1 said "When students are organized in small groups they can get the chance of exchanging ideas and understand more about grammar. T2 in her response said "Group work has great advantage than individual grammar learning because it enable students to share idea and common understanding about the grammar lesson. In summary we can conclude that even if both teachers believe that inductive grammar teaching method and group work are very important they didn't apply it while the researcher made classroom observation.

## 4.2. Analysis of data obtained through Classroom Observation

The analysis and presentation of data collected through classroom observation is presented below. To fulfill the purpose of the observation, the EFL teachers of grade 9 were observed. The data based on requirement of the classroom observation checklist (Appendix II and III) were filled by the researcher. The vocabulary teaching was observed from May 15\_19/2023 and the grammar teaching was observed from May 22-26/2023. Each teacher was seen two times for each vocabulary and grammar lesson, in four sections. So the observation was conducted eight times.

### 4.2.1. Teachers role during vocabulary Instruction

No	I t e m	Y e s		N o		T o t a l	
		F	%	F	%	F	%
1	The teacher introduce the students know the objective of the lesson, so that the students direct their attention to vocabulary instruction .	2	1 0 0 %	0	0 %	2	100%
2	The teacher apply small group work while teaching vocabulary.	0	0 %	2	1 0 0 %	2	100%
3	The teacher lets the students know the significance of vocabulary learning to their real -life communication	2	1 0 0 %	0	0 %	2	100%
4	The teacher teaches vocabulary consciously to arouse student's attention.	0	0 %	2	1 0 0 %	2	100%
5	The teacher gives home take assignment that ivite students to practice vocabulary	2	1 0 0 %	0	0 %	2	100%

As it is seen from the data obtained from the classroom observation, the two teachers (100%) introduced the objective of the lesson so that the students direct their attention to the lesson. According to Nation (2001) the teacher may draw student's attention on a particular word by writing the new words on the blackboard; the learner may focus on the meaning of a word by providing a definition, a synonym or L1 equivalent.

The teachers didn't apply small group work while teaching vocabulary. They neglected the students working in small group. Smith as cited in Harriet (2013) stated that "the sum of the whole is more than the potential sum of its member." This suggests that when working in a group the outcome produced is higher than that could be produced individually.

Regarding letting the students know the significance of vocabulary to real life communication, both of them which means (100%) were interested in letting the students to understand the importance of using vocabulary in real life communication. The teachers didn't practice different vocabulary teaching strategies consciously to arise students' attention towards vocabulary instruction. In case of giving home take assignment, both the teachers gave them at the end of the lesson.

#### 4.2.2 Teachers' practice of vocabulary teaching strategies.

No	I t e m	Y e s		N o		T o t a l	
		F	%	F	%	F	%
1	Does the teacher present the words through context?	2	1 0 0 %	0	0 %	2	1 0 0 %
2	Does the teacher employ self-selection vocabulary teaching strategies during vocabulary instruction?	0	0 %	2	100%	2	1 0 0 %
3	Does the teacher create conducive situation for students to communicate with their teacher and their peers to enhance student's vocabulary knowledge?	1	5 0 %	1	5 0 %	2	1 0 0 %
4	Does the teacher create sentence containing the new words in different sentences to teach words in different types of context clues. (Like explanation, definition, synonyms etc)	2	1 0 0 %	0	0 %	2	1 0 0 %
5	Does the teacher teach vocabulary through collocation?	0	0 %	2	100%	2	1 0 0 %
6	Does the teacher employ co-operative vocabulary instruction?	1	5 0 %	1	5 0 %	2	1 0 0 %

In 4.2.2 above, the classroom observation result indicates that the majority of the strategies expected to be practiced by the teachers were not observed except contextual strategies and types of contextual clues. For example, under item 1 and 4 both the teachers practiced contextual strategies and contextual clues. Whereas creating conducive situation to communicate and employing co-operative strategy is only 50%. One of the teacher used to say 'you can discuss with your friends' But item 2 and 5 were completely neglected.

Generally, in all observed classes which are 4, teachers were usually interested in using contextual strategy of teaching vocabulary. For instance, teachers use definition, explanation and types of context clues. They sometimes practice co-operative teaching strategy by letting students discuss with friends but not forming actual groups. Even if they didn't totally ignore the rest strategies, they practiced in a very limited way.

#### 4.2.3. Analysis of classroom observation in grammar teaching instruction.

The observation was made in four different sections while each EFL teacher was teaching grammar in grade 9. The two teachers were selected using available sampling method and observed twice teaching in their grammar classes. Behavior to be observed in grammar class.

No	I t e m	Y e s		N o		T o t a l	
		F	%	F	%	F	%
1	Do classroom activities maximize communication opportunity.(role play, convert...etc?)	0	0 %	2	100%	2	100%
2	Does the teacher apply small group work while teaching grammar?	0	0 %	2	100%	2	100%
3	Does the teacher explain rules of grammar by himself/herself?	2	100%	0	0%	2	100%
4	Does the teacher teach focusing on forms of grammar?	2	100%	0	0%	2	100%
5	Does the teacher teach grammar in context?	1	50 %	1	50%	2	100%
6	Does the teacher encourage students to discover grammar rules by their own?	0	0 %	2	100%	2	100%
7	Does the teacher use different grammar teaching techniques such as games,role plays,picture and the like?	0	0 %	2	100%	2	100%
8	Does the teacher encourage students to practice grammar activities in pair or groups?	0	0 %	2	100%	2	100%
9	Does the teacher invite students one by one to present their tasks for the whole class?	1	50 %	1	50%	2	100%
10	Does the teacher give homework that invite students to practice grammar?	2	100%	0	0%	2	100%
11	Does the teacher use different drills for grammar teaching?	1	50 %	1	50%	2	100%

### **4.2.3. Teachers' Grammar Teaching Methods**

From both teachers that is T1 and T2, the researcher observed during the observation, mostly they were applying deductive method of grammar teaching. They were teaching the rules and forms by themselves directly by explanation. The students were not given opportunities to discover grammar rules by their own. They were made passive listeners to their teachers.

According to Celce-Murcia(1991), One teaching method might not be appropriate by itself. She adds that it is preferable to use different methods in appropriate time and level. Lock(1996) points out that teaching grammar based on deductive method only make learners focus on forms and rules of the language and hence the meaning might not be considered. Richards (2006) states deductive grammar teaching method focuses on forms and rules and thus learners are not exposed for communicative learning.

#### **4.2.3.2 Teachers' Grammar Teaching Techniques**

Grammar teaching techniques are narrower than grammar teaching methods. They are single procedures which are applied in classroom by the class teacher. If the teacher uses different techniques to teach grammar, the learners can be motivated and relaxed to express their ideas by their own. (Larson -Freeman ,1986, Hubbard et-al 1983).

However, When the EFL teachers were teaching grammar, both of them were using the technique of explanation by themselves. They were using only lecturing technique of teaching while they teach grammar. They don't let their students work in small group. According to Hansen(2006) Working in groups and cooperating with each other is the best strategy to improve our learning and overall skills. Celce-Murcia (1988) States that to make the grammar lesson presentation more effective, clear and understandable, EFL teachers should use different techniques such as game, picture, role play, storytelling etc.

### 4.3. Analysis of data obtained from students questionnaire.

A total of 96 questionnaires were distributed to sample students at Goba Secondary School. Out of the total 96 questionnaires distributed to respondents, 96(100%) of them were returned. Cooligan (2009) as cited in Harriet (2013), the use of questionnaires allow collection of large amount of data which represents the general population within a short time period. So the students responded to the whole closed-ended questionnaire items. These closed ended items were computed and analyzed using frequency and percentage. Percentage was utilized for easy presentation of frequency distribution and comparison of the prevailing practices.

#### 4.3.1. Frequency of Teachers' Grammar Teaching Techniques.

No	Item	5		4		3		2		1		Total	
		F	%	F	%	F	%	F	%	F	%	f	%
1	How often does your teacher give group work  Activities while teaching grammar	3	3.12	17	17.70	52	54.61	13	13.54	11	11.45	96	100
2	How often does your teacher explain rules of grammars by himself /her self	58	60	24	25	8	8.33	6	6.25	-	-	96	100
3.	How often does the teacher teach grammar in contexts	7.2	7.19	23	23.95	46	47.91	18	18.75	2	2.08	96	100
4.	How often does the teacher encourage student to discovery grammar rules by them selves	2	2.08	12	12.5	36	37.51	42	43.75	4	4.16	96	100
5	Haw often does the teacher encourage student to practice grammar activity in pair or group.	9	9.37	18	19.57	49	51.04	17	17.7	3	3.18	96	100

In item 1, 52(54.16%) of them respond their teacher gave them group work activities sometimes. 17(17.70%) said usually and 13(13.54%) said rarely . Only 3(3.12%) always and 11(11.45%) never. Item 2, majority of the respondents 58(60.41%) said that their teacher always explain the rule by himself/herself. And 24(25%) replied usually. 8(8.33%) said sometimes and 6(6.25%) said rarely.

Item 3, 46(47.91%) replied their teacher sometimes teach grammar in context and 23(23.95%) said usually. Whereas 18(18.75%) said rarely. 7(7.29%) said always and only 2(2.08%) said never.

Item 4, 42(43.75%) said their teacher rarely encourage them to discover grammar rules by themselves and 36(37.5%) said sometimes. 12(12.5%) replied usually .Whereas 2(2.08%) said always and 4(4.16%) never.

Item 5, 49(51.04%) replied their teacher sometimes encourage group activities without forming a formal group. 18(18.75%) said usually and 17(17.70%) rarely. 9(9.37%) said always and 3(3.18%) never.

From the above data we can conclude that their teachers sometimes give or else encourage group activities while teaching grammar. Majority of the respondents said their teachers always practice deductive grammar teaching method. This was also observed in the classroom observation time. Almost half of the respondents said their teachers sometimes teach grammar in context. 42(43.75%) replied their teachers rarely use inductive grammar teaching method. And 36(37.5%) said sometimes their teacher encourage them to discover grammar rules by themselves.

#### 4.3.2. Frequency of Teachers' Vocabulary Teaching Strategies.

No	Item	5		4		3		2				Total	
		F	%	F	%	F	%	F	%	F	%	f	%
1	How often does your teacher give group work  Activities while teaching vocabulary	8	8.33	25	26.04	29	30.20	32	33.33	2	2.08	96	100
2	How often does your Teacher present word through context	24	24	12	21.87	42	43.75	9	9.37	-	-	96	100
3.	How often does the teacher teach grammar in contexts	11	11.45	29	30.20	48	50	7	7.29	1	1.04	96	100
4.	How often does the teacher create condition situation for students to communicated with himself/herself	26	26.08	29	30.20	33	34.37	5	5.20	3	3.18	96	100
5	Since there is no best strategy of teaching vocabulary ,how much does your teacher tries to practice different strategies according to suitability	22	- 22.91	32	33.33	30	31.25	10	10.41	2	2.08	96	100

In item 1, the above table shows that the percentage of the item (33.33%) inclined towards 'rarely'. From this, it could be concluded that teachers do not give due attention for group work while they teach vocabulary. The classroom observation result also confirmed this reality. 29(30.20%) said their teacher use group work sometimes and 25(26.04%) replied usually. 8(8.33%) always and 2 (2.08%) never. Item 2, 42(43.75%) reported that their teacher sometimes teach vocabulary through context.24(25%) of them said always. 21 students that is (21.87%) said usually and the rest 9(9.37%) said rarely.

Item 3, the majority of the respondents 48(50%) said their teacher sometimes help them figure out the meaning of unknown words through context. Divorcing words from their surrounding decrease the likelihood of comprehension and retention and it was emphasized that new vocabulary should only be met in sentences and meaningful contexts.(Richards and Rodgers, 2001). So, getting a good context Which is interesting ,plausible ,vivid and has relevance to the lives of the learners ,is an essential prerequisite for vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary. The percentage of the item also showed that 29(30.20%) said usually and 11(11.45%) replied always. 7(7.29%) rarely and 1(1.04%) never.

Item 4, 33(34.37%) of the respondents said their teachers sometimes create conducive situation to communicate with himself/herself and their peers to develop their vocabulary knowledge. 29 students that is 30.20% said usually and 26(1/27.08%) reported always . 5 of them Which is 5.20% said rarely and 3(3.18%) never.

Item 5, 32(33.33%) of the respondents said their teacher usually use different vocabulary strategies according to their suitability. Whereas 30(31.25%) said sometimes and 22(22.91%) always. However 10(10.41%) said rarely and 2(2.08%) said never.

From the above data we can conclude that the majority of the respondents said that their teacher rarely 32(33.33%) or 29(30.20%) sometimes gave group work activities while teaching vocabulary. Besides most of the respondents replied that their teacher presented words through context 24(25%) by saying always, 21(21.87%) usually and 42(43.75%) sometimes. But only 9 students that is 9.37% said rarely and one student said never. This is supported by the teacher's

interview 4.1.2 item 2 and classroom observation table 4.2.2. Item 1 that the teachers inclined towards contextual strategy and they practice it in the classroom.

#### **4.4 Document Analysis**

The new book which was published in July 2022 has 221 pages which contains 10 units. The ten unit English Language text book for Grade 9 has specific unit objectives. Each of the units consists of six different parts: Listening skills, Reading Skills, Vocabulary, Grammar, Speaking Skills, and Writing Skills organized in that order. The vocabulary lessons constitute vocabulary from the listening and reading texts, phrasal verbs and word formation using affixes, (prefixes and suffixes), The vocabulary is taught through the application of contextual understanding of meanings, consulting the dictionary and using other strategies. The authors of the book commented at the introductory part of the text book: "In teaching vocabulary, we focus more on the strategies students may employ to understand meaning by themselves." (MoE, 2022).

Concerning the grammar lessons, brief notes and many activities are provided for the students to help them master the grammar elements in focus. The authors also stated that "Many of the grammar lessons are presented in situations students can easily understand and apply: they are developed in simpler ways to enable the students to express even complex ideas. In other words, the grammar lessons are taught the way they help students effectively talk in the language." (MoE, 2022). Keeping the aforementioned points in to consideration, next activities targeting group activities while teaching vocabulary and grammar were assessed in each unit.

##### **4.4.1. Vocabulary Development**

From 221 pages of the text book 18 pages are for pure vocabulary. In each of the ten units, words taken from the reading passage ask contextual meaning. However, only three activities are designed for group practice. Those are activity 1.9 in unit one, activity 7.7 in unit 7 and activity 10.8 in unit ten. The two activities are pair work and one activity is small group activity. From this we can conclude that the vocabulary activities in the text book are inclined to individual work.

#### **4.4.2. Grammar**

From 221 pages of the text book pure 83 pages are given for grammar. Even if there are many grammar activities in the text book, only five activities are designed for group practice. Those are activity 1.22 in unit one, activity 2.14 in unit two, activity 3.16 in unit three, activity 6.10 in unit six and activity 10.9 in unit ten. Three of them are pair work and two of them are small group activities. Thus, the authors didn't consider the merits of group dynamics for grammar teaching. They focus group activities especially for the speaking skills. In addition even if the book gives example at the beginning of grammar lesson (inductive method) , teachers were not at ease to write the note on the blackboard. That is because the text books arrived the school after the class observation that is almost in June. Only flash was provided for the school. Teachers were given hard copy unit by unit. In each section 3 or 4 students could be found who downloaded the text book. So teachers were seen writing the form of present perfect and present perfect continuous at the beginning of the lesson in the class observation time.

## **CHAPTER FIVE**

### **5. SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1. Summary**

The study was intended to investigate the practice of using group dynamics in teaching grammar and vocabulary skills at EFL classroom.

To meet this purpose, the following basic questions were designed:

1. What strategies do teachers use while teaching grammar and vocabulary?
2. How often do English language teachers apply small group activities while teaching grammar and vocabulary?
3. How are the activities of grammar and vocabulary presented in the student's text book in relation to group dynamics?

In order to address these basic questions, Goba Secondary School which is found in Bale Zone, was selected purposively. Grade 9 was also selected purposively. Two English teachers were selected using available sampling. From the school, out of 615 grade 9 students 15% of them, which were 96 were selected using probability sampling applying lottery method.

To get answers to the research questions all the necessary data and information were collected from two EFL teachers through interview and classroom observation, questionnaire was filled by 96 students. Also there was document analysis about the new English grade 9 text book. Then, the collected data were organized, analyzed and discussed quantitatively and qualitatively in chapter four. All the data were analyzed and discussed under key successive topics of the study and integrated so as to create a holistic picture of quantitative and qualitative data.

The findings of the study revealed that language teachers face various school challenges such as large class size, lack of materials (text book), bulk contents of the text book and lack of time in covering the book.

The teachers prefer to present grammar and vocabulary lessons using individual work and the whole class organization rather than applying pair and group work. The EFL teachers didn't present grammar lessons in contextual, meaningful and purposeful manner. Besides the teachers didn't create communicative activities and situations that makes learners use the language like in its real life natural situation. While teaching vocabulary the teachers spent much of their time in presenting the meaning and form of words rather than creating an environment where learners can work out meaning and practice the language.

## **5.2. Conclusions**

The following were the conclusions made based on basis of the result obtained from interview, classroom observation, and questionnaire and document analysis.

- ❖ EFL teachers of the sample school rarely used group activities while teaching grammar and vocabulary.
- ❖ EFL teachers didn't teach grammar in context (inductive) way. Instead they teach every grammar item by explaining the rules directly and giving note about it to their students. The EFL teachers didn't use grammar teaching techniques , such as storytelling , game and role play to motivate students towards communication. Students were made to learn grammar elements by listening to their teachers' explanation and give answer to a question asked in a single sentence.
- ❖ The teachers rarely practice different vocabulary teaching strategies during vocabulary instruction. The teachers frequently used context strategy and whole class organization at the expense of pair organization when they taught vocabulary in EFL classes. Strategies such as vocabulary self-selection strategy, task based strategy, co-operative strategy and communicative Strategy that promote learners' knowledge of vocabularies in the classroom or outside the classroom were rarely practiced during vocabulary lessons by sample teachers.
- ❖ The new text book give little attention to pair and group activity for grammar and vocabulary lessons.

### 5.3. Recommendations

Based up on the findings and the conclusions drawn from the study, the following recommendations could be made:

- ❖ Teachers have to organize, group activities carefully. To achieve better results from group work teachers should plan activities depending on the tasks to make students more productive in grammar and vocabulary.

The EFL teachers of the sample school taught grammar through explaining the rules directly before students try to extract it from the context. As a result, students might not develop their communicative competence in English language. So, in order to encourage learners to discover grammar rules by their own , teachers should practice teaching grammar items in context ( in an inductive method ) and then they should teach the rules directly ( in a deductive method ) when necessary.

- ❖ It would be advisable for the teachers to practice different vocabulary teaching strategies and implement them as much as possible when they teach vocabulary in EFL classes, because vocabulary teaching is one of the most important components of any language class. The main reason is the fact that it is a medium, which carries meaning; learning to understand and express the meaning is what counts in learning language. (Mc Carthy , 1990). English language teachers should develop favorable tendency to primacy of vocabulary in the process of language teaching and learning so that they will be able to consider vocabulary teaching strategies as the major component of their language lessons.
- ❖ Curriculum planners should also take in to consideration of grammar and vocabulary while they design group work activities.
- ❖ School materials like text book should arrive schools on time and the period allotment should consider present reality of student's capacity.
- ❖ Further research should be conducted at some time in the future to investigate the practice of using group dynamics in teaching grammar and vocabulary at EFL classes at Secondary School level.

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## **APPENDIX 1**

### **MADDA WALABU UNIVERSITY**

#### **COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**

#### **DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

##### **Personal Information**

Name of the school -----

Qualification -----

Year of Experience in teaching English Language .....

##### **Interview**

A. Questions Concerning teacher's Knowledge and belief on the hypothetical practices of vocabulary teaching strategies in EFL Classes

1. Do you think that practicing different vocabulary teaching strategies are very important to enhance student's vocabulary knowledge? If yes, to what extent? If not, why? -----  
-----

2. When you teach vocabulary, to which one of the strategies you give priority most of the time? Why? -----

3. How do you think vocabulary teaching should be practiced? -----  
-----

B. Questions concerning teacher's experiences of putting in to practice of vocabulary teaching strategies.

1. To what extent you plan vocabulary lessons that contain different vocabulary teaching strategies and practice them? -----

2. How often do you give group work activities in teaching vocabulary?

3. To what extent you believe that small group work can benefit students better than individual vocabulary learning?
4. To what extent you give chances to students so that they take responsibilities for their own learning to use strategies and practice them at different time?

### **Interview Questions about Grammar**

1. What do you know about deductive and inductive teaching grammar methods? -----  
-----
2. Which do you prefer to use when you teach grammar? -----  
-----
3. To what extent does your knowledge about grammar affect your teaching grammar? -----  
-----
4. How do you provide your lesson in the classroom? -----  
-----
5. What is the role of the teachers in grammar teaching? -----
6. How oftendoyou give group work activities in teaching grammar? -----  
-----
7. To what extent you believe that small group work can benefit students better than individual grammar learning? -----

## APPENDIX II

MADDA WALABU UNIVERSITY  
COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

### CLASSROOM OBSERVATION CHECK LIST

Behaviors to be observed during the practice of vocabulary teaching strategies.

#### I- Teacher's role during vocabulary instruction

1. The teacher introduces the student know the objectives of the lesson so that the students direct attention to vocabulary instruction.

Yes  No

2. The teacher apply small group work while teaching vocabulary.

Yes  No

3. The teacher lets the students know the significance of vocabulary learning to their real-life communication.

4. The teacher teaches vocabulary consciously to arouse student's attention.

towards to vocabulary instruction

Yes  No

5. The teachers gives home take assignment that invite students to practice vocabulary

Yes  No

#### II. The Practices of vocabulary Teaching Strategies in EFL Class

1. Does the teacher present the words through context?

Yes  No

2. Does the teacher employ self-selection Vocabulary teaching strategies during vocabulary instruction?

Yes  No

3. Does the teacher create conducive situation for student to communicate with their teachers and their peers to enhance student's vocabulary knowledge?

Yes  No

4. Does the teacher create sentence containing the new words in different sentences to teach words in different types of context clues? (Like explanation, definition, synonyms etc).

Yes  No

5. Does the teachers teach vocabulary through collocation?

Yes  No

6. Does the teachers employ cooperative vocabulary instruction?

Yes  No

## Appendix III

### Classroom Observation Checklist

Behaviors expected to be present in grammar teaching instruction.

1. Do classroom activities maximize communication opportunity (role play, conversation etc?)

Yes  No

2. Does the teacher apply small group work while teaching grammar?

Yes  No

3. Does the teacher explain rules of grammar by himself/herself?

Yes  No

4. Does the teacher teach focusing on forms of grammar?

Yes  No

5. Does the teacher teach grammar in context?

Yes  No

6. Does the teacher encourage students to discover grammar rules by their own?

Yes  No

7. Does the teacher use different grammar teaching techniques such as games, role plays, pictures and the like?

Yes  No

8. Does the teacher encourage students to practice grammar activities in pairs or groups?

Yes  No

9. Does the teacher invite students one by one to present their tasks for the whole class?

Yes  No

10. Does the teacher give homework that invite students to practice grammar?

Yes

No

11. Does the teacher use different drills for grammar teaching?

Yes

No

**Appendix IV**  
**MADDA WALABU UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

Questionnaire to be filled in by students

Dear students I am conducting a study on “The practice of using group dynamics in teaching grammar and vocabulary skills at EFL Classes. The case of Grade 9 students of Goba Secondary school”

Therefore, you are kindly asked to fill in the questionnaire, honestly, genuinely and carefully. I like to stress that the information you provide is completely confidential used by the researcher only. For that matter, you don’t have to write your name.

**Part I**

Background information

Instruction: the following questions are based on how often your English teacherpractices / Uses these grammar teaching technique and vocabulary teaching strategies during your English Class, Read each question carefully and put an “X” under each number in the table.

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

## Grammar

	5	4	3	2	1
1. How often does your teacher Give group work activities while teaching					
2. How often does your teacher explain rules of grammar by himself/herself?					
3. How often does the teacher teach grammar in context?					
4. How often does the teacher encourage students to discover grammar rules by their own?					
5. How often does the teacher encourage students to practice grammar activities in pairs or groups?					

## Vocabulary

	5	4	3	2	1
1. How often does your teacher Give group work activities while teaching					
2. How often does your teacher present words through context?					
3. To what extent your teacher teaches you so as to help you figure out the meanings of unknown words by your own through context?					
4. How often does your teacher create conducive situation for students to communicate with himself/herself and their peers to enhance students' vocabulary knowledge.					
5. Since there is no one best strategy of teaching vocabulary, how much your teacher tries to practice different strategies according to their suitability?					



**ቮካቡሊሪ / ቃላት/**

1. ቮካቡሊሪ (ቃላትን) በማስተማር መምህራችሁ ምን ያህል ጊዜ የቡድን ተግባራትን (መልመጃዎችን) ይሰጣል/ትሰጣሉ?	5	4	3	2	1
2. መምህራችሁ ፤ ምን ያህል ጊዜ ቃላቶችን በአውድ ያስተምራል / ታስተምራሉ?					
3. መምህራችሁ ምን ያህል ቃላትን ከአውድ ተረድታችሁ በራሳቸው ፍቺ እንድትሰጡ ያግዛቸዋል/ላችኋል?					
4. የተማሪዎችን የቃላት እውቀት ለማሳደግ መምህራችሁ ከራሱም ጋር ሆነ እርስ በርሳችሁ መስተጋብር እንዲኖሩ ምን ያህል አመቺ ሁኔታ ይፈጥራል/ ትፈጥራሉ?					
5. አንድ ብቸኛ የተሻለ ቃላትን የማስተማሪያ ዘዴ እንዲለሉ ሁሉ ፤ መምህራችሁ ምን ያህል የተለያዩ ቃላትን የማስተማሪያ ዘዴዎችን / እስትራቴጂዎችን ይተቀማል/ ትጠቀማሉ?					