

**EXPLORING VOCABULARY DEFICIENCIES OF ENGLISH FIRST ADDITIONAL
LANGUAGE LEARNERS AT A SELECTED PUBLIC HIGH SCHOOL IN SOUTH AFRICA,
LIMPOPO PROVINCE**

by

SEANEGO MOROBADI JOHANNES

RESEARCH

submitted in partial fulfilment of the requirements for the degree at the

MASTER OF ARTS

in

ENGLISH STUDIES

in the

FACULTY OF HUMANITIES

(School of Languages and Communication Studies)

UNIVERSITY OF LIMPOPO

SOUTH AFRICA

SUPERVISOR: Mrs M.V. Mashiane

CO-SUPERVISOR: Prof. L.J. Ngoepe

2022

Declaration

I, Seanego Morobadi Johannes, hereby declare that the mini- dissertation titled, **“Exploring vocabulary deficiencies of English First Additional Language learners at a selected public high school in South Africa, Limpopo Province”**, submitted at the University of Limpopo for the degree of Master of Arts in English Studies, has not been submitted to any institution or university for a degree or any purpose. This is the work done fully by me under the supervision of Mrs Mashiane and the co-supervision of Prof. Ngoepe. All the sources incorporated in this report are acknowledged.

.....
Seanego Morobadi Johannes

.....
Date

DEDICATION

I humbly convey the attitude of gratitude for the completion of this laborious project to the Almighty God. Regardless of the storms along the way, He has made it possible for me to complete this study. For that, I will forever put my trust in Him.

To the Seanego family, thanks for being my support system through the thick and thin of this journey. I dedicate this study to my late father, Philemon Kgahlodi Seanego and my lovely mother, Anna Mokgaetši Seanego. To the rest of my siblings and friends, you are appreciated.

Lastly, I would humbly like to dedicate this study to my academic support system. To Professor Mphoto Mogoboya, the Director of the School of Languages and Communication Studies, you are highly appreciated, for unveiling my academic potential and believing in me. To my supervisor, Mrs Mashiane and my co-supervisor, Prof. Ngoepe, it has been an honour to work with both of you. I have attained life lessons from both of you through my academic endeavours. May God bless!

ACKNOWLEDGEMENTS

Firstly, I want to acknowledge God and His enabling power for me to enrol for my Master's (MA) degree in the English Department at the University of Limpopo. It has been a laborious academic process, yet fulfilling and developing.

To my supervisor, Mrs Mashiane, your love and patience towards me are incomparable. When I was at the edge of losing academic interest, you believed in me and paved a way for me to enjoy my academic trajectory. For that, you will always be my inspiration.

To my co-supervisor, Prof. Ngoepe, thank you for your contribution to my study. From you, I have learned a lot about being an academic and also about believing in myself. I would not trade this experience for anything. Thank you.

To all my academic inspiration, from the Director of the School of Languages and Communication Studies, Professor Mphoto Mogoboya, thank you so much for your support with academic publications. I will always remember you by your words, "Johannes, you have so much potential. Don't allow anyone to tell you otherwise". You have always resembled a father figure to me. For that, may the Almighty God continue to uplift you.

Lastly, I want to acknowledge my friends and associates who were there for me financially, emotionally and socially. May God bless all of you.

LIST OF ABBREVIATIONS AND ACRONYMS

CAPS- Curriculum Assessment Policy
Statement

CRT- Criterion Referenced Test

DBE- Department of Basic Education

EFAL- English First Additional Language

FAL- First Additional Language

FET- Further Education and Training

IOLAT- Input Orientated Language Training

L2- Second Language

NRP- National Reading Panel

SA- South Africa

ST- Schema Theory

TL- Target Language

TREC- Turfloop Research Ethics Committee

ABSTRACT

Sufficient English vocabulary in language learning is a fundamental tool for academic success in Further Education and Training (FET). In every school where English is the medium of instruction, learners are anticipated to be proficient and competent in English. This is a target language for content comprehension and content engagement for academic success. The aim of the study was to explore the vocabulary deficiencies of English First Additional Language (EFAL) learners at a selected public high school in Limpopo Province, South Africa. A mixed method approach was used to accumulate the qualitative data and quantify the results. The study used a purposive sampling for the population of twenty (20) EFAL learners and one (1) EFAL teacher. The data collection methods in the study incorporated criterion-referenced test, semi-interviews, and a focus group discussion. The data was analysed thematically. The findings show that EFAL Grade 10 learners have challenges with EFAL vocabulary deficiencies, which causes academic failure, delay, and school drop-out. The implication is that strategic interventions are required to eradicate the vocabulary deficiencies of EFAL Grade 10 learners in the selected school. The limitation of the study is that it sampled a small population which does not reflect the predicament of every EFAL Grade 10 learner. However, the findings have shown that vocabulary deficiencies is a challenge for EFAL Grade 10 learners.

TABLE OF CONTENTS

DEDICATION.....	i
ACKNOWLEDGEMENTS.....	ii
LIST OF ABBREVIATIONS AND ACRONYMS.....	iii
ABSTRACT	iv
CHAPTER ONE BACKGROUND AND MOTIVATION	1
1.2 RESEARCH PROBLEM	2
1.3 ROLE OF THEORY IN THE STUDY.....	3
1.4. PURPOSE OF THE STUDY	4
1.4.1 Aim of the study.....	4
1.4.2 Objectives of the study.....	4
1.5. SIGNIFICANCE OF THE STUDY	4
1.6. ETHICAL CONSIDERATIONS.....	5
1.8. CONCLUSION	6
CHAPTER TWO LITERATURE REVIEW	7
2.1 INTRODUCTION.....	7
2.2 VOCABULARY	7
2.3 THE IMPORTANCE OF VOCABULARY.....	8
2.4 TYPES OF VOCABULARY.....	9
2.4.1 Productive vocabulary.....	9
2.4.1.1 Speaking.....	9
2.4.1.2 Writing	10
2.4.2 Receptive vocabulary	10
2.4.2.1 Listening.....	10
2.4.2.2 Reading.....	11
2.5 CHALLENGES FACED BY ESL LEARNERS WITH DEFICIENT ENGLISH VOCABULARY 11	
2.6 THE FRAYER MODEL.....	12
Diagram 1: The Frayer Model.....	12
2.7 VOCABULARY LEARNING STRATEGIES	13
2.7.1 The use of dictionaries	13
2.7.2 Extensive reading	14
2.7.3 Memory strategies.....	15
2.7.4 Determination strategies	15

2.7.5	Metacognitive strategies	16
2.7.6	Cognitive strategies.....	17
2.7.7	Social strategies.....	18
2.8	VOCABULARY INSTRUCTION	18
2.9	VOCABULARY INSTRUCTION STRATEGIES.....	19
2.9.1	Direct vocabulary instruction.....	19
2.9.2	Indirect vocabulary instruction	19
2.10	VOCABULARY KNOWLEDGE	20
2.11	DEVELOPING LANGUAGE LEARNING SKILLS	20
2.11.1	Reading development.....	21
2.11.2	Writing development.....	21
2.11.3	Speaking development	22
2.11.4	Listening development	22
2.12	TARGET LANGUAGE EXPOSURE	23
2.13	CAPS ON ENGLISH VOCABULARY DEVELOPMENT	23
2.14	CONCLUSION.....	24
CHAPTER THREE		25
RESEARCH METHODOLOGY.....		25
3.1.	INTRODUCTION.....	25
3.2	RESEARCH DESIGN.....	25
3.3	SAMPLING	25
3.4	DATA COLLECTION.....	26
3.4.1	Criterion-referenced test	26
3.4.2	Semi-structured Interviews	27
3.4.3	Focus group interviews	27
3.5.	DATA ANALYSIS	28
3.6.	QUALITY CRITERIA.....	28
3.6.1	Credibility	28
3.6.2	Transferability	29
3.6.3	Dependability	29
3.6.4	Confirmability.....	29
3.6.5	Internal validity.....	29
3.6.6	External validity.....	29
3.6.7	Reliability	30
3.6.8	Objectivity.....	30
3.7.	ETHICAL CONSIDERATIONS.....	30

3.7.1	Turfloop Research Ethics Committee.....	30
3.7.2	Informed consent.....	30
3.7.3	Anonymity and confidentiality	30
3.7.4	Safety and security	31
3.8.	CONCLUSION	31
	CHAPTER FOUR	32
	DATA ANALYSIS AND DISCUSSION	32
4.1	INTRODUCTION	32
4.2	PARTICIPANTS OF THE STUDY	32
	Table A: Hwiti High School Demographics	32
4.3	FINDINGS ON CRITERION-REFERENCED TEST	32
	Table B: The results of the Criterion-referenced test written by Grade 10 EFAL learners.	33
4.3.1	Filling in the missing words	34
4.3.2	Antonyms	35
4.3.3	Synonyms.....	35
4.3.4	Definitions	35
4.3.5	Parts of speech	36
4.3.6	Replacing informal words with formal words	36
4.4	FINDINGS ON SEMI-STRUCTURED INTERVIEWS WITH EDUCATOR	36
4.4.1	Biographical information.....	36
4.4.2	Educators and vocabulary.....	36
4.4.3	CAPS.....	37
4.4.4	Learners and vocabulary.....	37
4.4.5	Instruction	37
4.4.6	Performance.....	37
4.4.7	Vocabulary and language skills	38
4.4.8	Vocabulary improvements.....	38
4.5	FINDINGS OF THE FOCUS GROUP DISCUSSION	38
4.5.1	Criterion-referenced Test	38
4.5.2	Vocabulary deficiency	39
	CHAPTER FIVE.....	41
	SUMMARY, RECOMMENDATION, AND CONCLUSION.....	41
5.1	INTRODUCTION	41
5.2	SUMMARY.....	41
5.2.1	Criterion-Referenced Test	41
5.2.1.1	Filling in the missing words	41

5.2.1.2	Antonyms	42
5.2.1.3	Synonyms.....	42
5.2.1.4	Definitions	42
5.2.1.5	Parts of speech	43
5.2.1.6	Replacing informal words with formal words	43
5.2.2	Semi-structured interview	43
5.2.3	Focus group discussion.....	44
5.3	RECOMMENDATIONS	44
5.4	LIMITATIONS OF THE STUDY.....	45
5.5	CONCLUSION	45
6.	REFERENCES	46
7.	APPENDICES	57
7.1	Appendix A: Vocabulary Test for Grade 10 EFAL Learners Duration: 50 Minutes	57
7.2	Appendix B: Interview questions for EFAL educators.....	60
7.3	Appendix C: Permission to conduct research from the Principal.....	63
7.4	Appendix D: A Consent form for participants Introduction.....	64

CHAPTER ONE

BACKGROUND AND MOTIVATION

1.1. INTRODUCTION

Extensive studies about the role played by vocabulary in determining language proficiency and academic success have been undertaken by numerous material developers, teachers and researchers (Al-Khresheh & Al-Ruwaili, 2020: 291). Mahmudi and Mirioğlu (2020) highlight that vocabulary acquisition was given little consideration until the 1980s, as opposed to the focus put on grammar. According to Schmitt, Nation, and Kremmel (2020), in the 1980s and 1990s, vocabulary re-surfaced as a field of interest. Additionally, Hiver, Al-Hoorie, and Mercer (2020) argue that in the past decades, there has been a paradigm shift in the field of language teaching and learning. Since language is an important tool for successful educational purposes, Limpopo Province learners, including those in public schools, must have good language skills for effective content engagement and content comprehension. However, linguistically, vocabulary is complex and infinite. Therefore, a good vocabulary in any language is commendable. Regardless of how the subject matter may be conveyed by the teachers, learners need to have a good understanding of the English vocabulary to make sense of the subject matter.

Numerous learners in public schools, where English is the medium of instruction, come from non-native English-speaking families. Their deficiencies in English vocabulary impede their comprehension of words used in various texts and communications (Faraj, 2015). Consequently, learners encounter academic frustrations such as academic failure and delay. However, Almusharraf (2018) argues that vocabulary development is a vital aspect of being competent in understanding, speaking, reading, and writing the English First Additional Language (EFAL).

In South Africa (SA), English is the First Additional Language (FAL) for the majority of non-native learners in public schools (Ayliff, 2012). This study specifically focuses on the English language vocabulary, essential for academic success in public schools. Specifically, it probes the deficiency of English vocabulary for EFAL learners at Hwiti High School, located in Mankweng area, prominently known as Sovenga.

Understandably, most of the people living in and around Mankweng, in Limpopo

Province, are not native speakers of English. Thus, Moghadam, Zainal, and Ghaderpour (2012) uphold that the acquisition of adequate words in English for the development of English vocabulary is significant to creating an instrumental environment for learners to function effectively in various academic contexts.

Although researchers claim vocabulary has been sidelined for quite some time, it will be difficult for learners to academically excel without it (Carter and McCarthy, 2014). The National Reading Panel (NRP) affirms that vocabulary is a catalyst for effective reading and understanding of the text (Butler, Urrutia, Buenger, Gonzalez, Hunt, & Eisenhart, 2010). Consequently, it is unavoidable to fathom text without understanding the meaning behind words (Soltani, 2011; Benettayeb, 2010; Pazhakh & Soltani, 2010).

Therefore, the researcher assumes that lack of English vocabulary will make EFAL learners susceptible to academic delay, academic failure, and school dropout. Hence, the research delved into the issue of insufficient English vocabulary for EFAL learners and how it affected their academic progress.

1.2 RESEARCH PROBLEM

Vocabulary knowledge in English is one of the impediments to academic success for EFAL Grade 10 learners in public schools. According to the Curriculum Assessment Policy Statement (CAPS), Grade 10 learners are expected to be reasonably proficient in their FAL with both interpersonal and cognitive ability skills (DBE, 2011: 8). In a community where English is not a predominantly used language, communicative challenges are anticipated. The reality is, numerous learners at this stage would be unable to communicate proficiently. It can, therefore, be acknowledged that the problem of vocabulary is not only confined to EFAL but applies to other home languages.

Takalo (2018) states that Grade 10 is a fundamental level of entry into the Further Education and Training (FET) as it sets a foundation for focused, rigorous, and career-orientated high school learning. It was, therefore, crucial for the researcher to investigate the deficiency of English vocabulary knowledge in Grade 10 and how it

affected their language learning skills. This is a grade where learners are required to select their main subjects. Subject majors require competency in English because the subject matter is in English. For learners to have the ability to engage the subject matter with comprehension, sufficient English vocabulary is required. It was therefore, imperative to explore the English vocabulary knowledge of EFAL learners and the role it played in their language learning skills for academic success.

1.3 ROLE OF THEORY IN THE STUDY

The researcher incorporated Input-oriented Language Acquisition Theory (IOLAT) and Schema Theory (ST) as the lens of the study.

Input-oriented language acquisition theory by Stephen Krashen opines that learners can connect meaning and form if the input is meaningful and contextualised (Von Sydow, 2015). In this instance, input means the target language exposure from the teachers, learners, and the environment (Loewen, 2020). Thus, vocabulary acquisition is through the input from the English language content dispensed by the teachers or other relevant sources. In connection to vocabulary learning and development, exposure to the target language beyond the EFAL learners' linguistic capacity is vital. The theory suggests that learners can acquire sufficient vocabulary for academic success through the consumption of meaning content.

Furthermore, ST is a cognitive theory concerned with how the brain structures knowledge. According to Moyo (2018), ST explicitly explains how vocabulary is learned. It mainly focuses on the previously attained knowledge to interpret and understand new knowledge. Thus, EFAL learners can expand their vocabulary knowledge by using the knowledge which they already have. For instance, learners can use their L1 as a catalyst to learn new words in the English language for vocabulary development. Additionally, Tolleson (2018) argues that this theory explains how meaning is drawn from the information absorbed earlier by language learners. As a result, it was of paramount importance to employ this theory in the study as it recognises the cognitive ability level of the learners through their existing knowledge. This knowledge can serve as a scaffolder for vocabulary attainment and development. As a result, contextualised and comprehensive input is crucial for vocabulary expansion. Learners must be exposed to new vocabulary, daily from their teachers, fellow learners, or the environment for vocabulary development. Further, EFAL learners can attain new vocabulary through

input by connecting it to their existing knowledge. It was for these reasons that IOLAT and ST served as the theoretical framework for English vocabulary development in this study.

These two theories were incorporated in the study to measure the vocabulary deficiencies of the EFAL learners. The researcher used the input oriented language acquisition theory to test the amount of vocabulary level learners have absorbed through criterion test and also used the schema theory to test their cognitive ability in attempting to answer the questions regarding vocabulary.

1.4. PURPOSE OF THE STUDY

1.4.1 Aim of the study

The study aimed to explore vocabulary deficiencies of EFAL learners at a selected public school in South Africa, Limpopo Province.

1.4.2 Objectives of the study

- To determine vocabulary deficiencies of EFAL learners at a selected public school in South Africa, Limpopo Province.
- To identify the vocabulary learning strategies adopted by EFAL teachers when dealing with vocabulary deficiencies at a selected public school.
- To suggest ways of dealing with vocabulary deficiencies of EFAL learners at public schools.

1.4.3 Research questions

- What are the vocabulary deficiencies of EFAL learners at a selected public high school?
- What are the vocabulary learning strategies that can be employed to eradicate vocabulary deficiencies?
- What are the teacher's interventions in curbing vocabulary deficiencies?
- What are the implications of vocabulary deficiencies on academic success?

1.5. SIGNIFICANCE OF THE STUDY

Sufficient English vocabulary does support thriving content engagement and content comprehension for academic success. It is of paramount importance that the deficiencies of English vocabulary at Hwiti High School be tackled for Grade 10 EFAL learners' academic progress. This study will help seek solutions for deficiencies in English vocabulary. Through this study, public schools, which face challenges of the

deficiencies of English vocabulary, will be able to draw solutions from the findings. This implies that this study could help reduce enormous vocabulary gaps that are experienced by EFAL learners with deficiencies in English vocabulary in various public schools in Limpopo Province.

1.6. ETHICAL CONSIDERATIONS

Before the commencement of the research, the researcher asked for consent from the Turfloop Research Ethics Committee (TREC), the Department of Education/Circuit, the school principal as well as EFAL educators and learners. All the participants willingly participated in the study. The researcher maintained confidentiality, respect, and dignity toward participants. All the names of the participants are not disclosed in the research report. Primarily, the intention was to gather the opinions of the participants to validate the study on this specific phenomenon. The researcher maintained a good relationship with the participants for effective outcomes during data collection. Most importantly, the researcher adhered to the safety and security of the participants by ensuring that risk management strategies were well-executed.

1.7. OUTLINE OF THE STUDY

1.7.1 Chapter one

This chapter outlines the background of the study, research problem, role of the theory in the study, purpose of the study that highlights the aims and objectives with research questions, significance of the study, and ethical consideration.

1.7.2 Chapter two

This chapter outlines extensive literature around vocabulary, the importance of vocabulary, types of vocabulary, challenges faced by ESL learners with deficient English vocabulary, the prayer model, vocabulary learning strategies, vocabulary instruction, vocabulary instruction strategies, vocabulary knowledge, developing language learning skills, target language exposure, and CAPS on English vocabulary development. The purpose of this chapter was to outline what the literature points to about the phenomena under investigation.

1.7.3 Chapter three

This chapter outlines the research methodology of the study from research design, sampling, data collection methods, quality criteria and ethical considerations. These are methods the researcher undertook to explore the study.

1.7.4 Chapter four

This chapter outlines data analysis of the study and discussion. It highlights the participants of the study, findings, and analysis. The researcher shows how data was collected, discussed and analysed.

1.7.5 Chapter five

This is the last chapter of the research. It outlines the summary, recommendations, and conclusion of the study.

1.8. CONCLUSION

This chapter encapsulates the background of the overall study. The next chapter reviews literature relevant to the study of the research report on how it has been approached and undertaken ethically.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This section reviews the literature in terms of understanding vocabulary, its importance, challenges faced by EFAL learners with deficiencies in English vocabulary, learning strategies for vocabulary development, types of vocabulary as well as academic vocabulary.

2.2 VOCABULARY

Vocabulary is a prerequisite for language learning. For the target language (TL) to be acquired and mastered, vocabulary must be mastered (Dianitasari, 2019). Learners experience challenges in developing the four language skills, such as reading, writing, listening and speaking because English vocabulary is not intensively focused on (Dronjic, 2019). According to Khair (2017), vocabulary is an accumulated body of words used in a language for reading, writing, listening and speaking. However, vocabulary, as a study, surpasses the knowledge of words to accommodate the way English language learners acquire vocabulary items (Khair, 2017). Sarani and Shirzaei (2016) posit that vocabulary is a major part of language proficiency as it permits learners to utilise language learning skills; listening, speaking, reading and writing.

Furthermore, Hiebet and Kamil (2005) maintain that for learners to peruse complex texts with comprehension, they must attain adequate vocabulary in the TL. Additionally, Yunus and Saifudin (2019) believe that vocabulary knowledge determines the level of language proficiency.

Although researchers claim vocabulary has been sidelined for quite some time, it will be difficult for learners to academically excel without it (Carter & McCarthy, 2014). The National Reading Panel (NRP) affirms that vocabulary is a catalyst for effective reading and understanding of the text (Butler *et al.*, 2010). Subsequently, it is unavoidable to fathom text without understanding the meaning behind words (Soltani, 2011; Benettayeb, 2010; Pazhakh & Soltani, 2010).

According to David (2010), vocabulary implies more than a list of words; it is a proxy for content knowledge. Hence, it should be studied and scrutinised.

2.3 THE IMPORTANCE OF VOCABULARY

It is of paramount importance for vocabulary to be given special attention in a learning environment, particularly for EFAL learners. On the contrary, David (2010) claims that teachers put less effort into their vocabulary instruction due to their haste of completing the syllabus. By disregarding vocabulary as a fundamental aspect of a language, learners face academic deferrals. Vocabulary is pivotal for understanding and achievement across various fields of study (Ardasheva, Carbonneau, Roo, & Wang, 2018).

Vocabulary is incorporated into every expected skill of language reading, listening, speaking and writing (Chan-Espinosa, Padilla, and Jazmin, 2014). Without sufficient vocabulary, learners will continue to encounter academic challenges. Butler, Brown, and Woods (2014) posit that vocabulary knowledge hypothesises academic success. In this regard, the acquisition of vocabulary must be a criterion.

Vocabulary learning and acquisition are crucial for language proficiency (Tseng & Schmitt, 2008). Learners need to be proficient in language learning for effective content engagement and content comprehension. According to CAPS (2011), Grade 10 learners in particular need to use vocabulary that indicates their knowledge of a wide range of vocabulary, the denotative and connotative meanings of words, vocabulary that shows knowledge of different parts of speech and use a variety of words formal, informal contexts. They should also, at this level be able to use monolingual and bilingual dictionaries as well as thesauruses and personal dictionaries to expand their vocabulary. This will boost their academic success. It is explicit that learners use language to convey meaning. However, this meaning is conveyed by vocabulary (Schmitt, Cobb, Horst, & Schmitt, 2017). The compressed knowledge of vocabulary is pivotal for language use and must be attained by the learners for communicative competence in the subject matter. It is impossible, particularly in a learner-centred classroom, for learning to be effective without appropriate vocabulary in the language of teaching and learning. When learners have an adequate vocabulary, there will be constructive conversations throughout the interrogation of the content, which will catalyse learning in the classroom. According to Shamshirian (2015), without grammar, very little can be conveyed but without vocabulary, nothing can be conveyed. This is an implicit reason for the urgency and the importance of vocabulary for academic success.

Learners instinctively and intrinsically recognise the importance of vocabulary as part of

their language learning (Eliah & Kiran, 2019). Hence, their perpetual use of dictionaries (Schmitt, 2010). Teachers must also be conscious of the enormous effect vocabulary has on the learner's academic success. As a result, vocabulary instruction will be handled with caution and sensitivity. According to August, Carlo, Dressler, and Snow (2005), the importance of vocabulary must be perpetually reiterated to ensure EFAL learners' academic progress and success.

2.4 TYPES OF VOCABULARY

Productive and receptive vocabulary will be discussed within the language learning skills of reading, writing, listening and speaking.

2.4.1 Productive vocabulary

Rohmatillah (2014) points out that productive vocabulary is a set of meaningful lexis employed by learners when speaking or writing in the TL. These words are prominently used and contextualized, to convey meaning. The amount of well-known, familiar, and frequently used words by learners is determined by the level of vocabulary attained in the Second Language (L2).

Maskor and Baharudin (2016) state that direct and intentional learning of TL words is helpful and can increase the focus of English language learners. This reiterates the importance of exposure to English words. The researcher believes that learners can attain productive vocabulary through reading and listening to stories, reading magazines and always listening to the news in the TL. This will possibly boost their confidence in content engagement and comprehension in the classroom. Additionally, the amount of vocabulary accumulated in the TL is a benchmark of proficiency in writing, listening, reading and speaking (Maskor & Baharudin, 2016).

2.4.1.1 Speaking

Verbal communication is important for language learning in interactive spaces. Buianovska (2020) posits that EFAL competence incorporates knowledge and understanding of language and discourse, central speaking abilities, communication and discourse strategies. Further, learning to speak English second language involves aggregating the ability to utilise these factors to produce spoken language fluently and competently. As a result, the attainment of English vocabulary, through reading and listening, should be used through speaking in communicative spaces.

2.4.1.2 Writing

The attainment and mastery of writing skills are significant for academic excellence (Yusuf, Jusoh, & Yusuf, 2019). When learners have sufficient English vocabulary, their content in writing will be cohesive and understandable. Additionally, when EFAL learners have mastered their writing skills with reasonable vocabulary, they will be able to express their notions explicitly. Conversely, it takes a laborious process and effort for this skill to be attained (Fareed, Ashraf, & Bilal, 2016). Learners who master writing skills, tend to perform well in their academics (Semeraro, Coppola, Cassibba, & Lucangeli, 2019). Good cohesive writing is determined by vocabulary size. For instance, a good essay is evidence of vocabulary size, coherence, and organisation. The reader forestalls to fathom the written work in the absence of the writer. According to Healy and Mulholland (2019), it is a complex process to acquire writing skills. Intrinsic evaluation and criticism of vocabulary, through writing, can enhance their writing skills. During writing, EFAL learners must produce comprehensible content. This will be determined by the amount of vocabulary they have accumulated.

2.4.2 Receptive vocabulary

Receptive vocabulary knowledge is the ability to comprehend a word when it is heard and seen (Zhou, 2010). Further, Firmansyah (2020) posits that receptive vocabulary is a process of assigning meaning to words when reading or listening. It can be attained through receptive skills of reading and listening (Nation, 2019). EFAL learners require a setting where the TL is spoken so that they can be exposed to new English vocabulary. Regardless, it takes a reading culture for learners to attain vocabulary through reading. The researcher argues that it would be challenging for learners to assign meaning to words and contextualise them without adequate English vocabulary. Ben Ali (2019) indicates that the development of receptive vocabulary is fundamental for the development of English proficiency.

2.4.2.1 Listening

For input comprehension, English language learners require listening skills. Naima (2020) states that listening is a receptive skill that first develops in a human being. As a result, it awakens the awareness of linguistic ability. Besides, for EFAL learners to comprehend the spoken English language through listening, their linguistic repertoire

in English must be well developed. The researcher argues that learning to listen in the TL enhances language ability. Receptive vocabulary occurs when EFAL learners recognise words and their meaning when hearing them. This is a result of their input comprehension. It is complex for an EFAL learner to comprehend a word they are hearing for the first time. Listening to new words being uttered can enhance their vocabulary through curiosity. This implies that listening skills are pivotal for receptive vocabulary development.

2.4.2.2 Reading

According to Amin (2019), it is justified that reading is regarded as a decisive skill that is used both at school and outside school. Further, reading is a catalyst for educational learning and success at school (Amin, 2019). It is a challenge for English language learners to make it within the school premises without the accumulation of reading skills. The reading skill is regarded as the ability of an individual to read, understand, and infer written words on any reading material (Pratiwi, 2020). This is one of the prerequisite language learning skills expected from English language learners. Without the ability to read and infer meaning from a written text, academic success will be impeded. As a result, learners need to attain this skill.

2.5 CHALLENGES FACED BY ESL LEARNERS WITH DEFICIENT ENGLISH VOCABULARY

Numerous learners in public schools where English is the medium of instruction come from non-native English-speaking families. Their deficiencies in English vocabulary impede their comprehension of words used in various texts and communications (Faraj, 2015). This results in academic frustrations, such as academic failure and delay.

The study conducted by Gonzales (2016) found that EFAL learners encounter academic, cultural, and identity challenges while attaining English as an L2. Even though English is not predominantly used in most areas, learners are expected to acquire it to successfully navigate the subject matter in the school environment.

When learners lack the knowledge of a myriad of English second language vocabulary, they are hindered to understand what they are reading, writing, speaking or listening (Hippner-Page, 2000). Academically, insufficient English vocabulary impedes exceptional academic progress. Bordonaro (2019) explicates that the linguistic barrier incorporates complexities in making sense of the context of native English speakers

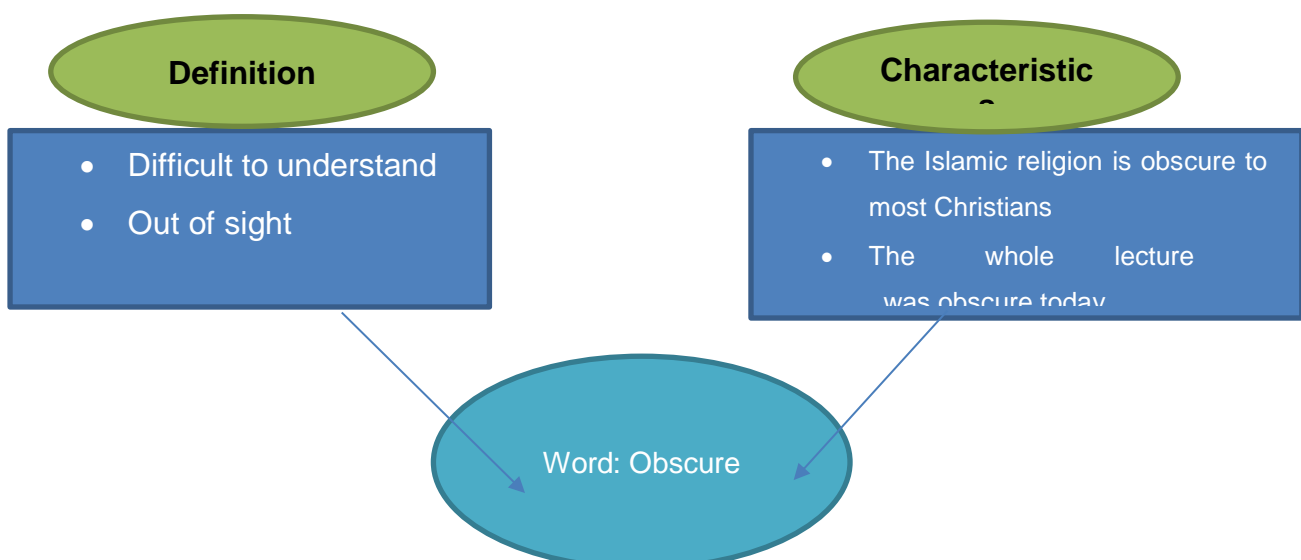
when speaking, writing, listening and reading. Further, these complexities emanate from unknown vocabulary, inability to convey notions in the English second language, and anxiety in participating in conversations. This conveys the setbacks of limited vocabulary in the English language.

Afzal (2019) affirms that learners with deficient English vocabulary knowledge, display unimpressive academic performance in different courses related to language skills. Additionally, Algahtani (2015) explains that insufficient vocabulary knowledge conveys huge difficulties for English language learners. Moreover, these difficulties interfere with the learner's participation in the classroom. As a result, academic excellence and participation are compromised.

2.6 THE FRAYER MODEL

The Frayer Model was incepted and adapted by Dorothy Frayer, and her colleagues at the University of Wisconsin (Frayer, Frederick & Klausmeier, 1969). This model has decades of research and documentation of practical use in the classroom (Dazzeo & Rao, 2020). Further, it delineates a vocabulary square that comprises four quadrants that support vocabulary learning and development through connected characteristics, examples, and non-examples of a given word (Wickens & Parker, 2019). The Frayer Model is a catalyst for the vocabulary development of learners. It gives them the ability to know a word and understand its definition for contextual use, the characteristics of the word, and also the examples of the word and non-examples. For instance, when learners are presented with a word like, 'delegate', the teacher expects them to understand what it means, its characteristics, the synonym (examples), and antonyms (non-examples). Ultimately, learners will be able to construct their sentences utilising the words acquired in various contexts. This is an explicit diagram of what the Frayer model looks like:

Diagram 1: The Frayer Model



From the above demonstration of what the Frayer Model looks like, learners can accumulate a large number of vocabularies. This model is easy to learn and adaptable. Learning new words is an active process where learners relate the newly acquired word with prior knowledge and link it to their past experiences (Dazzeo & Rao, 2020). Through this model, the vocabulary size of the English language learners will be effectively enhanced. This model can be adapted to English second language learners by requiring them to write a definition and associated characteristics without the incorporation of essential and non-essential characteristics (Panjaitan & Sihotang, 2020). This means learners will be able to use the acquired words contextually. As a result, their vocabulary will be developed alongside the knowledge they acquire. Grade 10 EFAL learners in any public school can benefit tremendously from this model in terms of vocabulary acquisition and development. As a result, the researcher argues that English language teachers in any public school, where learners are encountering challenges with English vocabulary, should incorporate the Frayer model in their vocabulary instruction.

2.7 VOCABULARY LEARNING STRATEGIES

It is a laborious process for second language teachers to find the most effective strategies that ensure effective acquisition and the use of vocabulary in various contexts by the learners (Seffar, 2011). However, various researchers maintain that using specified vocabulary-building strategies is crucial for closing achievement gaps (Gibson, 2016). According to Beekman, Dube, and Underhill (2011), the usage of a dictionary and extensive reading is basic vocabulary learning strategies that learners can use to enhance their TL vocabulary. Nation (2001) states that vocabulary learning strategies result in learner autonomy. However, numerous strategies will be discussed in addition to the dictionary and extensive reading namely: Memory Strategies, Determination Strategies, Metacognitive Strategies, Cognitive Strategies, and Social Strategies.

2.7.1 The use of dictionaries

In the study conducted by Mokhtar, Rawian, Yahaya, Abdullah, and Mohamed (2017), dictionaries are considered effective vocabulary learning strategies, particularly for comprehension. Learners can attain adequate TL vocabulary with their perpetual use of a dictionary by seeking the meaning of words to comprehend the context of the content. The use of dictionaries plays a vital role in vocabulary learning (Rezaei & Davoudi, 2016). Further, the advents of electronic dictionaries act as a valuable and effective resource for vocabulary learning.

According to Beekman *et al.* (2011), every user of a dictionary must be aware of the following:

Dictionaries provide the user with a definition of a word. It identifies how a word should be pronounced. A dictionary explicitly shows which parts of speech the word belongs to. It provides synonyms to help to explain the meaning of words. It also indicates whether a word is used formally or informally (context).

Numerous learners commonly use the dictionary to check to spell and verify the meaning of unfamiliar words (Hunt & Beglar). Learners must not just be recommended dictionaries without being taught how they should be used for their vocabulary development. Prichard (2008) establishes that when learners encounter new unknown words, they either avoid them or consult a dictionary. This shows the importance of dictionaries in the development of vocabulary.

2.7.2 Extensive reading

Extensive reading (ER) is regarded as an effective learning technique used to enhance the vocabulary knowledge of learners (Pazhakh & Soltani, 2010). It is also defined as an intrinsically and self-initiated reading without any scaffolding from the teachers (Benettayeb, 2010). Through ER, learners can acquire adequate vocabulary knowledge. Liu and Zhang (2018) reiterate that ER has been perpetually scrutinised as a result of bearing instructional methods for enhancing the learner's vocabulary attainment, reading proficiency, language proficiency and grammar awareness. It is depicted that learners can benefit broadly from ER, specifically with vocabulary development and other language-related skills.

According to Beekman *et al.* (2011), through the reading of textbooks, novels and other literature, such as newspapers and magazines, learners can expand and extend their vocabulary. However, SA is experiencing the death of detailed research into challenges encountered by high school learners in reading. Numerous young adults exit school without being able to read efficiently (Moopelwa & Condy, 2019). This is a result of poor reading culture. Also, Spaul and Pretorius (2020) affirm that low literacy levels in developing countries, like SA, are a valid and imperative concern. Spaul and Pretorius (2020) further state that since scholastic performance is affected by reading ability, it is vital that learners are launched on a successful reading trajectory from the commencement of schooling. Nation (2001) posits that when learners read, they not only add new words to their existing vocabulary, but they also enhance their syntactic

knowledge. ER strategy can speed up the process of vocabulary attainment and development. However, it is a laborious process that calls for the attention of both teachers and learners.

2.7.3 Memory strategies

A memory strategy refers to the learning of new words using already known words or background knowledge. According to Melanlioglu (2020), a memory strategy aims to transfer the accumulated mastered words from the short-term memory to the long-term memory regarding pronunciation and meaning. For instance, it is pivotal for learners to create word lists, make notes in class and pay attention to details on pronunciation. As a result, their vocabulary size will be well enhanced.

According to a study conducted by Pérez and Alvira (2017), three memory strategies contribute constructively to the development of vocabulary: word cards, association with pictures, and association with a topic. Word cards are small cards used to remember words. This strategy uses small cards to create a link between the form and the meaning of a target word and to jot down information about the word (Lavoie, 2016). It is an imperative strategy for retaining and recalling words in long-term memory. Researchers claim that this strategy can be a fundamental and effective tool for learning and reviewing words if used well. Further, word cards can be used and identified with new words, the definition, the word class and maybe translation. This process will help learners to store learned words in their long-term memory where they will be able to recall them and use them when necessary and appropriate.

Association with pictures has also been identified as a memory strategy that enhances vocabulary development. This strategy is vital for learners who are visually oriented. According to Pérez and Alvira (2017), this strategy will permit visually oriented learners to associate images or what they see to make words more memorable. Further, they will be able to retrieve words easily from long-term memory into working memory.

Lastly, association with a topic is also an embraced strategy under memory strategies for vocabulary development. It incorporates a variety of memory strategies, such as grouping, using imaginary, associating and elaborating. It is valuable for both memory and understanding new expressions. Through this strategy, learners do not only benefit from vocabulary development but also from thinking out loud.

2.7.4 Determination strategies

Determination strategies focus on techniques used by learners to discover the meaning of an unknown or new word from the context of the content without using a scaffold (Bernardo & Gonzales, 2009). With this strategy, learners are anticipated to peruse between the lines of the context and think out of the box of the content without asking for help from their peers or teachers in discovering the meaning of a word. This strategy encourages critical thinking. For instance, for learners to discover the meaning of an unknown word, they are expected to understand the content first, which requires thinking and focus. Secondly, they are required to contextualise the word in the content to finally find the meaning. As a result, this strategy is beneficial not only for vocabulary development but also for critical thinking.

Determination strategies are used when learners discover the meaning of new complex words without utilising the experience of their teachers. Through the assistance of context, structural knowledge, and reference material, learners attempt to guess and discover the meaning of new words by themselves (Baskin, Iscan, Karagoz, & Birol, 2017). This strategy compels learners to engage in intentional learning by fostering learner autonomy. As a result, learners are required to be determined to learn. In this case, their vocabulary development, through their determination, can be exponentially acquired. The researcher argues that this strategy does not only account for vocabulary learning but critical thinking and evaluative skills. When learners drive their learning, it becomes easy for them to absorb more knowledge. In this case, their vocabulary knowledge will expand and grant them immeasurable outcomes in their academic progress.

2.7.5 Metacognitive strategies

Metacognitive strategies help learners to control their learning or test themselves. According to Al-Khresheh and Al-Ruwaili (2020), metacognitive strategies signify a conscious overview of the language learning process and requires learners to make decisions concerning evaluating, observing, or planning the best techniques for studying. This strategy is mostly used during assessments and examinations. Concerning vocabulary development, learners can test their vocabulary size during assessments and examinations. Most importantly, this can be measured through their content engagement. Through their performance in vocabulary tests, they will be able to monitor their learning progress.

Díaz, Ramos, and Ortiz (2017) state that metacognitive strategies are learners' skills

and knowledge about cognition concerning autonomy, self-awareness, and monitoring their learning progress. When learners can understand their learning process, it becomes easy for them to monitor their progress. In this case, regardless of how much vocabulary the teacher enforces on them, it is through their autonomy and self-awareness to transfer their vocabulary knowledge into their long-term memory for later use.

Schuster, Stebner, Leutner, and Wirth (2020) delineate metacognitive strategies as activities that help learners to plan, monitor, and evaluate their cognitive processes. The process of planning, monitoring, and evaluation are key to the admirable learning outcome. For instance, planning strategies, such as skimming a text before reading, can help prepare a solving approach to learning. Subsequently, evaluation of what has been learned from the text can ensure that learning has occurred. If a learner reads a text with new words, the evaluation process, such as self-testing, will help them to know if they understood the context and the content of the text. Eventually, after the evaluation process, the learners will monitor their learning through self-questioning for comprehension. The whole process will help them to learn new vocabulary intentionally and objectively.

2.7.6 Cognitive strategies

Cognitive strategies incorporate the repetition of words for retrieval and remembrance. For instance, Aulia (2020) indicates that learners find it easy to enhance their vocabulary library by writing words in their English notebooks and the meaning for remembrance. In the process of repeatedly studying these words and their meaning, learners will eventually know them and have a well-built-up vocabulary.

Vosniadou, Darmawan, Lawson, Van Deur, Jeffries, and Wyra (2021) consider cognitive strategies as the activities that learners participate in to select, maintain, and encode to be learned data, and store it in the long-term memory for later use. According to Ramirez-Arellano, Bory-Reyes, and Hernández-Simón (2019), cognitive strategies reiterate non-reflective acts such as repetition, reading aloud, highlighting sufficient information and taking critical notes to more constructive and active activities such as the elaboration and organisation of information in the memory. Learners need to attain vocabulary through cognitive strategies and later store it in long-term memory for later use. This requires an autonomous and intentional approach. Most importantly, these strategies are important for practising, receiving, and sending messages, analysing and

reasoning, and creating a structure for input and out. These mental strategies help learners to make sense of their learning process.

For vocabulary development, teachers are supposed to make this learning process conscious of the learners. When the learners understand the objective of developing their vocabulary through cognitive strategies, they will participate with zeal and passion. As a result, their learning objectives will be met. According to Díaz *et al.* (2017), cognitive strategies enable learners to process, transform, and create information to help them perform difficult tasks using the language effectively and engaging actively in the knowledge acquisition process.

2.7.7 Social strategies

In vocabulary development, social strategies are used for asking for aid from others in terms of word meaning (Gorgoz and Tican, 2019). Normally, interlocutors seek clarity to understand each other in a conversation about complex statements or words. For instance, with social strategies, EFAL learners are permitted to ask their teachers or peers for the meaning of a word that they do not understand. As a result, after being clarified, they learn what it means. In that manner, learners are easily able to add new vocabulary to their mental library from various conversations with their interlocutors.

2.8 VOCABULARY INSTRUCTION

Vocabulary instruction is the process of teaching and learning vocabulary from context (Moody, Hu, Kuo, Jouhar, Xu, & Lee, 2018). The instruction is pivotal for vocabulary acquisition and development in the target language. According to Vocabulary and Like (2005:27), the central goal of vocabulary instruction is to assist learners with comprehension. The academic success of EFAL learners in FET depends highly on their vocabulary size, which determines the level of understanding of the subject matter. Further, numerous studies highlight that vocabulary instruction can surge the comprehension of texts that contain the instructed words if it is fairly intensive (Vocabulary & Like, 2005:29). Arguably, the efficacy of the instruction will depend on vocabulary instruction strategies. EFAL learners emanate from various tribal spaces.

The researcher argues that teachers cannot approach such a diverse space of EFAL learners by using a size-fit approach. Additionally, vocabulary instructions must be tailored to cater for all EFAL learners who come from different educational, social, cultural, and economic backgrounds. Kame'enui and Baumann (2012) believe that

effective instruction for impressive vocabulary enhancement is tied up to deep processing depicted as an opportunity for learners to think and use words, and to interact with them in a variety of contexts. However, that will depend on the effectiveness of the strategies used during vocabulary instructions. Zentner (2016) attests that the importance of vocabulary instruction becomes more apparent as we realise that learners are not entering the grade with common vocabulary knowledge.

2.9 VOCABULARY INSTRUCTION STRATEGIES

There are vocabulary instruction strategies that can assist different EFAL learners with vocabulary acquisition and development. Below the researcher discusses direct and indirect vocabulary instructions as the strategies.

2.9.1 Direct vocabulary instruction

Direct vocabulary instruction advocates word consciousness. This implies the development of interest and awareness of words by EFAL learners. According to Beck, McKeown, and Kucan (2013), learners are expected to develop interest in and awareness of words to effectively and adequately build their English vocabulary repertoires. The researcher takes a stance that EFAL teachers must instill the importance of vocabulary development for academic purposes in EFAL learners. Learners need to embark on a journey to understand the objectives. This will stir their interest in knowing and being aware of numerous English words. Beck *et al.* (2013) reiterate that instruction must be centred on the contextualisation of words due to numerous vocabularies that are required to be learned and taught. This will inspire the consciousness of words in EFAL learners.

2.9.2 Indirect vocabulary instruction

According to researchers, indirect vocabulary instruction is also an effective contributing factor to vocabulary development. EFAL learners need this instruction to increase their comprehension level concerning their subject matters in the target language. Sedita (2005) states that vocabulary instruction must incorporate indirect instruction methods, such as exposing EFAL learners to new words and having them read more often. The researcher argues that even if teachers facilitate the lessons, learners must have an autonomous space to interact with new words through conversations or reading. This will grant them an opportunity to clear their mystifications about the meaning of new words, and when and how they should be

used. As a result, their comprehension level will increase. Interestingly, the outcome of their instructions will be impressive. Further, indirect instruction also encourages learners to develop an appreciation for words and experience satisfaction in their use.

2.10 VOCABULARY KNOWLEDGE

Research has shown that vocabulary knowledge is a contributing factor to critical literacy skills, such as letter-sound knowledge and morphological awareness during the commencement of formal reading instructions (Moody *et al.*, 2018). The main aim of vocabulary instruction is the dissemination of vocabulary knowledge for academic transformation and success. When teachers have sufficient vocabulary knowledge, it becomes easy for them to teach and share with EFAL learners. This becomes an advantage in closing the gaps with regard to vocabulary deficiency. According to Towns (2020), it is a complex process to comprehend which vocabulary knowledge to disseminate to EFAL learners as there are no explicit guidelines to teach vocabulary at any point in the learning journey. The researcher also considers that vocabulary knowledge is not sufficient if it cannot be dismantled into comprehensible segments to fulfil the course of vocabulary development. Further, the only solution to this dilemma is for teachers to depend on the vocabulary that is supplied in an English course textbook. Researchers agree that learners are expected to have as much vocabulary knowledge as possible because deficiencies in English vocabulary knowledge serve as a significant factor in the achievement gap (Gilford, 2016).

2.11 DEVELOPING LANGUAGE LEARNING SKILLS

There is a direct relationship between vocabulary and language learning skills, which will be discussed succinctly. The lack of vocabulary development affects the development of language learning skills. When learners have limited vocabulary in the target language, their language learning skills are compromised (Somjai & Soontornwipast, 2020). In addition, it will be difficult for a learner to understand the context of the content of any subject matter through written text or communication.

According to Almusharraf (2018), vocabulary development is an important aspect of being intact with understanding, speaking, reading, and writing the EFAL. The development of language learning skills is inevitable for vocabulary development. For instance, it is complex for communication to take place without enough vocabulary. In various practical contexts, vocabulary assists in determining the context of the content.

As a result, language learning skills, such as reading, writing, speaking, and listening, can catalyse the process of vocabulary learning and development.

Developing language learning skills is a laborious process as it requires autonomy and intentional learning. The teacher is pivotal as a scaffolder through this learning process. Indeed, without vocabulary, nothing can be conveyed in any language learning skills. The process of developing language learning skills to help with vocabulary development is discussed below.

2.11.1 Reading development

Researchers discovered that the relationship between vocabulary and reading is reciprocal (Lee & Mallinder, 2017). This implies that the more knowledge of vocabulary words a reader has accumulated, the greater the speed at which they can understand a particular written text. Further, this leads to a greater sense of personal accomplishment. Further, the researcher argues that when learners encounter written texts, which comprise words they already know, it becomes easy for them to comprehend the context of the content. Concerning the findings of the study conducted by Pigada and Schmitt (2006), several studies during the last two decades from the period the study was conducted have confirmed and believed that EFAL learners can acquire vocabulary through reading. This makes reading an important factor for vocabulary development. Besides, EFAL learners write their examinations in English. For them to comprehend the questions and answer according to instructions, they must have the capabilities to read for understanding. Cheng and Wu (2017) affirm that reading comprehension is one of the most fundamental developmental achievements that lead to personal growth and development. Vocabulary knowledge is key to overall reading abilities and is important for reading success (Grabe & Stoller, 2018). Additionally, reading proficiency is also a key skill that learners must master for success in the educational journey (Sparapani, Connor, McLean, Wood, Toste, & Day, 2018). Vocabulary and reading development are intertwined.

2.11.2 Writing development

Insufficient vocabulary compromises the quality of the writer's product. Writing requires rich vocabulary so that notions can be written as intended by the writer. Beck *et al.* (2013) state that rich and sufficient vocabulary support learning about the universe, encountering new notions, and appreciating the beauty of language. Practically, if a learner is required to write an essay about HIV, without sufficient vocabulary

knowledge about the subject matter, the learner will be limited to expressing their thoughts and perception through writing. Just like reading, vocabulary is also inextricably intertwined with writing. Castillo and Tolchinsky (2018) highlight that writing is a multidimensional endeavour that requires a writer to compose a text that they have worked simultaneously on, the overall discursive organisation, and the usage of words that make up a text. It is a laborious process for learners to write coherently without having sufficient vocabulary. The researcher states that writing is a process of transporting and turning thoughts into words on paper. However, it is complex if the vocabulary is deficient. According to Karakoç and Köse (2017), vocabulary knowledge and size have an enormous potential impact on writing while writing helps to enhance vocabulary knowledge.

2.11.3 Speaking development

Speaking skills in the EFAL classroom require a rich vocabulary. A speaker is expected not only to be coherent but to also be clear to the people who are listening. This requires a speaker to have a relevant vocabulary, rich vocabulary knowledge and understand the context of the content that is expected to be conveyed. Khan, Radzuan, Shahbaz, Ibrahim, and Mustafa (2018) affirm that speaking in the EFAL language is complex with deficit vocabulary as it demands competency and mastery in the accumulation of the knowledge vocabulary. Competency and proficiency are prerequisites when speaking. Among the four language learning skills, speaking is one of the skills that are required everywhere. Learners need to develop their speaking skills for academic success and social life. Having less vocabulary harms the confidence of the learner. If learners cannot express themselves through the English language, there will be less participation in the classroom, which might harm their academic progress. Akbarian (2018) stipulates that it is obvious that EFAL learners with a large vocabulary will encounter fewer communicative challenges than those with a small vocabulary. For these challenges to be prohibited, learners must be taught and encouraged to take communicative skills in the target language serious. Thus, vocabulary knowledge and development are essential factors in determining an EFAL learner's success at attaining language proficiency.

2.11.4 Listening development

Successful listening comprehension depends on the accumulated vocabulary knowledge and vocabulary size in the target language (Matthews 2018). If an EFAL learner has not attained sufficient vocabulary, it can be difficult for them to comprehend

their interlocutors in a conversation. For instance, listening skills are very important for learners because, without them, they will not be able to understand their teachers. Listening is an effective way of learning new words that EFAL learners have not previously encountered. According to Bulut and Karasakaloglu (2017), listening is a psychological process that begins with awareness and attention to speech sounds. Through the process of listening, understanding will be guided by the vocabulary size a learner has. More vocabulary will amount to more understanding and less vocabulary will lead to confusion and missing important information.

2.12 TARGET LANGUAGE EXPOSURE

Vocabulary development is also affected by the level of exposure to the target language. It is important to consider the tribal background of EFAL learners to understand the minimum amount of time they are exposed to the target language, both at school and at home. Almusharraf (2018) posits that EFAL learners must embrace autonomy and self-determination, labouring diligently to learn vocabulary knowledge outside the school environment due to a possible limited exposure in the classroom. Learners should be accountable for their learning about vocabulary development. As vocabulary forms part of their necessity for educational success, learners must take it upon themselves to work as hard as they can even outside the classroom.

2.13 CAPS ON ENGLISH VOCABULARY DEVELOPMENT

In the context of South Africa, a language in education policies and practices has always undergone some severe struggles. The struggles originate from a unique past that is embodied by South Africa. According to Teane (2019), language proficiency affects the process of teaching and learning the subject content for EFAL learners. Unfortunately, most EFAL learners have to endure the laborious process of the acquisition of the English language to make it to school. Learners have a rich vocabulary in their native languages, which are used minimally in the classroom. However, due to the privilege of the English language, CAPS encourages learners to be competent and proficient in English for academic success.

Some of the objectives highlighted in the CAPS document state that EFAL learners must be reasonably competent and proficient in the English language for academic purposes (DoB, 2011). At this stage, EFAL vocabulary is a resource for academic success as the content reaches the peak of complexity because of language barriers.

In the South African context, English is a dominant language of learning and teaching,

leading to the need to acquire English proficiency for excellent performance in education (Teane, 2019). Arguably, learners come into the FET underprepared to use the English vocabulary to their advantage for academic excellence. This leads to academic failures, delays and dropouts. FET learners lose track of their academic excellence because of their deficiencies in the English language. The researcher believes that EFAL teachers can go beyond what is highlighted in the CAPS documents to find measures that can assist in closing the vocabulary gaps.

Nevertheless, EFAL learners might not even know that their academic challenges are not only affected by their deficit knowledge of the subject but also their deficiencies in the English vocabulary. As a result, EFAL teachers have a mandate to be the solution for the EFAL learners. The researcher argues that if teachers can make this their mission, learners will find solutions and their academic progress will be impressive.

2.14 CONCLUSION

This chapter reviewed the literature relevant to the study. It has outlined an extensive view of the literature from different perspectives and angles. The review has shown that vocabulary is pivotal for academic success. In addition, it has given different strategies that can be employed by EFAL learners with different abilities for content comprehension. The following chapter will elucidate the research methodology of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. INTRODUCTION

To explore vocabulary deficiencies of EFAL learners, the study used both qualitative and quantitative methods. This is a mixed method research approach. According to Ramirez- Montoya and Lugo-Ocado (2020), mixed methods traditionally refer to the integration of quantitative and qualitative data, which brings researchers closer to reality about the phenomenon under study. Therefore, this chapter entails a detailed procedural report on the research methodology. It focuses on the research design, sampling, data collection methods, data analysis, and the quality criteria relevant to the identified research.

3.2 RESEARCH DESIGN

A research design is a logical strategy to gather data about the anticipated knowledge (Baran, 2022). This study adopted an exploratory research design as it seeks to explore and gain knowledge about the group under scrutiny. According to Swaraj (2019), exploratory research design intends to formulate problems more precisely, accumulate insights and explanations, clarify concepts and eradicate impractical notions. This design is employed to explore the deficiencies of English First Additional Language learners at a selected public high school in Limpopo Province.

In addition, the researcher used the Mixed-Method Research (MMR) approach, which encompasses both the qualitative and quantitative aspects. The qualitative method drove the study to a larger extent whereas quantitative method was used to support it. The MMR approach was dominantly aligned to the qualitative aspect as it intended to explore and gain background information about the subject under investigation. The efficacy of the MMR is based on its logical structure of inquiry on research purpose and questions (Creswell & Clarke, 2011). The researcher used the qualitative approach to obtain data collected through semi-structured interviews and focus group interviews, whereas the quantitative data, obtained through the vocabulary test, sought to provide rationale and explain the data obtained though semi-structured and focus group interviews.

3.3 SAMPLING

This section indicates how the sampling was conducted as well as the population of the sample. The sampling used is guided by the research design. This study adopted purposive sampling. A purposive sample is characterised by the purpose relevant to the study (Andrade, 2021). This implies that only the population of direct interest can be incorporated for relevant data. According to Campbell, Greenwood, Prior, Shearer, Walkem, Young, Bywaters, and Walker (2020), purposive sampling is appropriate and effective for selecting participants that are likely to produce useful and appropriate data. Further, it has a long developmental history with views on it being clear and straightforward. This study adopted it intentionally to absorb primary information from the perspectives of the participants, concerning the research problem. The researcher included both EFAL learners and teachers who are closely linked to vocabulary deficiencies. The sample consisted of twenty (20) EFAL Grade 10 learners and one (1) EFAL Grade 10 teacher.

3.4 DATA COLLECTION

There are various data collection methods to ensure that the aim and objectives of the study are achieved. This study adopted three data collection methods, a criterion-referenced test, semi-structured interviews and a focus group discussion. The intention was to achieve the aim of the study, which was to explore the vocabulary deficiencies of EFAL learners at a selected school in Limpopo Province, South Africa.

3.4.1 Criterion-referenced test

Quantitative data was collected through criterion-referenced test, developed to measure a learner's performance against a fixed set of predetermined learning standards (Olszewski-Kubilius & Kulieke, 2021). In secondary education, a criterion-referenced test is designed to evaluate whether learners have learned a specific body of knowledge and acquired a specific skill-set. In this context, the researcher used this test to assess and measure the vocabulary proficiency level of Grade 10 learners, to determine their vocabulary deficiencies. According to CAPS, EFAL learners should be competent and proficient in English vocabulary at Grade 10 (Ajani, 2021). Teachers face a series of challenges that limit the effectiveness of CAPS documents in South African schools, some of which are a lack of adequate teaching and learning resources, a lack of consistent professional development training for teachers on CAPS and overcrowded classrooms (Ajani, 2022). This test helped determine whether EFAL learners reached their expected English vocabulary level to tackle their academic activities. Taghizadeh

and Mazdayasna (2022) state that criterion-referenced tests may incorporate true-false questions, multiple-choice, and open-ended questions like asking learners a short response or essay. Thus, the researcher prepared a criterion-referenced vocabulary test that has enabled the evaluation of the degree of the learners' English vocabulary proficiency (see Appendix A)

3.4.2 Semi-structured Interviews

Quantitative data was collected through semi-structured interviews that enabled the researcher to interrogate the participants in a structured or orderly manner to generate data. It is a popularly utilised data collection method due to its versatility and flexibility (Kallio, Pietialä, Johnson & Kangasniemi, 2016). It can be identified by its characteristics, as a formal interview between the participants and the interviewer, following an interview guide. Further, it permits participants to freely express their views on the subject matter. Subsequently, semi-structured interviews are fundamental for diagnostic assessments as they take place in a second person through which interpersonal connection is pivotal for quality data (Henriksen, Englander & Nordgaard, 2022). The method assisted the researcher to collect data for diagnosing complex issues around EFAL vocabulary deficiency among Grade 10 learners at the selected school. All the participants in this semi-structured interview gave answers based on their experiences with EFAL Grade 10 learners and their challenges with English language vocabulary.

3.4.3 Focus group interviews

Another form of qualitative data was collected through focus group interviews, used to accumulate legitimate findings of the object of inquiry from the participants. A focus group is a group interview that grants the researcher the leverage to gather various opinions and perspectives of the participants in a short space of time and expenses (Guest, Namey, Taylor, Eley & McKenna, 2017). This study employed a focus group to create an interactive space for participants to freely and collectively speak their minds on the complex issues under inquiry. All the twenty (20) participants participated in the study and conveyed their notions for solution finding and diagnostic assessment of the issues confronting Grade 10 EFAL learners. In this study, the focus group stood out as an effective method of data collection as it highlighted the importance of perceiving, interrogating, and finding collective solutions to complex issues like English vocabulary deficiencies which affect a percentage of Grade 10 EFAL learners.

Furthermore, through focus group discussion, the researcher communicated freely with the participants on the issues under enquiry. For the purpose of not missing any point highlighted in the discussion, the researcher recorded the participants and also jotted down their notions for transcriptions.

3.5. DATA ANALYSIS

This researcher analysed data using Thematic Analysis (TA). This data analysis technique was suitable for the study as it permitted the researcher to present data through themes derived from the accumulated interpreted data from the participants. Research shows that the coding process of TA is centralised around theme development, which implies themes as the outcome of coding (Braun & Clarke, 2021:5). Further, in this context, coding is the analytic process incorporating the immersion of data, perusing, reflecting, interrogating, imagining, writing, retreating, and returning to it. The researcher employed TA to help actualise the accumulated data in thematic forms in both qualitative and quantitative approaches is concerned. TA is identified as one of the most common data analysis methods for identifying, analysing, and interpreting meaning from the accumulated data (Delgosha, Hajiheydari & Talafidaryani, 2021). Thus, the researcher prepared structured questions for the semi-structured interviews and focus group interviews. From the commencement of the interviews, the researcher asked for consent to record the responses in preparation to later transcribing the data. Thereafter the researcher transcribed the data, and coded and categorised it into different themes that emerged. The quantitative data was also allocated themes, while the criterion-referenced test was marked and grades allocated to each learner.

3.6. QUALITY CRITERIA

Quality criteria is a fundamental procedure used to ensure quality and trustworthiness in research. By definition, quality criteria refer to the procedural specifications adhered to for quality and unquestionable research outcomes (Patias & Hohendorff, 2019). The quality criteria for qualitative research include credibility, transferability, dependability, and confirmability (Treharne & Riggs, 2014). On the contrary, quality criteria for quantitative research comprise internal validity, external validity, reliability, and objectivity. The integral part of mixed methods has effectively enabled the researcher to achieve the objectives of the research project.

3.6.1 Credibility

Credibility refers to the extent to which research is believable and appropriate for both

the researcher and the respondents of the study. According to Nguyen, Ahn, Belgrave, Lee, Cawelti, Kim, Prado, Santagata, and Villavicencio (2021), the credibility of the study is upheld by the extent to which data and its interpretation are plausible and accurate. Further, researchers can employ methods like triangulation to affirm the credibility of the study. The researcher maintained credibility in the study by being coherent, fair, unbiased and plausible.

3.6.2 Transferability

Transferability is the extent to which research results can be transferred or generalised to another context. This is more similar to external validity in quantitative research. According to Baumgart, Craig, and Tong (2021), transferability can be established by providing the finding of the study which is applicable in other situations, contexts, and populations. In addition, researchers are anticipated to provide substantiated details about the context of the study and the characteristics of the participants so that the study can be conducted in various settings.

3.6.3 Dependability

Dependability is made possible by the coherent and transparent relationship between methodology, methods, findings, and data (Baumgart *et al.*, 2019). Dependability in qualitative research intends to answer the question of logic and transparency. The researcher ensured dependability by focusing on the sustainability of data over time and conditions. Dependability is similar to reliability in quantitative research.

3.6.4 Confirmability

Confirmability in research assumes the position of ensuring that research is free from bias. Additionally, the findings of the research project are solely supposed to be of the respondents within the context of the study without being affected by any external motivations and perspectives. Subsequently, confirmability regards coherency and fairness in the interpretation of data (Haven & Van Grootel, 2019).

3.6.5 Internal validity

Internal validity refers to the outcomes determined by the methods incorporated in the study to tackle the validity threats that are pertinent to the research (Fitzpatrick, 2019). It is further dependent on the purpose and context of the research to validate inferences and conclusions from the results of the study.

3.6.6 External validity

External validity focuses on the possibility of generalising the outcomes of the research to a broader population. According to McGinley, Wei, Zhang, and Zheng (2021), the transferability of the research findings is the best barometer for the criterion of external validity. If these findings can be applicable out of the context of this study, then the external validity of the research would be achieved. As a result, the transferability of the study outside the context of the study is fundamental for measuring external validity.

3.6.7 Reliability

The focus of reliability is on attaining similar results if the study is repeated or replicated. According to Janetzko (2008), reliability focuses on the degree to which the continual use of a measure leads to consistency. Reliability is inextricably intertwined with consistency to validate the accumulated data.

3.6.8 Objectivity

The objectivity of the research scrutinises the exclusivity of potential biases from the researcher undertaking the research project. The researcher needs to draw a line between the research and its context without being emotionally invested. In this case, the researcher attempted, by all means, to fully and objectively represent the views of the respondents in the research findings without being partial and biased.

3.7. ETHICAL CONSIDERATIONS

3.7.1 Turfloop Research Ethics Committee

Before the collection of data, the researcher submitted the research proposal to the Turfloop Research Ethics Committee to seek an ethical clearance certificate. Further, the researcher took the ethical clearance to the school under investigation for further data collection engagements.

3.7.2 Informed consent

The participants of the study signed a consent letter to form part of the research process.

3.7.3 Anonymity and confidentiality

The researcher ensured that the names of the participants remained anonymous to observe anonymity. From the commencement of the study, the researcher observed confidentiality of participants at all stages.

3.7.4 Safety and security

The researcher observed all the Covid-19 health protocols when collecting data. The protocols involved sanitising of hands, wearing of masks, and keeping a social distance. All the participants were made aware that being part of the study had no incentives and they were making a volunteering gesture.

3.8. CONCLUSION

This chapter detailed the research methodology undertaken in the study as well as the quality criteria and ethical considerations. The next chapter focuses on data analysis and presentation of findings.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

This chapter outlines the research findings of EFAL Grade 10 learners and teachers from Hwiti high school. The fundamental purpose was to explore the vocabulary deficiencies of EFAL Grade 10 learners. The results of the study are presented from the data collection methods, such as criterion-referenced test, semi-structured interviews, and a focus group discussion.

4.2 PARTICIPANTS OF THE STUDY

Initially, the sampled population of the study incorporated twenty (20) EFAL learners and two (2) EFAL teachers. Regardless, due to unforeseeable circumstances of Covid-19, only one EFAL teacher managed to be part of the sampled population. This implies that the total number of participants reduced to twenty-one (21). There were twelve (12) female EFAL Grade 10 learners, eight (8) male EFAL Grade 10 learners, and one (1) male EFAL Grade 10 teacher. The age group of the learners ranged from 14-16 years old. Below is the table of demographics.

Table A: Hwiti High School Demographics

Name of the school	Hwiti High School	
Grade	10	
Subject	English First Additional Language (EFAL)	
Number of learners	Twenty (20)	
Age Group of Learners	14- 16 years old	
Gender of learners	Twelve (12) females	Eight (8) males
Number of teachers	One (1)	
Gender of teachers	Male	
Province	Limpopo	

4.3 FINDINGS ON CRITERION-REFERENCED TEST

A criterion-referenced test was employed to ensure that the objectives of the research project are fulfilled. The test was developed for EFAL learners to identify their status

about the established standard of performance on vocabulary knowledge (Pui, Yuen, & Goh, 2021). The researcher prepared different questions to diagnose, explore, and measure their vocabulary deficiencies with their level of English vocabulary knowledge. The test contained six (6) exercises or questions from filling in the missing word, antonyms, synonyms, definitions, part of speech, and replacing informal with formal words (see Appendix A). The test was written by all the twenty (20) EFAL Grade 10 learners who participated in the study. Below is the table showing their results.

Table B: The results of the Criterion-referenced test written by Grade 10 EFAL learners.

Question 1: Filling in the missing words

Total number of learners	Questions	Grades	Exercise
6 learners	Q1	8/8	Filling in the missing words
2 learners	Q1	7/8	Filling in the missing words
3 learners	Q1	6/8	Filling in the missing words
3 learners	Q1	5/8	Filling in the missing words
3 learners	Q1	4/8	Filling in the missing words
2 learners	Q1	3/8	Filling in the missing words
1 learner	Q1	2/8	Filling in the missing words

Question 2: Antonyms

Total number of learners	Questions	Grades	Exercise
9 learners	Q2	8/9	Antonyms
4 learners	Q2	7/9	Antonyms
3 learners	Q2	6/9	Antonyms
3 learners	Q2	5/9	Antonyms
1 learner	Q2	4/9	Antonyms

Question 3: Synonyms

Total number of learners	Questions	Grades	Exercise
5 learners	Q3	1/5	Synonyms
15 learners	Q3	0/5	Synonyms

Question 4: Definitions

Total number of learners	Questions	Grades	Exercise
3 learners	Q4	3/5	Definitions
16 learners	Q4	2/5	Definitions
1 learner	Q4	1/5	Definitions

Question 5: Parts of speech

Total number of learners	Questions	Grades	Exercise
2 learners	Q5	5/10	Part of speech
2 learners	Q5	4/10	Part of speech
1 learner	Q5	1/10	Part of speech
15 learners	Q5	0/10	Part of speech

Question 6: Replacing informal words with formal words

Total number of learners	Questions	Grades	Exercise
6 learners	Q6	4/5	Informal to formal words
1 learner	Q6	3/5	Informal to formal words
8 learners	Q6	2/5	Informal to formal words
2 learners	Q6	1/5	Informal to formal words
3 learners	Q6	0/5	Informal to formal words

The tables above show the results of the EFAL Grade 10 learners who participated in the test. Below is the thematic analysed results from the data shown on the tables.

4.3.1 Filling in the missing words

Filling in the missing word question required the learner's comprehensive skills. The

results show various levels of comprehension among learners. This level of understanding varies according to scores or grades on the tables. Out of twenty (20) learners, six (6) learners obtained the total (8\8), two (2) learners got one answer wrong (7\8), three (3) learners got 6\8, three (3) learners got 5\8, the other three (3) learners got 4\8, two (2) learners got 3\8, and one (1) learner got 1\8. Diagnostically, there is a slight gap in vocabulary deficiencies and a lack of understanding of the target language among other fellow learners depicted by the results.

4.3.2 Antonyms

The antonym exercise measures the learner's vocabulary knowledge. From the results, EFAL learners performed according to their various levels of vocabulary knowledge. Out of twenty (20) EFAL learners, nine (9) learners got 8\9, four (4) learners got 7\9, three (3) learners got 6\9, the other three (3) learners got 5\9, and only one (1) learner got 4\9. Their different scores show their different levels of vocabulary knowledge. For instance, the table quantify that those who got 8\9 performed better than those who got 4\9 in this antonym exercise. The vocabulary level according to the results obtained in this question, differ greatly among EFAL learners.

4.3.3 Synonyms

Nasser (2021) alludes that learning and comprehending synonyms help in understanding the relationship between different words, which shares the same meaning from various contexts. In this exercise, fifteen (15) learners got 0\5 and only five (5) learners got 1\5. The results show that fifteen learners had a challenge of understanding different words, which share the same meaning. On the contrary, five (5) learners were only able to recognise one word and get it right. This shows a low vocabulary level.

4.3.4 Definitions

The question of defining words is also dependent on a rich vocabulary and the skills of being able to write meaningful words, phrases, and sentences. The criterion-referenced test results depict a great concern of vocabulary deficiencies. Only three (3) learners were able to get 3\5, one (1) learner got 1\5, and sixteen (16) learners, who make the majority of the population, got 2\5. These grades highlight a gap of vocabulary development among EFAL Grade 10 learners.

4.3.5 Parts of speech

Every word can be categorised as a part of speech in language depending on its function in a sentence. In English, the following are parts of speech; nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions and interjections. The results suggest that fifteen (15) learners out of twenty (20) learners did not know parts of speech. These fifteen (15) learners got 0/10, which makes the majority of the sampled population, two (2) learners got 5/10, two (2) got 4/10, and only one (1) learner got 1/10. The results show that the level of study for these learners do not coincide with their vocabulary knowledge.

4.3.6 Replacing informal words with formal words

Academic writing requires academic vocabulary for meaningful sentence construction. On this exercise, learners were asked to replace informal words with formal words. Out of twenty (20) learners, six (6) learners got 4/5, one (1) learner 3/5, and eight (8) learners got 2/5, two (2) learners got 1/5, and only three (3) learners got 0/5. Their grade differs. However, it shows that learners still struggle with formal language.

4.4 FINDINGS ON SEMI-STRUCTURED INTERVIEWS WITH EDUCATOR

Concerning the semi-structured interviews with the educator, the findings are thematically presented looking at the biographical information, educators and vocabulary, CAPS, learners and vocabulary, instruction, performance, vocabulary and language skills, and vocabulary and improvements (see Appendix A).

4.4.1 Biographical information

One educator held a higher education diploma and had been teaching for more than 10 years. Regardless of teaching EFAL, his home language is Sepedi. In his teaching experience, he had been teaching learners from Grade 8 to 12.

4.4.2 Educators and vocabulary

One educator demonstrated a great understanding of vocabulary when defining it. They highlighted that vocabulary plays a significant role in academic success. In agreement, Hiebet and Kamil (2005) maintain that for learners to peruse complex texts with comprehension, they must attain adequate vocabulary in the TL. The educator emphasised that learners are evaluated based on what they produce. For instance, whatever word, phrase, or a sentence they produce, is expected to be meaningful. The educator further stated that if learners understand vocabulary and its implications

for their academic success, they will also thrive at institutions of higher learning.

In the interview, the educator highlighted that there was no specific vocabulary course at their school, which dealt with vocabulary deficiencies of EFAL Grade 10 learners.

The educator also shared the challenges with home languages that directly links to the English vocabulary development. He stated that learners spent most of their time developing their home languages than the target language.

4.4.3 CAPS

The educator explained the expectations of CAPS with regard to vocabulary development of EFAL Grade 10 learners. He stated that CAPS expect every activity to benefit learners with vocabulary development. The document also encourages educators to use authentic strategies when teaching so that they can introduce new vocabulary to EFAL learners. The educator stated that CAPS document encourages teachers to use different strategies for learner vocabulary development. According to the educator, he also went beyond the scope of teaching by encouraging learners to read newspapers and watch the news so that they can enhance their vocabulary.

4.4.4 Learners and vocabulary

In terms of learners and vocabulary, the educator scaled them between five (5) and six (6) on a scale of ten (10). He argued that learners had vocabulary deficiencies which was evident in their results. However, he encouraged them to develop their vocabulary level consciously by reading newspapers and keeping diaries of collected and learned new words.

4.4.5 Instruction

Concerning instruction, the educator stated that he had lesson plans for vocabulary instruction. He mentioned strategies he used like keeping diaries and using dictionaries for vocabulary development. Most importantly, he highlighted that CAPS does not have teaching materials specifically for vocabulary development. Their intervention was by using rich vocabulary activities. They did not even have teaching slots specifically for vocabulary development.

4.4.6 Performance

The educator highlighted that learners with higher vocabulary performed better than those without. Further, low vocabulary level tampered with the confidence of learners. It impeded them from participating in the classrooms. As a result, the educator

mentioned that their performance was low.

4.4.7 Vocabulary and language skills

The educator stipulated that learners were hesitant to read and speak in the target language because of their lack of confidence in the target language. However, the educator stated that he tried to level up their vocabulary by encouraging them to use dictionaries for advancing their language learning skills, such as reading, writing, listening and speaking. The teacher also pointed that learners switch codes in the classroom when they do not have sufficient words in the target language.

4.4.8 Vocabulary improvements

For vocabulary improvements, the educator said it was advisable for all EFAL educators to work together to develop EFAL learners from lower grades. With regard to sufficient materials, the educator said their school was not technologically advanced for effective vocabulary materials.

4.5 FINDINGS OF THE FOCUS GROUP DISCUSSION

The focus group discussion took place after the criterion-referenced test. All the perceptions of the participants contributed to the findings of the study.

4.5.1 Criterion-referenced Test

According to the participants who participated in the study, the criterion test was complex for their level of thinking. Regardless, the test was set to measure their vocabulary level according to their level of study. They highlighted that they were not thoroughly informed about most of the questions which were asked. However, they attempted to answer. The following are the contributions of the respondents in the focus group.

Participant 1: *According to me, the test was not that difficult. The problem is that we were not expecting such questions and the language used was advanced.*

Participant 2: *I think the language used is difficult. This has shown that we need to develop our English vocabulary because we will end up failing.*

Participant 3: *That test was difficult. Honestly speaking, I felt like I knew nothing. The problem is that I did not understand the language very well. But this indeed proves that our English vocabulary level is low.*

The respondent showed concerns with their English vocabulary level and the

complexity of attempting to respond accordingly. This aligns with the aim of the study, which was to explore the vocabulary deficiencies of EFAL Grade 10 learners.

4.5.2 Vocabulary deficiency

After realising that the participants acknowledged their challenges with the English vocabulary, the researcher wanted to understand their way forward in tackling their diagnosed vocabulary deficiencies. In the focus group discussion, the researcher allowed participants to express themselves freely about what they thought should be done. The following are the suggestions of participants.

Participant 1: *There is no way we can develop our English vocabulary if we don't talk English more often with each other. I think our challenge is that we always speak our home languages. Sometimes even during our English class.*

Participant 2: *I think it's only now through this discussion that we realise that we don't give the English language enough attention. We are not perfect in English. But we must allow ourselves to make mistakes so that we can improve.*

Participants 3: *I agree with all of them. But the truth is when we try, they laugh at us. We end up losing confidence. I once tried in class and made an error. They all laughed. From then, it was not easy for me to speak English again in class.*

Participant 4: *Honestly speaking, that test was a blessing in disguise for all of us. Instead of laughing at each other, we must help each other and also encourage each other to speak English. Even in other subjects, we are expected to respond in English. Today, I have realised that we fail not because we are fools. But because we take the English language for granted.*

As we engaged, the majority agreed that they were impeded from attempting speaking English in class or outside because of the fear of making mistakes. As one of the participants highlighted, they laughed at each other. This destroyed their confidence in attempting to speak the target language. Unfortunately, Afzal (2019) affirms that learners with deficient English vocabulary knowledge, display unimpressive academic performance in different courses related to language skills. As a result, those who are susceptible to the phobia of trial and error will be negatively affected in their academics. This will cause academic delays and failures. EFAL teachers

Concerning EFAL teachers, the researcher wanted to understand from the EFAL

learners about the contributions of EFAL teachers in ensuring that their vocabulary is enhanced. The participants were allowed to speak their minds about what they learned from the English teachers on vocabulary development.

Participant 1: *Our teachers try their best. I think we are not motivated because we laugh at each other and we only speak English in class, not at home. Most of the time, particularly at home, we speak our home languages. Maybe that is why our vocabulary is low.*

Participant 2: *The reality is that we don't have a specific English vocabulary subject. We just speak English because it's a subject. But most of the time, we speak our home languages. Our teachers do encourage us to speak English and use dictionaries to learn more words. But the environment is not conducive.*

The EFAL Grade 10 learners acknowledged the help of the teachers in terms of vocabulary development. However, they reported that the environment was not motivating. One of the participants highlighted the lack of English vocabulary subject in school. The researcher found that learners often felt more comfortable speaking their home languages than using English.

Furthermore, the focus group discussion has been the most effective data collection method in this study in terms of comprehending the direct expressions and notions of EFAL Grade 10 learners.

4.6 CONCLUSION

This chapter highlighted the findings and the analysis of the study from EFAL Grade 10 learners and teachers. The next chapter focuses on the conclusion, recommendations and areas for further research.

CHAPTER FIVE

SUMMARY, RECOMMENDATION, AND CONCLUSION

5.1 INTRODUCTION

The summative findings coincide with the aim and objectives of the study. The study aimed to explore the vocabulary deficiencies of EFAL learners at a selected public school in Limpopo Province, South Africa. Regarding the explored study, there are fundamental recommendations to close the gap through further research.

5.2 SUMMARY

5.2.1 Criterion-Referenced Test

The Criterion-Referenced Test was a standard set test to explore the vocabulary deficiencies of the EFAL Grade 10 learners at a selected public high school. The test incorporated exercises around filling in the missing word, antonyms, synonyms, parts of speech, definitions and replacing informal words with formal words. These questions were tailored to explore and assess the vocabulary deficiencies of the sampled population and their vocabulary level. The researcher found that EFAL learners in this selected school face challenges with English vocabulary deficiencies. These challenges affect their academic progress as it made them to fail academically.

5.2.1.1 Filling in the missing words

This was a sentence completion question to test the vocabulary knowledge of the Grade 10 EFAL learners. Regardless of the listed words that EFAL learners were expected to fill in the missing spaces, they still faced challenges. Their challenges emanated from not understanding the context of the given content. Also, the results showed that word recognition was a problem to the learners. Out of twenty (20) learners, six (6) learners got total (8\8), two (2) learners got one answer wrong (7/8), three (3) learners got 6/8, three (3) learners got 5/8, the other three (3) learners got 4/8, two (2) learners got 3/8, and one (1) learner got 1/8. Diagnostically, there is a slight gap in vocabulary deficiencies and a lack of understanding of the target language among other fellow learners depicted by the results. EFAL Grade 10 learners have lower vocabulary knowledge, which will affect their academic progress negatively if not attended.

5.2.1.2 Antonyms

Antonyms are the opposite meaning of a given word. EFAL Grade 10 learners were given five words to write their opposite meaning. The purpose of this exercise was to measure their vocabulary level. The results showed that these learners have EFAL vocabulary deficiencies. The lowest results attained were 4/9. The concern is encompassed around their academic progress because antonyms play a significant role in vocabulary development, effective meaningful writing and being able to comprehend instructions. With their diagnosed insufficient vocabulary, they are prone to enormous challenges with academic writing and understanding questions in their daily academic assessments. Thus, learners are susceptible to failing their subjects which require competency and proficiency in English.

5.2.1.3 Synonyms

Similar to antonyms, synonyms are a good measurement of vocabulary knowledge. EFAL Grade 10 learners were given an exercise of writing the synonyms of the given words. Out of twenty (20) learners, only five (5) learners were able to get one word correct. All the fifteen (15) learners got zero. This exercise made it clear to the researcher that vocabulary deficiencies is extreme in Grade 10 at this selected public high school. When the vocabulary of the learners is low, the understanding level of the subject matter will be affected. As a result, there will be a lot of academic delays. This question has proved that effective interventions are required to rescue EFAL Grade 10 learners from vocabulary deficiencies.

5.2.1.4 Definitions

Defining words requires the understanding of the words, parts of speech, and sentence construction to be meaningful and coherent. In this exercise, learners were expected to define given familiar words, which are used on a regular basis. Only three (3) learners were able to get 3/5, one (1) learner got 1/5, and sixteen (16) learners who make the majority of the population, got 2/5. If the majority of these learners attained the lowest grades, it clearly proves to the researcher that vocabulary deficiencies is a real issue among these learners. In every assessment, learners are anticipated to explain, define, discuss, or evaluate. These tasks will not be easy with a lower vocabulary level. Thus, for learners to be academically excellent, their vocabulary level must be advanced and well developed.

5.2.1.5 Parts of speech

In English, the following are a parts of speech; nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions and interjections. The results suggest that fifteen (15) learners out of twenty (20) learners did not know what a part of speech was. These fifteen (15) learners got 0/10 which made the majority of the sampled population, two (2) learners got 5/10, two (2) got 4/10, and only one (1) learner got 1/10. When learners do not understand a part of speech, it means they have a problem with meaningful sentence construction. This is a disadvantage because educators assess learners based on what they write and how they write it. Having fifteen learners out of twenty who do not know what a part of speech is, raises a lot of questions about their preparedness to be in the Further Education Training (FET) class. This also suggests that their educational foundation from their senior phase was not concrete. As a result, teachers had a lot of collective work to do before learners get into Grade 10.

5.2.1.6 Replacing informal words with formal words

Academic writing requires academic vocabulary for meaningful sentence construction. On this exercise, learners were asked to replace informal words with formal ones. Out of twenty (20) learners, six (6) learners got 4/5, one (1) learner 3/5, and eight (8) learners got 2/5, two (2) learners got 1/5, and only three (3) learners got 0/5. The FET phase requires learners who understand academic writing. Learners can only understand academic writing when they have possessed academic vocabulary. The performance of the EFAL Grade 10 learners on this exercise differed. Six learners performed very well. This is good because it showed that they had a potential of good academic writing, which is a prerequisite in their studies. Three learners performed extremely badly by scoring zero. The gap between those who performed very well and those who performed extremely badly is big. This shows inconsistency of vocabulary knowledge among learners. On this question, the researcher found that there are learners who need immediate help and those who just need to be encouraged to level up their performance. However, their performance still showed a need for better vocabulary intervention strategies.

5.2.2 Semi-structured interview

The semi-structured interview took place at the selected public school. The researcher interviewed a qualified teacher for EFAL, who possesses a Higher Education Diploma with more than 10 years teaching experience. From this interview, the educator

demonstrated a great understanding of vocabulary when defining it. The educator highlighted that vocabulary plays a significant role in academic success. It was admitted that EFAL learners indeed face challenges with vocabulary deficiencies. The educator proposed several interventions and also highlighted limitations with regard to helping EFAL learners reach their full potential with vocabulary development. There was a lot of passion from the educator when it came to vocabulary development. However, the resources available in the school to help learners develop their vocabulary for academic success are limited. With regard to interventions, the educator proposed a collective strategy with other EFAL educators to start preparing learners from Grade 8 so that when they reach Grade 10, they are well prepared. The concern from the educator was that the learners are not academically prepared to tackle the workload in Grade 10. Thus, regarding this as a concerning factor because it will affect their academic progress negatively. This can lead to academic failure, drop-out, or repeating grades. As a result, interventions are required and this study, according to the educator, has helped the school to realise the impediments for academic success, particularly in Grade 10.

5.2.3 Focus group discussion

Through a focus group discussion, the researcher experienced that learners struggle with language barriers as learners interacted through code-switching or trans-languaging. During the interaction, the researcher was also checking the relationship that EFAL Grade 10 learners have with the English language to explore their English vocabulary deficiencies. The discovery is that, EFAL learners lacked confidence in expressing themselves through the English target language. They used their mother tongue more often than the target language. Others went to an extent of reserving their sentiments due to the phobia of making errors. Ultimately, these learners collectively admitted to having challenges with the English language vocabulary.

5.3 RECOMMENDATIONS

The researcher recommends the following:

- It is recommended that English vocabulary development be a subject on its own, particularly for FET learners.
- That EFAL Grade 10 teachers should be workshopped, specifically for English vocabulary development, as a subject.
- There should be continuity of a comparative study of English vocabulary

deficiencies in various schools to represent the views of a larger population.

- Schools should encourage a conducive environment for EFAL learners to utilise the target language more than often for vocabulary development.
- Schools should encourage more reading and public speaking activities in the target language for EFAL learners to acclimatise to the language.

5.4 LIMITATIONS OF THE STUDY

- Covid-19 had a direct impact on the study as it digressed the plan of data collection from two EFAL Grade 10 teachers to one.
- The study used a small population in one school which does not represent the views of other schools in general.
- Only 20 EFAL learners formed part of our population sample out of approximately 100 learners. Regardless, the researcher managed to diagnose the vocabulary deficiencies of the learners who formed part of the sampled population.

5.5 CONCLUSION

The study found English vocabulary to be a fundamental tool for academic success. The CAPS document also anticipates the EFAL Grade 10 learners to be competent and proficient in the target language for academic competency and success. Regardless, the research in the selected public school for Grade 10 EFAL learners showed that learners have challenges with English vocabulary. In the school, the researcher intended to diagnose the level of vocabulary deficiencies through an explorative study. The criterion-referenced test was written to diagnose the English vocabulary deficiencies. The results showed that immediate and effective interventions are required for Grade 10 EFAL learners to excel academically. Through a focus group discussion, the researcher experienced the struggle of a language barrier as learners interacted through code-switching or trans-languaging. During the interaction, the researcher was also checking the relationship that EFAL Grade 10 learners had built with the English language to explore their English vocabulary deficiencies. The discovery is that, EFAL learners lacked confidence in expressing themselves through the English target language. The educators admittedly diagnosed this impediment of academic success for EFAL Grade 10 learners. As a result, various strategies and interventions are needed to help EFAL learners develop a rich English vocabulary for academic success.

6. REFERENCES

- Afzal, N. 2019. A study on vocabulary-learning problems encountered by BA English majors at the university level of education. *Arab World English Journal (AWEJ)*, 10.
- Ajani, O.A. 2021. Curriculum and Assessment Policy Statement (Caps) Document: The Challenges and Limitations to Its Effectiveness in South African Schools. *African Journal of Development Studies (formerly AFFRIKA Journal of Politics, Economics and Society)*, 11(3): 77-100.
- Akbarian, I.H. 2018. Vocabulary development and teaching speaking. *The TESOL Encyclopedia of English Language Teaching*, 1-6.
- Al-Khreshenh, M.H, and Al-Ruwaili, S.F. 2020. An exploratory study on vocabulary learning strategies used by Saudi EFL learners. *Journal of History, Culture and Art Research*, 9(2): 288-302.
- Al-Khreshenh, M.H, and Al-Ruwaili, S.F. 2020. An exploratory study on vocabulary learning strategies used by Saudi EFL learners. *Journal of History, Culture and Art Research*, 9(2): 288-302.
- Almusharraf, N. 2018. English as a foreign language learner autonomy in vocabulary development. *Journal of Research in Innovative Teaching & Learning*.
- Almusharraf, N. 2018. English as a foreign language learner autonomy in vocabulary development. *Journal of Research in Innovative Teaching & Learning*.
- Alqahtani, M. 2015. The importance of vocabulary in language learning and how to be taught. *International journal of teaching and education*, 3(3): 21-34.
- Amin, M. 2019. Developing Reading Skills through Effective Reading Approaches. *International Journal of Social Science and Humanities*, 4(1): 35-40.
- Andrade, C. 2021. The inconvenient truth about convenience and purposive samples. *Indian Journal of Psychological Medicine*, 43(1):86-88.
- Ardasheva, Y., Carbonneau, K.J., Roo, A.K. and Wang, Z., 2018. Relationships among prior learning, anxiety, self-efficacy, and science vocabulary learning of middle school students with varied English language proficiency. *Learning and Individual Differences*, 61: 21-30.

- August, D., Carlo, M., Dressler, C. and Snow, C., 2005. The critical role of vocabulary development for English language learners. *Learning Disabilities Research & Practice*, 20(1): 50-57.
- Aulia, M.N. 2020. *The Use of Nursery Rhymes to Improve the Eighth Grade Students' Vocabulary Achievement and Active Participation* (Doctoral dissertation, Fakultas Keguruan Dan Ilmu Pendidikan Universitas Jember).
- Ayliff, D. 2012. Little learning; less grammar: Observations on a curriculum for English as a first additional language. *Per Linguam: A Journal of Language Learning= Per Linguam: Tydskrif vir Taalaanleer*, 28(1):49-58.
- Baran, M.L. 2022. Mixed methods research design. In *Research Anthology on Innovative Research Methodologies and Utilization across Multiple Disciplines*. 312- 333). IGI Global. (312)
- Baumgart, A., Craig, J.C. and Tong, A., 2021. Qualitative research in CKD: how to appraise and interpret the evidence. *American Journal of Kidney Diseases*, 77(4):538- 541.
- Beck, I.L., McKeown, M.G. and Kucan, L., 2013. *Bringing words to life: Robust vocabulary instruction*. Guilford Press.
- Beekman, L., Dube, C. & Underhill, J. 2011. *Academic literacy*. City: Juta and Company Ltd.
- Ben Ali, H. 2019. *Enhancing vocabulary instruction through using comic books case study of third-year pupils at Bendjabballah Omar middle school in Bouchagroune, Biskra* (Doctoral dissertation).
- Benettayeb, A. 2010. Extensive reading and vocabulary teaching. *Revue Academique des Etudes Sociales et Humaines*, 3(1): 20-30.
- Bernardo, A.S., and Gonzales, H.T. 2009. Vocabulary Learning Strategies of Filipino College Students across Five Disciplines. *TESOL Journal*, 1(1): 17-27.
- Bordonaro, K. 2019. Overcoming Language Barriers for Non-Native Speakers of English: Learner Autonomy in Academic Libraries. Association of College & Research Libraries.
- Braun, V. and Clarke, V., 2006. Using Thematic Analysis in Psychology. *Qualitative*

- research in psychology*, 3(2):77-101.
- Buianovska, O. 2020. Teaching ESL Speaking. *Збірник наукових праць ЛОГОС*: 17-19.
- Bulut, B. and Karasakaloglu, N., 2017. Benefiting from Listening in Vocabulary Development. *Journal of Education and Training Studies*, 5(12): 99-109.
- Butler, C., Brown, J.A. and Woods, J.J., 2014. Teaching at-risk toddlers new vocabulary using interactive digital storybooks. *Contemporary Issues in Communication Science and Disorders*, 41:155-168.
- Butler, S., Urrutia, K., Buenger, A., Gonzalez, N., Hunt, M. and Eisenhart, C., 2010. A review of the current research on vocabulary instruction. *National Reading Assistant Centre, RMC Research Corporation*, 1.
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D. and Walker, K., 2020. Purposive sampling: complex or simple? Research case examples. *Journal of Research in Nursing*, 25(8): 652-661.
- Carter, R. and McCarthy, M., 2014. *Vocabulary and language teaching*. Routledge..
- Castillo, C. and Tolchinsky, L., 2018. The contribution of vocabulary knowledge and semantic orthographic fluency to text quality through elementary school in Catalan. *Reading and Writing*, 31(2): 293-323.
- Creswell, J.W. and Clark, V.L.P. 2011. *Designing and Conducting Mixed Methods Research*. (2nd Edn.). Los Angeles: Sage publication.
- Chan-Espinosa, V.A.N.E.S.S.A., Padilla, T. and Jazmin, H., 2014. *The importance of vocabulary among students of the English Major at the UQROO*.
- Cheng, Y. and Wu, X., 2017. The relationship between SES and reading comprehension in Chinese: A mediation model. *Frontiers in psychology*, 8: 672.
- David, J.L. 2010. Closing the vocabulary gap. *Educational Leadership*, 67(6):85-86.
- Dazzeo, R. and Rao, K., 2020. Digital Frayer Model: Supporting Vocabulary Acquisition with Technology and UDL. *Teaching Exceptional Children*, 53(1): 34-42.

- Delgosha, M.S., Hajiheydari, N., and Talafidaryani, M., 2021. Discovering IoT implications in business and management: a computational thematic analysis. *Technovation*. 102236.
- Department of Basic Education, 2011. Curriculum and assessment policy statement: Grades 10-12 English Home Language.
- Dianitasari, F., 2019. The Effectiveness of Using Mnemonic Keyword Method On Students' Vocabulary Mastery of The Eighth Grader Of MTs AL MA'ARIF TULUNGAGUNG.
- Díaz L, C., Ramos L, L. and Ortiz N, M., 2017. Rhetorical, Metacognitive, and Cognitive Strategies in Teacher Candidates' Essay Writing. *Profile Issues in Teachers Professional Development*, 19(2):87-100.
- Dronjic, V. 2019. How (Not) to Teach English Vocabulary. *CATESOL Journal*, 31(1):29-54.
- Eliah, K. and Kiran, K.S., 2019. Vocabulary Learning Strategies: Expansion of the knowledge of vocabulary. *Global Journal for Research Analysis*, 8(9).
- Faraj, A.K.A. 2015. Effective strategies for turning receptive vocabulary into productive vocabulary in the EFL context. *Journal of Education and Practice*, 6(27):10- 19.
- Fareed, M., Ashraf, A. and Bilal, M., 2016. ESL learners' writing skills: Problems, factors and suggestions. *Journal of Education and Social Sciences*, 4(2): 81-92.
- Firmansyah, M. 2020. Increasing students' vocabulary mastery by using word wall method of the second grade at SMP NIGERIA 4 TOLITOLI UTARA. *Jurnal Madako Education*, 4(4).
- FitzPatrick, B. 2019. Validity in qualitative health education research. *Currents in Pharmacy Teaching and Learning*, 11(2):211-217.
- Frayser, D., Frederick, W. C., and Klausmeier, H. J. 1969. *A Schema for Testing the Level of Cognitive Mastery*. Madison, WI: Wisconsin Center for Education Research.
- Gibson, C. 2016. Bridging English Language Learner Achievement Gaps through Effective Vocabulary Development Strategies. *English Language Teaching*, 9(9):134- 138.

- Gilford, L.R. 2016. The beliefs, perceptions, and strategies of vocabulary instruction in middle grades social studies: A phenomenological study.
- Gonzales, A. C. 2016. Challenges Faced by English Language Learners.
- Gorgoz, S., and Tican, C. 2019. Investigation of middle school students' self-regulation skills and vocabulary learning strategies in a foreign language. *International Journal of Educational Methodology*, 6(1): 25-42.
- Grabe, W. and Stoller, F.L., 2018. Teaching vocabulary for reading success. *The TESOL Encyclopedia of English Language Teaching*, 1-7.
- Guest, G., Namey, E., Taylor, J., Eley, N. and McKenna, K., 2017. Comparing focus groups and individual interviews: findings from a randomised study. *International Journal of Social Research Methodology*, 20(6): 693-708
- Haven, L.T. and Van Grootel, D.L., 2019. Preregistering qualitative research. *Accountability in research*, 26(3):229-244.
- Healy, K. and Mulholland, J., 2019. *Writing skills for social workers*. SAGE Publications Limited.
- Henriksen, M.G., Englander, M. and Nordgaard, J., 2022. Methods of data collection in psychopathology: the role of semi-structured, phenomenological interviews, *Phenomenology and the Cognitive Sciences*, 21(1):9-30.
- Hiebert, E.H. and Kamil, M.L., 2005. *Teaching and learning vocabulary: Bringing research to practice*. Routledge.
- Hippner-Page, T., 2000. *Semanatic Clustering Versus Thematic Clustering of English Vocabulary Words for Second Language Instruction: Which Method Is More Effective?*
- Hiver, P., Al-Hoorie, A.H. and Mercer, S. eds., 2020. *Student engagement in the language classroom*. Multilingual Matters.
- Hunt, A. and Beglar, D., 2005. A framework for developing EFL reading vocabulary. *Reading in a foreign language*, 17(1): 23-59.
- Janetzko, D. 2008. Objectivity, reliability, and validity of search engine count estimates. *International Journal of Internet Science*, 3(1):7-33.

- Kallio, H., Pietialä, A.M., Johnson, M., and Kangasniemi, M., 2016. Systematic Methodological Review: Developing a framework for a qualitative-structured interview guide. *Journal of advanced nursing*, 72(12): 2954-2965.
- Kame'enui, E.J. and Baumann, J.F. eds., 2012. *Vocabulary instruction: Research to practice*. Guilford Press.
- Karakoç, D. and Köse, G.D. 2017. The impact of vocabulary knowledge on reading, writing and proficiency scores of EFL learners. *Dil ve Dilbilimi Çalışmaları Dergisi*, 13(1): 352-378.
- Khair, S.A.M. 2017. *Investigating the use of vocabulary learning strategies among English major students* (Doctoral dissertation, Sudan University of Science and Technology).
- Khan, R.M.I., Radzuan, N.R.M., Shahbaz, M., Ibrahim, A.H. and Mustafa, G., 2018. The role of vocabulary knowledge in speaking development of Saudi EFL learners. *Arab World English Journal (AWEJ)*, 9.
- Lavoie, C. 2016. The effect of training on vocabulary strategy use: Explicit teaching of word family, word network and word card strategies. *The Journal of Language Learning and Teaching*, 6(1): 20-34.
- Lee, H.N. and Mallinder, M., 2017. Role of extensive reading in EFL vocabulary development: Review and recommendation. *The English Teacher*, 19.
- Mahmudi, T. & Mirioğlu, M., 2020. The effect of etymological instruction on receptive and productive vocabulary learning of adult EFL learners in Turkey. *Athens Journal of Philology*, 7:1-26.
- Maskor, Z.M. and Baharudin, H., 2016. Receptive vocabulary knowledge or productive vocabulary knowledge in writing skill, which one important. *International Journal of Academic Research in Business and Social Sciences*, 6(11): 2222-6990.
- Matthews, J. 2018. Vocabulary for listening: Emerging evidence for high and mid-frequency vocabulary knowledge. *System*, 72:23-36.
- McGinley, S., Wei, W., Zhang, L. and Zheng, Y., 2021. The state of qualitative research in hospitality: A 5-year review 2014 to 2019. *Cornell Hospitality Quarterly*, 62(1):8-20.

- Melanlioglu, D. 2020. Scale of Vocabulary Learning Strategies for Learning Strategies for Learners of Turkish as a Foreign Language: A Scale Development Study. *Educational Research and Reviews*, 15(16): 312-326.
- Moghadam, S.H., Zainal, Z. and Ghaderpour, M., 2012. A review on the important role of vocabulary knowledge in reading comprehension performance. *Procedia-Social and Behavioral Sciences*, 66:555-563.
- Mokhtar, A.A., Rawian, R.M., Yahaya, M.F., Abdullah, A. and Mohamed, A.R., 2017. Vocabulary learning strategies of adult ESL learners. *The English Teacher*, 12.
- Moody, S., Hu, X., Kuo, L.J., Jouhar, M., Xu, Z. and Lee, S., 2018. Vocabulary instruction: A critical analysis of theories, research, and practice. *Education sciences*, 8(4):180.
- Moopelwa, Y.P. and Condy, J., 2019. Strategies for teaching inference comprehension skills to a Grade 8 learner who lacked the motivation to read. *Per Linguam*, 35(3): 1- 15.
- Naima, N. 2020. Developing listening skills in language learning. *International journal of discourse on innovation, integration and education*, 1: 71-74.
- Nasser, S.M. 2021. A Cognitive Linguistics Diagnosing Of Iraqi EFL Students' Difficulties in Using Synonyms. *International Journal of Language and Literary Studies*, 3(3):135-145.
- Nation, I.S., 2001. *Learning vocabulary in another language*. Ernst Klett Sprachen.
- Nation, P., 2019. The Different Aspects of Vocabulary Knowledge. *The Routledge Handbook of Vocabulary Studies*, 15.
- Nguyen, H., Ahn, J., Belgrave, A., Lee, J., Cawelti, L., Kim, H.E., Prado, Y., Santagata, R. and Villavicencio, A., 2021, February. Establishing trustworthiness through

- algorithmic approaches to qualitative research. In *International Conference on Quantitative Ethnography*. Springer, Cham. 47-61.
- Olszewski-Kubilius, P. and Kulieke, M.J., 2021. Using off-level testing and assessment for gifted and talented students. In *Alternative Assessments*. 89-106. Routledge.
- Panjaitan, N.B. and Sihotang, H.M., 2020. A Comparative Study Between Frayer Model And Concept Mapping Strategy to Enhance Students' Vocabulary Acquisition. *Acuity: Journal of English Language Pedagogy, Literature and Culture*, 5(1): 39-66.
- Patias, N.D. and Hohendorff, J.V., 2019. Quality criteria for qualitative research articles. *Psicologia em Estudo*, 24.
- Pazhakh, A. and Soltani, R., 2010. The effect of extensive reading on vocabulary development in EFL learners in Dehdasht Language Institute. *Practice and Theory in Systems of Education*, 5(4): 387-398.
- Pérez, L.M. and Alvira, R., 2017. The acquisition of vocabulary through three memory strategies. *Colombian Applied Linguistics Journal*, 19(1): 103-116.
- Pigada, M. and Schmitt, N., 2006. Vocabulary acquisition from extensive reading: A case study. *Reading in a foreign language*, 18(1):1-28.
- Pratiwi, E., 2020. Strategies of reading skills for English language class. *ESTEEM: Journal of English Study Programme*, 2(1).
- Prichard, C., 2008. Evaluating L2 readers' vocabulary strategies and dictionary use. *Reading in a foreign language*, 20(2): 216-231.
- Pui, P., Yuen, B. and Goh, H., 2021. Using a criterion-referenced rubric to enhance student learning: a case study in a critical thinking and writing module. *Higher Education Research & Development*, 40(5): 1056-1069.
- Ramirez-Arellano, A., Bory-Reyes, J. and Hernández-Simón, L.M., 2019. Emotions, motivation, cognitive–metacognitive strategies, and behavior as predictors of learning performance in blended learning. *Journal of Educational Computing Research*, 57(2):491-512.
- Ramírez-Montoya, M.S. & Lugo-Ocando, J., 2020. Systematic Review of Mixed Methods in the Framework of Educational Innovation. *Comunicar: Media*

Education Research Journal, 28(65): 9-20.

- Rezaei, M. and Davoudi, M., 2016. The Influence of Electronic Dictionaries on Vocabulary Knowledge Extension. *Journal of Education and Learning*, 5(3):139-148.
- Rohmatillah, R., 2014. A study on students' difficulties in learning vocabulary. *English Education: Jurnal Tadris Bahasa Inggris*, 6(1): 75-93.
- Sarani, A. and Shirzaei, H., 2016. A comparative study of vocabulary learning strategies employed by Iranian undergraduate and postgraduate EFL learners with a focus on motivation. *Indonesian Journal of EFL and Linguistics*, 1(1):33-45.
- Schmitt, N. 2010. *Researching vocabulary: A vocabulary research manual*. Springer.
- Schmitt, N., Cobb, T., Horst, M. and Schmitt, D., 2017. How much vocabulary is needed to use English? Replication of van Zeeland & Schmitt (2012), Nation (2006) and Cobb (2007). *Language Teaching*, 50(2): 212-226.
- Schmitt, N., Nation, P. and Kremmel, B., 2020. Moving the field of vocabulary assessment forward: The need for more rigorous test development and validation. *Language Teaching*, 53(1):109-120.
- Schuster, C., Stebner, F., Leutner, D. and Wirth, J., 2020. Transfer of metacognitive skills in self-regulated learning: an experimental training study. *Metacognition and Learning*, 15(3):455-477.
- Sedita, J. 2005. Effective vocabulary instruction. *Insights on learning disabilities*, 2(1): 33-45.
- Seffar, S., 2011. The effect of vocabulary knowledge on EFL oral competence. *IOSR Journal of Research & Method in Education*, 5(6): 08-13.
- Semeraro, C., Coppola, G., Cassibba, R. and Lucangeli, D., 2019. Teaching of cursive writing in the first year of primary school: Effect on reading and writing skills. *PLoS one*, 14(2).
- Shamshirian, M. 2015. Assessing the effect of utilizing monolingual and bilingual dictionaries on EFL learners' vocabulary. *Language in India*, 15(7): 175-188.
- Soltani, R. 2011. Extensive reading: A stimulant to improve vocabulary knowledge. *Studies in literature and Language*, 2(3): 161-167.

- Soltani, R. 2011. Extensive reading: A stimulant to improve vocabulary knowledge. *Studies in literature and Language*, 2(3): 161-167.
- Somjai, S. and Soontornwipast, K., 2020. The Integration of Implicit and Explicit Vocabulary Instruction, Project-Based Learning, Multimedia, and Experiential Learning to Improve Thai EFL Senior High School Students' Vocabulary Ability. *Arab World English Journal (AWEJ) Special Issue on CALL*, (6).
- Sparapani, N., Connor, C.M., McLean, L., Wood, T., Toste, J. and Day, S., 2018. Direct and reciprocal effects among social skills, vocabulary, and reading comprehension in first grade. *Contemporary educational psychology*, 53:159-167.
- Spaull, N., Pretorius, E. and Mohohlwane, N., 2020. Investigating the comprehension iceberg: Developing empirical benchmarks for early-grade reading in agglutinating African languages. *South African Journal of Childhood Education*, 10(1): 14.
- Swaraj, A., 2019. Exploratory Research: Purpose and Process. *Parisheelan Journal*.
- Taghizadeh, M. and Mazdayasna, G., 2022. Language Assessment Courses: An Investigation of the Course Instructors' Pedagogical and Assessment Practices. *Education Research International*.
- Takalo, R.H. 2018. *Compliance of grade 10 English first additional language school based assessment tasks with the curriculum and assessment policy statement in Nokotlou Circuit, Capricorn District, Limpopo Province* (Doctoral dissertation).
- Teane, F.M. 2019. Language of learning and teaching as a barrier to effective implementation of CAPS: Narratives of Grade 10 Life Sciences teachers. *Per Linguam*, 35(3):92-105.
- Towns, S.G., 2020. Which Word List Should I Teach? Using Word Lists to Support Textbook Vocabulary Instruction. *THAITESOL Journal*, 33(1):20-35.
- Treharne, G.J., and Riggs, D.W., 2014. Ensuring quality in qualitative research. *Qualitative research in clinical and health psychology*. 57-73.
- Tseng, W.T. and Schmitt, N., 2008. Toward a model of motivated vocabulary learning: A structural equation modelling approach. *Language Learning*, 58(2): 357-400.

- Vocabulary, A.T.P. and Like, G.L., 2005. Why vocabulary instruction needs to be long-term and comprehensive. *Teaching and learning vocabulary: Bringing research to practice*, 27.
- Vosniadou, S., Darmawan, I., Lawson, M.J., Van Deur, P., Jeffries, D. and Wyr, M., 2021. Beliefs about the self-regulation of learning predict cognitive and metacognitive strategies and academic performance in pre-service teachers. *Metacognition and Learning*, 1-32.
- Wickens, C.M. and Parker, J., 2019. Supporting Vocabulary Acquisition in Physical Education Settings. *Journal of Physical Education, Recreation & Dance*, 90(5): 16-22.
- Yunus, K. and Saifudin, M.S., 2019. Vocabulary learning strategies among English as second language learners. *Journal of Qualitative Social Sciences*, 1(1):12-19.
- Yusuf, Q., Jusoh, Z. and Yusuf, Y.Q., 2019. Cooperative Learning Strategies to Enhance Writing Skills among Second Language Learners. *International Journal of Instruction*, 12(1): 1399-1412.
- Zentner, R. 2016. Vocabulary Studies in Primary Grades: A Review of the Literature. *Culminating Projects in Teacher Development*. 15.
- Zhou, S., 2010. Comparing receptive and productive academic vocabulary knowledge of Chinese EFL learners. *Asian Social Science*, 6(10):14.

7. APPENDICES

7.1 Appendix A: Vocabulary Test for Grade 10 EFAL Learners

Duration: 50 Minutes

Instruction(s): Answer all the questions

QUESTION 1

Read the letter and use the words below to fill the gaps in the letter.

Learner; masks; sanitise; school; pandemic; arranged; examinations; social distancing.

Hwiti High School

PO BOX 15

SOVENGA

0727

Dear Learners,

Covid-19 is a global 1.1_____. Wear your masks and 1.2_____your hands before entering the school premises. 1.3_____ is a prerequisite in the 1.4____. You will be 1.5_____into manageable groups for social distancing. No 1.6_will be allowed to enter the school premises without their 1.7_____. I wish you all the best with your 1.8_____.

Yours faithfully

Principal

(8 Marks)

QUESTION 2

Write down the opposite of the following words:

2.1 Complex

2.2 Hot

2.3 Wise

2.4 Beautiful

2.5 Fail

2.6 Old

2.7 Long

2.8 Strength

2.9 Blessed

(9 Marks)

QUESTION 3

Give the synonyms of the following words.

3.1 Comprehend

3.2 Explicit

3.3 Incorporate

3.4 Sluggish

3.5 Swiftly

(5 Marks)

QUESTION 4

Define the following words.

4.1 Inherent

4.2 Contemplate

4.3 Social-distancing

4.4 Coerce

4.5 Repair

(5 Marks)

QUESTION 5

Find out the correct part of speech/word class of the following underlined words.

5.1 Steve can play the trumpet.

5.2 Do you like dogs?

5.3 They listen to music every day.

5.4 She is an old lady.

5.5 The group went climbing in the mountains.

5.6 This is a fast car.

5.7 He did well in the test.

5.8 My father drives carefully.

5.9 Has your father ever been to Zimbabwe?

5.10 The play was fantastic.

(10 Marks)

QUESTION6

Replace the following informal words with formal ones.

6.1 Kids

6.2 Chill

6.3 Lots of

6.4 Really

6.5 Say sorry

(5 Marks)

Total Marks = 42 Marks

7.2 Appendix B: Interview questions for EFAL educators

7.2.1 Biographical information

- 7.2.1.1 What is your native language?
- 7.2.1.2 Would you say you are qualified to teach English in Grade 10?
- 7.2.1.3 Give a reason for your answer in 1.2.
- 7.2.1.4 What is your highest qualification?
- 7.2.1.5 When did you start teaching EFAL in this school?
- 7.2.1.6 How many Grade 10 learners do you teach EFAL?
- 7.2.1.7 What is the learner educator ratio in your class?
- 7.2.1.8 Did you ever teach EFAL in another school?
- 7.2.1.9 What level did you teach?
- 7.2.1.10 How many years did you teach the EFAL?

7.2.2 Educators and vocabulary

- 7.2.2.1 In your perspective, what is vocabulary?
- 7.2.2.2 Does vocabulary play a role in academic success in your class?
- 7.2.2.3 Please give examples.
- 7.2.2.4 Do you regard vocabulary as the central factor for academic success?
- 7.2.2.5 Please explain your answer in 7.2.2.4
- 7.2.2.6 Is there any specific course that caters for vocabulary development?
- 7.2.2.7 What do you think is the cause of English vocabulary deficiencies among EFAL learners?
- 7.2.2.8 How do you ensure that vocabulary teaching covers all the language learning skills?
- 7.2.2.9 Do you think the learner's home language has an impact on English vocabulary development?
- 7.2.2.10 Please explain your answer in 7.2.2.9

7.2.3 CAPS

- 7.2.3.1 What does the CAPS document generally expect in terms of vocabulary development?
- 7.2.3.2 What does the CAPS document specifically suggest regarding Grade 10 EFAL learners' English vocabulary development?
- 7.2.3.3 Does CAPS recognise English vocabulary as significant for academic success for Grade 10 learners?

- 7.2.3.4 In your opinion, what does CAPS anticipate EFAL educators to do to tackle vocabulary deficiencies?
- 7.2.3.5 Please give examples for your answer in 7.2.3.4
- 7.2.3.6 In terms of your experience of teaching the Grade 10 EFAL learners, would you say the CAPS document is fully adhered to for vocabulary development?
- 7.2.3.7 If your answer for 7.2.3.6 is No, please explain.

7.2.4 Learners and vocabulary

- 7.2.4.1 How would you rate EFAL vocabulary for Grade 10 learners?
- 7.2.4.2 Does the English vocabulary level contribute to the level of understanding for learners' content engagement?
- 7.2.4.3 Do your Grade 10 EFAL learners consciously know when they are learning English vocabulary?
- 7.2.4.4 Please explain your answer in 7.2.4.3
- 7.2.4.5 How do you assess their improvement in English vocabulary?
- 7.2.4.6 How do you test the efficiency of your vocabulary development strategies on the Grade 10 EFAL learners?

7.2.5 Instruction

- 7.2.5.1 Do you have any lesson plan for English vocabulary teaching?
- 7.2.5.2 Are there any specific strategies used by the educators for vocabulary development?
- 7.2.5.3 What are your ideal vocabulary instruction strategies?
- 7.2.5.4 Please explain your answer in 7.2.5.3.
- 7.2.5.5 What strategies do educators use to ensure that vocabulary is prolific?
- 7.2.5.6 Are there any specific CAPS materials for vocabulary development?
- 7.2.5.7 Do you have teaching slots dedicated to vocabulary teaching?
- 7.2.5.8 How many such slots do you have in a week?
- 7.2.5.9 Please explain your answer in 7.2.5.8

7.2.6 Performance

- 7.2.6.1 Do learners with a large English vocabulary level perform better than those with limited English vocabulary?
- 7.2.6.2 How does vocabulary level affect the confidence of the learners in class?
- 7.2.6.3 How does vocabulary level affect the participation of the learners in class?
- 7.2.6.4 How do you evaluate EFAL learners' vocabulary development?

7.2.6.5 Can you say their native languages serve as barriers to English vocabulary development?

7.2.7 Vocabulary and Language Skills

- 7.2.7.1 How do you help EFAL learners to develop their vocabulary through reading skills?
- 7.2.7.2 What is the attitude of the EFAL learners towards reading in the target language?
- 7.2.7.3 What do you think is the cause of that attitude towards reading in the target language?
- 7.2.7.4 How do you contribute to EFAL learners' English vocabulary development through writing?
- 7.2.7.5 Through their previous writing assessments, do you think their writing is sufficient for academic success?
- 7.2.7.6 How do you enhance their writing skills in the target language?
- 7.2.7.7 What are the target language writing challenges experienced by the Grade 10 EFAL learners?
- 7.2.7.8 As an EFAL educator, how do you enhance listening skills in the target language?
- 7.2.7.9 Do you consciously alert EFAL learners about the correct use of English vocabulary during engagement in the classroom?
- 7.2.7.10 How do you encourage the learner's communicative use of the target language for vocabulary development in the classroom?
- 7.2.7.11 Is there an instance where learners used trans-linguaging or code-mixing in the EFAL classroom?
- 7.2.7.12 How do you stir learners to engage effectively in the target language classroom for vocabulary development?

7.2.8 Vocabulary Improvements

- 7.2.8.1 What should educators do to improve learners' English vocabulary?
- 7.2.8.2 Are there specific vocabulary teaching materials that can be used to tackle vocabulary deficiencies?
- 7.2.8.3 Are educators sometimes work-shopped on vocabulary teaching?

7.3 Appendix C: Permission to conduct research from the Principal

PO BOX 15
SOVENGA
0727

The Principal
Hwiti High School
118 ZONE 1
Hwiti Street
Mankweng Township

Request for Permission to Conduct Research

Dear Sir/Madam

I am Seanego Morobadi Johannes, a Masters student in the Department of Languages, English studies discipline at the University of Limpopo. I am conducting a research entitled, 'Exploring vocabulary deficiencies of English First Additional Language learners at a selected public high school in South Africa, Limpopo Province'. I kindly request for permission to conduct this research at your school, specifically focused on English Grade 10 learners and teachers. While there are no material benefits for the school in particular, the findings will benefit the educational sector with information about effective strategies for English vocabulary learning and teaching.

Best Regards

Seanego MJ

7.4 Appendix D: A Consent form for participants Introduction

I am Seanego Morobadi Johannes, a student registered for a Master's degree in English at the University of Limpopo School of Languages and Communication. I am conducting research on the following topic, "Exploring vocabulary deficiencies of English First Additional Language learners at a selected public high school in South Africa, Limpopo Province". I hereby request your consent to participate in this study.

Confidentiality

All the information gathered from your participation will be kept in strict confidence and used exclusively for the intended purpose of this study. Your name and any form of identification will not be revealed to anyone without your permission.

Voluntary participation

Your participation in this study is voluntary and you will not be under any obligation to answer any questions that you do not wish to answer. You are free to decide to withdraw from the study at any time you wish and there will be no repercussions for your decision.

Benefits

There are no direct personal benefits for participating in this study as well as no envisaged risks associated with it. However, the study will enhance all interested parties' knowledge and understanding about English vocabulary for academic success.

Declaration of Consent

Having read and understood what this study entails and ethical considerations involved, I freely consent to take part in this study. I understand that I am participating freely and without any form of persuasion or coercion. I understand that I can stop participating in the study at any point should I wish not to continue. I confirm that the purpose of the study has been explained to me. I understand that this research study is not intended to benefit me personally in the immediate or long term. I also understand that my identity and participation will remain confidential.

Signature of the participant:

Date:

ADDENDUM: TREC CERTIFICATE



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 09 November 2021

PROJECT NUMBER: TREC/295/2021: PG

PROJECT:

Title: Exploring Vocabulary Deficiencies of English First Additional Language Learners at a Selected Public High School in South Africa, Limpopo Province.

Researcher: MJ Seanago

Supervisor: Mrs MV Mashiane

Co-Supervisor/s: Prof LJ Ngoepe

School: Language and Communication Studies

Degree: Masters of Arts in English Studies

PROF P MASOKO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: **REC-0310111-031**

Note:

- i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
- ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
- iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

