

*Review*

# Assessing EFL Teachers' Vocabulary Teaching Strategies Vis-À-Vis Their Students' Preferences: The Case of Shewarobit General Secondary and Preparatory School Grade Eleven Students

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The purpose of this study was to assess EFL teachers' vocabulary teaching strategies vis-à-vis their students' preferences at Shewarobit Preparatory School. A descriptive research design with mixed approach of data gathering and analysis were used. Three English languages teachers were included for observation and interview by using comprehensive sampling technique. To gather quantitative data, questionnaires consisting of two parts were used. Questionnaire was administered to 78 randomly selected students. The data from students' questionnaire were analyzed quantitatively in descriptive statistics using percentage and mean value. On the other hand data from classroom observations and teachers' interview were analyzed qualitatively by thematic analysis. Findings of the study revealed that EFL teachers teach vocabulary in EFL classes but they did not employ different vocabulary teaching strategies. English language teachers mainly gave emphasis on definition and synonym vocabulary teaching strategies than other kinds of strategies in their vocabulary teaching. Students prefer to learn vocabulary frequently with definition and synonym strategies than other kinds of strategies. The finding of this research showed that there was a strong correlation between the practice of EFL teachers' vocabulary teaching strategies and students' preference. Since foreign language learning is mainly the result of acquiring sufficient amount of targeted language vocabulary, EFL teachers should always practice different strategies while they teach vocabulary to their students.

**Key Words:** Communicative Language Teaching, English as a Foreign Language, Vocabulary Self- Collection Strategy and Vocabulary Teaching Strategy

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## INTRODUCTION

English language as a subject has spread around the world and most of the non-English speaking countries are interested in learning it for its various purposes. The language plays a key role in educational system, not only

as an important subject but also as a medium of instruction. Likewise in Ethiopia English is taught as a Foreign Language (EFL). It is not widely used in day-to-day communication and is taught as a subject from the first grade and serves as a medium of instruction in all secondary schools (Grades 9 - 12) and in universities. So

the students of Ethiopia study English as a foreign language in the elementary until university and sometimes from kindergarten level. Students' inadequate vocabulary deters their effective academic achievement. If students do not have the needed vocabulary, when they want to communicate with someone, they will be unable to achieve their goal. It is almost impossible to teach or to learn a language without words; for effective communication between human beings, words are vital. To reach a higher level of development in the four basic communication skills, learners should have a basis of lexis that allows them to do so (Mendinueta, 2017, p.205).

Since vocabulary is an important part of language which is central to all language skills and meaningful communication, implementing effective strategies in teaching the vocabulary will have positive contribution for students in their foreign language proficiency. Rich vocabulary will totally help students mastering English and its four major skills which cover listening, speaking, reading, and writing (Asyiah, 2017, p.294). Many different methods or strategies have been used throughout history for the instruction of vocabulary. As far as the history of second/foreign language teaching methodologies is concerned, vocabulary has been viewed differently depending on the method adopted to teach it (Cahyono and Widiati, 2008, p.1). Celce-Murcia (2001) cited in Ketabi (2011) classifies the major trends in language teaching in the twentieth century into nine approaches, namely, Grammar-Translation, Direct, Reading, Audio lingualism, Oral-Situational, Cognitive, Affective Humanistic, Comprehension-Based, and Communicative. The value given to vocabulary and the way it was taught within all of these (above) Approaches were varied. Many scholars have complained that there was not enough attention given for vocabulary teaching and learning. For instance, Sener complained that vocabulary learning and teaching have been neglected for years (2015, p.16).

However, now a days it seems that vocabulary has been given value in foreign language teaching and learning. New Trends in teaching appreciate the role of vocabulary in learning and teaching a foreign language appropriately, since it is a fundamental component of comprehension and is an integral part of literacy and content learning in school today (Ababneh, 2013, p.1). Since EFL teachers' vocabulary teaching strategies and their learners' preference are the factors for English language learners' vocabulary enhancement as well as their language improvement, the current study intends to assess EFL teachers' vocabulary teaching strategies vis-à-vis their students' preferences.

However, currently most EFL teachers in Shewarobit General Secondary and Preparatory School have complained that their students are not competent enough in all language skills due to the lack of adequate vocabulary. According to the teachers, the deteriorating status of students' knowledge in vocabulary is critical.

Besides, the researchers had observed the problem while they were English tutors for that school. From their observations, the researchers learned that students stock of vocabulary was by no means found to be adequate to express themselves in speaking, writing, listening and reading which greatly their academic achievement.

## OBJECTIVE OF THE STUDY

### General Objective

The general objective of this study is to assess EFL teachers' vocabulary teaching strategies vis-à-vis their students' Preferences.

### Specific Objectives

This research was specifically designed to:

1. examine what kinds of vocabulary teaching strategies are employed by teachers
2. Find out the types of vocabulary teaching strategies that are frequently practiced in EFL class
3. Identify the learners' preference to the type of vocabulary teaching strategies
4. Identify the match/mismatch between the teachers' practice and students' preferences towards vocabulary teaching strategies

## RESEARCH DESIGN AND METHODOLOGY

In this study, taking in to consideration the nature and objective of the study, descriptive survey research design involving both qualitative and quantitative approaches was employed. This is because of the fact that this research design appears suitable for describing the actual classroom practices English language teachers carrying out when teaching learners' vocabulary. Therefore, descriptive research design with quantitative and qualitative approaches to data gathering and analysis was found to be appropriate research design for this research.

### Sample and Sampling Techniques

Participants of the study were Shewarobit General Secondary and Preparatory School grade 11 students and their English language teachers. Grade 11 students were purposely selected for the fact that the problem which inspired the researchers to conduct this study was observed in that grade level. From a total of 561 grade 11 students, 78(14%) of the students were randomly selected as participants of the study. For teacher participants, all teachers teaching in grade level were comprehensively selected since their number was manageable.

## Data Gathering Instruments

Three different data gathering instruments namely questionnaire for students, interview for teachers and class room observation were employed. Questionnaire was tap on EFL teachers' vocabulary teaching strategies in EFL class as well as to solicit data on learners' preference of vocabulary teaching/learning strategies. Interview was employed to collect additional data about strategies teachers employ in teaching vocabulary and for triangulation.

## Methods of Data Analysis

The data which were gathered through questionnaire, interview and observation were analyzed using qualitative and quantitative data analyzing methods. Quantitative data which had been collected from the respondents through questionnaire were analyzed by percentage, mean scores and grand mean. On the other hand data gathered through interview and classroom observation were analyzed qualitatively using thematic analysis.

## ANALYSIS AND DISCUSSION OF DATA

The study used three instruments for collecting data: questionnaire, observation and interview. The data gathered through these instruments were analyzed both quantitatively and qualitatively. The data analysis was made based on the objective of the study or as per research questions formulated. First the data from questionnaires were presented and followed by the results from observation and interviews respectively. During analysis, all gathered data in three instruments were compared.

### Analysis of Students' Questionnaire

#### Analysis of Students' Questionnaire on frequency and Kinds of Vocabulary Teaching Strategies Employed

The students are asked to respond to the kinds of teachers' vocabulary teaching strategies employed and which strategies are frequently employed by teachers.

**Table 1:** Learners' response on EFL teachers' vocabulary teaching strategies

N o.	Kinds of Vocabulary Teaching Strategies	5		4		3		2		1		Total		Mean
		F	%	F	%	F	%	F	%	F	%	F	%	
1	Guessing from Context	5	6.7	13	17.3	14	18.7	16	21.3	26	34.7	74	100	2.39
2	Word Collocation	1	1.3	1	1.3	1	1.35	20	26.7	51	68.9	74	100	1.39
3	Vocabulary Self-Selection	1	1.3	2	2.70	3	4.05	14	18.7	54	72.0	74	100	1.41
4	Word formation	2	2.70	3	4.05	14	18.7	26	34.7	29	38.7	74	100	1.96
5	Synonym	29	39.18	22	29.72	17	22.97	4	5.40	2	2.70	74	100	3.97
6	Antonym	13	17.56	11	14.86	17	22.97	18	24.32	15	20.27	74	100	2.85
7	Communicative Vocabulary Teaching Strategy	4	5.40	3	4.03	12	16.21	25	33.78	30	40.54	74	100	2.00

**Table 1: continuation**

8	Definition	57	76.0	11	14.86	3	4.0	2	2.70	1	1.3	74	100	4.64
9	Using dictionary	1	1.35	1	1.5	2	2.70	8	10.81	62	83.78	74	100	1.26
10	Vocabulary network/Word map	1	1.35	1	2.70	2	2.7	17	22.7	53	70.3	74	100	1.38
<b>Grand Mean</b>		<b>2.32</b>												

**Key: 1: never; 2: rarely; 3: sometimes, 4: usually, 5: usually**

Scales <1.49= almost never (very slightly), 1.5-2.49= rarely (slightly), 2.5 – 3.49=Sometimes (moderately), 3.5 – 4.49=usually (highly), >4.5=always (extremely)

F= Frequency

As indicated in table 1, the mean score for item number 8 is 4.64. This mean score is more than 4.5 which is inclined to “always”. This indicates that EFL teachers always practice definition vocabulary teaching strategy.

On the other hand the mean score for item number 5 is 3.97 which is between 3.5 and 4.49, it means that teachers employ synonyms ‘usually’ to teach vocabulary. Antonyms are frequently used next to definition next to vocabulary. The third frequently employed vocabulary teaching strategy is using antonyms with a mean value of 2.85.

The mean scores of items 1, 4 and 7 in table 1 above is between 1.5 and 2.49. So the frequency of using those strategies is inclined to “rarely”. This implies that EFL teachers rarely practice guessing from context, word formation and communicative vocabulary teaching strategies.

The mean values of items 2, 3, 9, and 10 in table 1 is found to be <1.49. This indicates that English language teachers do not practice word collocation, vocabulary self-selection and vocabulary network strategies as well as dictionary to teach vocabulary.

In general, definition and synonym were the most frequently practiced vocabulary teaching strategies. Whereas collocation, vocabulary self-collection, vocabulary network strategies and dictionary were either rarely or never used vocabulary teaching strategies.

### **Analysis of Students’ Preference on Types of strategies they prefer to learn vocabulary**

**Table 2: Students’ responses regarding their preference on types of strategies they would prefer to learn vocabulary**

No.	I prefer to learn vocabulary on the strategy:	5		4		3		2		1		Total		Mean
		F	%	F	%	F	%	F	%	F	%	F	%	
1	Guessing from Context	4	5.40	9	12.16	12	16.11	22	29.27	27	36.48	74	100	2.20
2	Word Collocation Strategy	2	2.70	3	4.05	14	18.91	28	37.83	27	36.48	74	100	1.99
3	Vocabulary Self-Selection	3	4.05	3	4.03	5	6.75	24	32.43	39	52.70	74	100	1.74

**Table 2: continuation**

4	Word formation	14	18.91	12	16.21	15	20.27	18	24.32	15	20.27	74	100	2.89
5	Synonym	47	63.51	19	25.67	2	2.70	3	4.05	3	4.05	74	100	4.41
6	Antonym	17	22.97	21	38.37	18	24.32	13	17.56	5	6.75	74	100	3.43
7	Communicative Vocabulary Teaching Strategy	2	2.70	1	1.35	9	12.16	18	24.32	44	59.45	74	100	1.64
8	Definition	49	66.21	21	38.37	2	2.70	1	1.35	1	1.35	74	100	4.57
9	Using dictionary	9	12.16	12	16.21	20	27.02	19	25.67	14	18.91	74	100	2.81
10	Vocabulary network/Word map	1	1.35	2	2.70	11	14.86	25	33.78	35	42.29	74	100	1.77
<b>Grand Mean</b>		<b>2.74</b>												

**Key: 1: never; 2: rarely; 3: sometimes, 4: usually, 5: usually**

Scales <1.49 = almost never (very slightly), 1.5-2.49= rarely (slightly), 2.5-3.49=Sometimes (moderately), 3.5-4.49=usually (highly), >4.5=always (extremely) *F= Frequency*

The above table reveals the students' preferences on the types of vocabulary strategies to learn vocabulary. The mean score of item number 8 in table 2 above is more than 4.5. As a result the learners' response is inclined to "always". Therefore this indicates that learners always prefer to learn vocabulary through definition.

Whereas, the mean score of item number 5 is found between 3.5 and 4.49. Therefore learners' responses to this item are inclined to "usually". So this indicates that learners usually prefer to learn more vocabulary on the strategy of synonym.

On the other hand the mean score of items number 4, 6 and 9 lie between 2.5 and 3.49. In which students' response to these items inclined to "sometimes". As a result this indicates that learners sometimes prefer to learn vocabulary through word formation and using antonym vocabulary teaching strategies as well as using dictionary.

Learners were found to rarely prefer to learn vocabulary through guessing from context, collocation, vocabulary self-selection, communicative vocabulary teaching, and vocabulary network as indicated in the responses to the items 1, 2, 3, 7 and 10 in which their mean score were found between 1.5 and 2.49 where the

result is inclined to "rarely".

In sum, students were interested to learn vocabulary through definition and word synonyms. Whereas collocation, guessing from context, self-selection were least preferred ways of learning vocabulary.

### **Description of Classroom Observation Results**

As it was already mentioned in chapter three, classroom observation was also the other research instrument used in this study; the observational data were audio-recorded, transcribed and analyzed thematically. The observation made focused on teaching strategies employed.

The result obtained from observation shows that definition was the strategy marked as being frequently used. The second most frequently used vocabulary learning strategy was synonym. Other vocabulary teaching strategies stipulated to be used seem to be marginalized although interviewed teachers claimed that they employ various vocabulary learning strategies equally, the classroom reality did not show that.

For instance, at the time of observation, teacher (I) did

not practice the prescribed vocabulary teaching strategies which were vocabulary network and dictionary. With regard to antonym as a strategy of vocabulary instruction, it is less frequently used strategy than synonym. On the other hand, some strategies such as guessing from context, word formation and communicative vocabulary teaching were hardly practiced.

Whereas some of the strategies such as collocation, vocabulary self-selection and vocabulary network were neglected in the practice of teaching vocabulary when the actual classrooms vocabulary instruction were observed.

### Description of Interview Results

As it was stated in chapter three, interview was one of the instruments used to gather data in this study. This instrument was used to gather data from three teachers who were observed while teaching vocabulary in different sections. Three EFL teachers were interviewed about their vocabulary teaching strategies as well as their students' preferences.

The first question of the interview requires the EFL teachers to give responses about the extent they [teachers] plan and practice vocabulary lessons that contain different vocabulary teaching strategies. Almost all of them responded that they teach vocabulary for learners with some strategies. For instance, teacher I responded as: "Among the vocabulary teaching strategies, I used matching words with their synonym and antonym, guessing from context mainly when I teach reading, definition, Amharic version [translation], prefixes, suffixes etc. in the classroom."

Likewise, teacher III responded as: "There are different kinds of vocabulary teaching techniques [strategies] that are being used to teach words for my students; among these different techniques [strategies] the most important and also the frequently implemented ones are using context word analysis, personalized lists [vocabulary self-collection] and word map."

Anyone can infer from this that various vocabulary teaching strategies were being used in vocabulary lessons. Some strategies were explained commonly by most teachers, such as guessing from context, synonym, definition, antonym, translation, word formation.

The second interview question requires the teachers to express the type of vocabulary teaching strategy that they pay more attention to. Teacher I pointed out that "I use mostly definition in my vocabulary lessons and sometimes I use synonym of words and translation to make clear the meaning of words for learners; because these techniques do not consume time and learners also favored these strategies." But only one teacher [teacher II] replied that, he gave equal attention to all type of vocabulary teaching techniques [strategies] since all strategies useful for the enhancement of learners'

vocabulary. But the teachers were not observed teaching vocabulary with all strategies equally; more emphasis was given for definition vocabulary teaching strategy by that teacher.

Almost all of them indicated that they mainly focus more on definition than other type of strategy when they teach vocabulary. Teachers' response on this question is in agreement with data from students' questionnaire as well as actual classroom practice of vocabulary instruction.

### Analysis of the Match or the Mismatch between the Teachers' Practice of Vocabulary Teaching Strategies and Learners' Preferences

Analyzing the match or the mismatch between the EFL teachers' practice of vocabulary teaching strategies and learners' preferences was also one of the specific objectives in this study. The match or mismatch between the types of strategies teachers give more attention in their practice and the type of strategies learners prefer to learn vocabulary was analyzed as follow. As the data from students' questionnaire reveals that EFL teachers always focus on definition vocabulary teaching strategy with mean score of 4.64 than other type of strategies (see table 4.1). Secondly, teachers usually give emphasis to sense relation i.e. synonym of vocabulary teaching strategy with 3.97 mean score in vocabulary lessons (see Table 1). Furthermore as the researcher observed in the actual classroom while they were teaching, they mostly synonym employ next to definition. The teachers' interview result also confirmed that almost all EFL teachers mostly focus more on definition than other type of strategy when they teach vocabulary.

On the other hand, the students' questionnaire, which deals about their preference showed that almost all of students replied that they always prefer to learn vocabulary with definition strategy with mean score of 4.57 than other types of strategies (see table 4.2). The teachers' interview data also indicated that synonym and definition were the most preferred strategies by learners. The students' questionnaire also revealed that learners usually preferred to learn vocabulary with the strategy of synonym with mean score of 4.41 (see Table 2). This is also almost confirmed by the interview made with teachers. Furthermore, the match/mismatch or the correlation between the practice of EFL teachers' vocabulary teaching strategies and learners' preferences was analyzed using the statistical package for social sciences (SPSS-Version 20.00) Pearson Correlations.

**Correlations**

		<b>Teachers' practice</b>	<b>Learners' Preferences</b>
Practice	Pearson Correlation	1	.879**
	Sig. (2-tailed)		.001
	N	10	10
Preference	Pearson Correlation	.879**	1
	Sig. (2-tailed)	.001	
	N	10	10

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

As can be seen in the above table, the Pearson correlation value was found as 0.879. Regarding this Cohen (1988) cited in Pallant (2001, p.120) suggested that the following guidelines.

$r = .10$  to  $.29$  or  $r = -.10$  to  $-.29$  small;

$r = .30$  to  $.49$  or  $r = -.30$  to  $-.49$  medium;

$r = .50$  to  $1.0$  or  $r = -.50$  to  $-1.0$  large

Therefore the correlation between the practice of EFL teachers' vocabulary teaching strategies and learners' preferences was found 0.879. According to the above Cohen's guidelines, the correlation between the practice of EFL teachers' vocabulary teaching strategies and learners' preferences was found to be "large". As a result, this indicates that there was a strong correlation between the practices of EFL teachers' vocabulary teaching strategies and students' preferences.

**RESULTS AND DISCUSSION**

As it has previously been stated the main objective of this study was to assess EFL teachers' vocabulary teaching strategies vis-à-vis their students' preferences. To attain the intended objective, the four research questions were answered by analyzing and interpreting the data collected through questionnaires, observations and interviews. This section thus consists of the discussions and interpretations of the analyzed data collected through the three data gathering instruments based on the research questions.

The first research question was designed to elicit the kinds of vocabulary teaching strategies employed by English language teachers; 'what kinds of vocabulary teaching strategies are employed by EFL teachers?' In order to assess the types of vocabulary teaching strategies employed by EFL teachers, students' questionnaires, classroom observations and interview data were analyzed. As a result, students' questionnaire revealed that guessing from context, word formation, communicative vocabulary teaching, synonym, antonym, definition vocabulary teaching strategies were implemented by EFL teachers though practiced with varied frequency. According to the result gained from teachers' interview, some strategies were being practiced by most teachers, such as guessing from context, synonym, definition, antonym, translation, word

formation. But they were not frequently implemented except definition and synonym strategies by EFL teachers. The observation result also confirmed the above results. In other words, the finding from classroom observation was related with students' questionnaire and teachers' interview results. The data were gathered through students' questionnaire, teachers interview and classroom observation revealed that guessing from context, word formation, synonym, antonym, communicative vocabulary teaching and definition were the strategies implemented in vocabulary teaching by EFL teachers though the practice of frequency were varied. So some vocabulary teaching strategies were employed by EFL teachers but they were not implemented routinely except definition and synonym. Thus, vocabulary teaching strategies teachers frequently employ are found to be less varied. Miressa (2014) found that teachers do not persistently practice/ use different vocabulary strategies during vocabulary instruction. So the current research finding is harmony with Miressa's study finding. This is because in the context of this research finding different vocabulary teaching strategies were not employed by EFL teachers.

The second research question was formulated to elicit the kinds of vocabulary teaching strategies that are frequently employed by teachers; 'what type of strategies EFL teachers give emphasis when they teach vocabulary to the learners. In order to identify the types of strategies EFL teachers focuses on vocabulary lessons, student questionnaires, data from classroom observations and teachers interview were analyzed. According to the mean score of learners' response to the questionnaire that was used to elicit about the types vocabulary teaching strategies, EFL teachers mainly give emphasis for definition as well as synonym vocabulary teaching strategies while teaching vocabulary to learners. These two items mean scores were more than the grand mean of all others types of strategies and their results were also inclined to always and usually respectively than the

response to other types of strategies. So, the students' questionnaire revealed that definition and synonym were the most frequently practiced vocabulary teaching strategies than other kinds of strategies. Moreover, the finding obtained from observation showed that definition was the strategy marked as being used frequently; and also the strategy used by the EFL teacher was mostly synonym next to definition. Likewise, the teachers' interview result also indicated that they [teachers] mainly focus more on definition than other type of strategy when they teach vocabulary. Therefore the research finding of this study indicated that definition and synonym were frequented strategies than other types of strategies in vocabulary lessons. The present finding, however, contradicts with Miressa (2014) which indicated that teachers frequently used context strategy. As a result, this finding is not concurrent with what Miressa found. The difference in the finding could be attributed to a difference in setting.

The third research question formulated to elicit learners' preferences regarding vocabulary teaching/learning strategies in EFL classes; what are the students' preferences regarding vocabulary teaching strategies in EFL class? The students' questionnaires finding showed that students always prefer to learn vocabulary through definition. The data gained from this instrument [students' questionnaires] also revealed that learners usually prefer to learn more vocabulary with the strategy of synonym. Even the mean values of those two strategies (synonym and definition) are above the grand mean. Similarly, the result of teachers' interview showed that definition was the most preferred strategies by learners. Thus, almost all students preferred to learn vocabulary more with definition than other types of strategy. As well, synonym was the strategy preferred by learners next to definition than other type of strategy. Asyiah (2017, p.314) suggested that EFL teachers are advised to teach students various strategies to improve their vocabulary mastery so that they can decide the most effective strategy which will contribute to their vocabulary growth. Therefore in comparison to the suggestions of Asyiah the finding of this study was not concurrent to what has been suggested by Asyiah. This is because of the fact that since various vocabulary teaching strategies were not implemented in their classroom, their [students'] preference was mainly definition and synonym than others strategies.

The fourth research question was formulated to identify match or mismatch between the practice of teachers' vocabulary teaching strategies and the learners' preference; is there any match or mismatch between the teachers' practice and learners' preferences towards vocabulary teaching strategies. In order to identify this, data gained from all data gathering instruments (mainly students' questionnaires, and teachers' interview) were referred back and the responses of the respondents were compared to identify some aspects of match and

mismatch. The analysis of match or mismatch was made on the kind of strategies teachers give more attention and the type of strategies learners prefer more to learn vocabulary in vocabulary teaching and learning. As already mentioned above, the teachers' vocabulary teaching strategies and learners' preferences were identified individually. Students' questionnaire and the teachers' interview as well as the classroom observation data showed that EFL teachers always use definition strategy to teach vocabulary and learners also always prefer to learn vocabulary through definition too. Secondly, teachers usually use synonym vocabulary teaching strategy and learners also usually prefer this strategy to learn vocabulary. But what was found as gap or mismatch were students' sometimes prefer to learn vocabulary through word formation (prefix and suffixes) but teachers rarely practice this strategy. Whereas teacher did not expose students to use dictionary but learners sometimes prefer to learn words through dictionary. Moreover, learners are rarely interested to learn new words with word collocation, vocabulary self-selection and vocabulary network or word map strategies but their teachers did not use these strategies. To sum up, mostly the students' questionnaire and to some extent the teachers' interview data showed that there was a high strong correlation between students' preference with that their teachers' 'vocabulary teaching strategies. The Pearson correlation value also assured that there was no significance difference between the practices of teachers' vocabulary teaching strategies and their students' preference. However, concerning this Truscott (1996) cited in Eyengho & Fawole (2017, p.47) points out that teachers' decision making should not be based only on students' preferences.

## CONCLUSIONS AND RECOMMENDATIONS

### CONCLUSIONS

Based on the findings and the results gained from all data gathering instruments the following conclusions have been made.

- Although EFL teachers teach vocabulary in EFL classes, mostly they did not employ different vocabulary teaching strategies. So, various vocabulary teaching strategies were not always practiced by EFL teachers.
- English language teachers mainly gave emphasis for definition and synonym vocabulary teaching strategies than other kinds of strategies in their vocabulary teaching. The other important strategies such as antonym, guessing from context, word formation and communicative vocabulary teaching strategies were not frequently employed in vocabulary teaching.



Some others strategies like collocation, vocabulary self-selection, vocabulary network, and dictionary were almost neglected in EFL vocabulary teaching.

- Students preferred to learn vocabulary frequently with definition and synonym strategies than other kinds of strategies. So learners were less interested in learning vocabulary with various strategies which were supposed to be used for the development of learners' vocabulary knowledge.
- The finding of this research also revealed that there was a strong correlation between the teachers' vocabulary teaching strategies in relation to students' preference in most strategies.

### RECOMMENDATIONS

Based on the findings of the study and conclusions drawn from the study, the following recommendations are drawn.

- Since foreign language learning is mainly the result of acquiring sufficient amount of target language vocabulary, EFL teachers should always practice different strategies while they teach vocabulary to their students.
- Definition and synonym alone are not enough for most students to remember what a word means, or how exactly it is used, especially for preparatory level students. Instead of giving emphasis only on some types vocabulary teaching strategies, EFL teachers should practice various kinds of strategies based on their effectiveness to students' vocabulary enhancement.
- English language teachers should orient learners so as to create awareness on different vocabulary teaching/learning strategies.
- Researchers who want to conduct further research related to vocabulary teaching strategies in relation to their students' preference, it is suggested to use as reference in various schools to get more reliable results.

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