

THE EFFECTIVENESS OF CURRENT VOCABULARY TEACHING TECHNIQUES IN
FACILITATING PRRODUCTION IN JUNIOR SECONDARY SCHOOLS: GRADE SEVEN
IN FOCUS.

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FOREIGN LANGUAGE AND LITURATURE

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Declaration

I, the undersigned, declare that this is my work, and that all sources or materials used for the thesis have been duly acknowledged.

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Abstract

This study is an attempt to investigate the extent to which the vocabulary teaching techniques used in grade seven English classes are effective in facilitating production.

The study involved three government schools in Addis Ababa: Dill Betigil, Ethiopia Tikdem, and Kebena Junior Secondary Schools. In each school there were one control and one experimental group.

Many of the vocabulary items for the study were selected from the reading texts in the students' textbook from portions that were not yet covered. Some items were taken from other sources, principally from Oxford Advanced Learner's Dictionary of Current English. A pre-test was prepared on the selected vocabulary items and administered to subjects in both experimental and control groups to see if the items selected were already familiar to subjects, and to determine whether or not subjects had a similar standing. In addition to the test, subjects' classroom records were also consulted to further see if there was any significant difference in their language background.

Then, item analysis of the pre-test was done to determine the level of difficulty of the items. Items that were answered by less than 30 percent of the subjects were considered difficult, and therefore were used for preparing the study material,

The regular classroom teachers in the respective schools then taught the vocabulary items thus selected to students for a period of one month(for five days a week, for twenty minutes).The regular classroom teachers were made to teach both control and experimental groups in order to avoid the researcher's bias. The control group was taught through techniques of the textbook, and the experimental group through techniques selected for the study. Immediately after the experiment, i.e. two days later, subjects in both groups were made to sit for a post-test. The test was then scored and the results obtained were statistically analyzed to compare the performance of the groups. Analysis of the post-test scores showed that the experimental group students performed better than the control group students.

In addition to the tests, a questionnaire was also administered to subjects in the experimental groups, after the end of the experiment. The purpose of the questionnaire was to elicit data that could not be obtained through the tests, in order to substantiate claims thereby increase the validity of the conclusion.

The study concluded that the training has brought significant difference in the performance of students where the experimental groups have benefited.

Keywords: Vocabulary learning, Comprehension, Production, Information Processing, Experiment.

CHAPTER ONE

1.1 Introduction

... while without grammar very little can be conveyed without vocabulary nothing can be conveyed (Wilkins 1972:111).

It is true that vocabulary is central to a language and is of paramount importance to a language learner. Through words we convey our ideas and understand the ideas of others. The effectiveness of this transaction seems to be highly dependent on our knowledge of vocabulary. In relation to this Dubin and Olshtain have the following to say:

... it may be the case that possessing a good vocabulary stock is what enables many learners to use their knowledge effectively and in ways which fit their specific needs (1994:112).

The importance of good knowledge of vocabulary is not limited to just empowering learners to exploit their mental resources, it also facilitates the learning of other features of language. "...more vocabulary should mean more comprehension of input and more comprehension of grammar" (Stieglitz 1983:71). Therefore, Stieglitz underscores,

No matter what conceptual framework one uses in regard to ESL instruction, vocabulary development is a major element. Every effort should, therefore, be made to support and encourage vocabulary growth (ibid: 75).

Despite this fact, however, vocabulary, in comparison to the other features of language, has been the most neglected area in second/foreign language teaching and learning and research.

This neglect of vocabulary in foreign language classes seems to have been the cause for the difficulty witnessed among learners to find the right words to express their thoughts with.

Emphasizing the discouraging effect this has on foreign language learners Wallace (1987:9) says: "Not being able to find the words you need to express yourself is the most frustrating experience in speaking another language."

In modern linguistics too, vocabulary was given little or no attention as an area of investigation on account of the fact that it can not be objectively studied (Lyons 1979). Thus vocabulary remained the least studied aspect of language as a whole

Recently, however, there have been developments, which seem likely to give greater prominence to research and the teaching and learning of vocabulary in foreign language classes. This is evidenced in the growth of interest in L₂ vocabulary acquisition research and in the publication of many course books exclusively devoted to the teaching of vocabulary. We have now many vocabulary teaching and learning techniques that are intended to enhance students' learning. As such, presently the prominent issue regarding vocabulary teaching is not one of neglect, though the issue of neglect is not yet completely resolved, but of the "appropriate" application of the techniques in developing students' lexical competence. The problem in part results from how textbook writers perceive the nature of lexical competence and what they do to help students to achieve it. Textbook writers seem to think that lexical competence is first and foremost the ability to understand the meanings of unfamiliar words from context and that the acquisition of this ability will automatically lead to the ability to use lexis in one's own context. Consequently, more often than not, they focus on techniques that enhance students' skill of comprehension, leaving production to take care of itself. Grade seven English textbook is a case in point.

Current literature on vocabulary, however, advocates the need for maintaining balance between comprehension and production by making clear distinction between comprehension and production and using appropriate techniques to develop each of these abilities. Emphasizing this Nattinger (1980), in Carter and McCarthy (1988:62) says:

Any discussion of vocabulary acquisition and of language performance in general needs to draw clear distinction between comprehension and production for there seem to be different skills that require different methods in the classroom.... The object of a vocabulary lesson is [should be] one of enhancing the different strategies for comprehension and production.

It is in the light of this current development that this study attempts to look into extent to the extent of effectiveness of the vocabulary techniques in grade seven English textbook facilitate the development of the productive ability of learners.

1.2 Statement of the Problem

Studies by Dessie (1988), Tesfaye (1990), Alemu (1994) and Moges (1998) indicate that the vocabulary learning situation in Ethiopian schools have several drawbacks. Among the drawbacks are the lack of attention given to vocabulary and the problems with the techniques used in vocabulary teaching and learning.

In the study Dessie (1988) conducted on freshman English classes at Addis Ababa University, he found out that the vocabulary teaching techniques do not engage students in meaningful learning activities. Consequently, he argues, students could not learn as much as they should. Indeed, he adds, most of the drop-out problems of freshman students at Addis Ababa University are related to poor vocabulary knowledge, which lead to poor performance in the other school subjects.

Similarly, Tesfaye (1990:57) described the vocabulary teaching and learning situations in elementary schools very discouraging. In relation to this he writes: "... students suffer the difficulty of acquiring vocabulary they highly need for communication".

Concerning the effectiveness of the vocabulary teaching and learning techniques used in secondary schools, Alemu (1994: 46) says:

The most frequently used vocabulary techniques in high schools are techniques that often test learners' achievements of vocabulary learning rather than techniques that enable learners to use every opportunity of vocabulary expansion.

More importantly, a study conducted by Moges (1998:2) on the productive ability of secondary school students shows that they have "...a big shortage of words when they express themselves in speaking and writing." These pieces of evidence are indications of how vocabulary learning is handled in our schools at various levels.

This study is similar to the one conducted by Moges in that it deals with the theme of production, the ability to retrieve and use lexis in speaking and writing; yet it is essentially different in several ways. First, this study, unlike Moges', appreciates the distinction between comprehension and production, and the application of specific techniques in the development of each of these abilities; Moges' study does not make this distinction.

Secondly, this study is based on the new textbook, the one currently used in English language teaching in grade seven; Moges' study was based on the old English for New Ethiopia (ENE) series. Thirdly, the research settings of the two studies are basically different in terms of research participants, grade level, scope, etc.

Apart from exploring earlier studies, the researcher also attempted to look into the vocabulary teaching and learning techniques in grade seven English textbook to find out how many of the vocabulary teaching techniques included could facilitate production (unfortunately, most of them are not suitable for teaching production, according to current literature in the field).

To carry out the study the following null and alternative hypotheses are established.

H₀: There will not be a significant difference in performance between students taught through the techniques used in the textbook and students taught through the alternative techniques selected for experiment, as measured on a post-test administered immediately after the termination of the experiment.

H₁: There will be a significant difference in performance between students taught through techniques of the textbook and students taught through techniques selected for the experiment, as measured on a post test administered immediately after the experiment.

1.2 Purpose of the Study

The main purpose of the study is to find out to what extent the current techniques used in vocabulary teaching in grade seven English classes are effective in enhancing students' productive ability, the ability to retrieve and use lexis in speaking and writing.

It will try to:

- i. show the extent of effectiveness of the vocabulary teaching techniques of the textbook in facilitating production by comparing the performance of control and experimental groups. The former will be taught through techniques of the textbook; and the latter will be taught using alternatives techniques selected for the study.
- ii. see how students perceive lexical competence and explain the effect this has on the way they learn vocabulary and on their language performance.
- iii. find out if students make any distinction between comprehension and production and work towards developing each of these skills.
- iv. look into the importance students attach to the study of words and the bearing this has on their efforts to learn, including their use of techniques of their own.
- v. to find out whether vocabulary is given the attention it deserves in language learning.
- vi. suggest possible solutions for the problems relating to productive vocabulary teaching and learning.

1.4 Significance of the Study

The study is significant because it will contribute to the improvement of the teaching and learning of vocabulary in junior secondary schools by:

- i. raising students' awareness of the existence of diversified techniques that they could use to meet their specific needs.

- ii. raising students' awareness of the importance of making a distinction between comprehension and production vocabulary learning and the application of relevant techniques in developing each of these abilities.
- iii. helping students appreciate the need and possibility to guide their own learning.
- iv. helping students better realize that vocabulary is no less important than the other aspects of linguistic knowledge and hence is worth the effort to learn it.
- v. bring to the attention of syllabus designers and textbook writers the importance of incorporating activities and techniques that encourage students' productive ability.

1.5 Scope of the Study

The scope of this study is limited in both the number of subjects it involved and its area of investigation.

The subjects for the study are grade seven students drawn from only three government schools in Addis Ababa - Kebena, Dil Betigil and Ethiopia Tikdem Junior Secondary Schools. The total number of subjects is 283. Obviously, this sample size is limited compared to grade seven student population in Addis Ababa.

The focus of the study is also limited to the vocabulary teaching and learning techniques that facilitate production. The researcher is well aware that it would have been far better had the study involved greater number of subjects and widen its scope to include comprehension.

1.6 Limitation of the Study

Three main drawbacks have been identified as affecting the process and to some extent outcome of the study. The first one pertains to subjects' linguistic background. Subjects' English language ability is relatively low and this had some influence on both the process and outcome of the study. To make up for it extra effort had to be made. For instance, the meanings of the words to be studied had to be explained through example sentences before they were presented through the techniques.

The second one relates to the selection of items for the study. The vocabulary items for the study have not been selected based on their suitability to employ the techniques, for this meant bringing in new materials, which could raise the question of grading, and requiring teachers additional time, which they would not afford. Therefore, the researcher was forced to take many of the vocabulary items from the textbook although they do not lend themselves well to the techniques.

The third shortcoming pertains to the standard of the pre- and post-tests. As are developed by a non-expert, though they have been shown to some test experts and colleagues for comment, the tests are sure to have their own limitations.

Thus, the study would not claim comprehensibility. Nonetheless, it hopes that it could serve as a stepping-stone for further research in the area.

CHAPTER TWO

Review of Related Literature

2.1 Issues in Vocabulary Teaching and Learning (1930 – 2000): a Historical Perspective

Throughout the 20th century, there have been many issues surrounding the teaching and learning of vocabulary. A brief look at the history of foreign language teaching and learning in the century will help us see the major issues in vocabulary teaching and learning and research in perspective.

In the first two or three decades of the century, vocabulary constituted (formed) an important part of foreign language teaching and learning and research. The leading language teaching methodologies of the time, Grammar Translation method and the Reading Approach, "involved a great deal of direct vocabulary teaching"(Seal 1982, in Murcia 1991:296).

The period also marked the beginnings of what came to be known as the "Vocabulary Control Movement". The movement was essentially a pedagogically inspired research effort intended to determine the lexical content of English language course books. The two important results of this movement were *Basic English* by C.K. Ogden and I.A. Richards (1930), and *A General Service List* by Michael West (1936).

These works were aimed at providing learners with basic minimum vocabulary, selected on the basis of semantic and frequency information. The authors of these works claimed that learners who could manage to learn these words could meet their fundamental communicative needs (Carter and McCarthy 1988).

These works, though criticized for their limitations, “played a major role in determining the lexical content of commercial course books and ESL/EFL readers” (Seal 1982, in Murcia 1991:297).

In the 1940s, vocabulary teaching and learning fell out of favor, for it was regarded by the leading language teaching methodology of the time, the Audio Lingual Method, as something that “... would overtax the learner's learning capacity and get in the way of the main purpose of language teaching, helping learners master the basic phonological and grammatical patterns of the language” (ibid). This had a devastating effect on the development of vocabulary teaching and research. This state of affairs continued until the 1970s when voices began to be heard against the status quo, the relegation of vocabulary to a secondary status.

In the 1980s, vocabulary came back into a prominent position. During this time, many course books exclusively devoted to vocabulary teaching have been published, particularly by those who lamented the neglect. Examples of these works include Gairns and Redman, (1986): *working with words*; Morgan and Rinvolucir, (1986): *Vocabulary*; Wallace, (1987): *Teaching Vocabulary*; McCarthy, (1990): *Vocabulary*. These works, unlike their predecessors, came up with explanations about the nature of words and how best they can be learned as well as the techniques that could facilitate learning.

This revival of interest in vocabulary was inspired by three important developments in the theory and practice of foreign language teaching. The first was the belief that formal instruction of structure did not help much second language learners, for learners have their own internal grammar which proceeds in predetermined stages of development and classroom instruction could not alter the process significantly. It was thought more profitable to spend instructional time on vocabulary. To emphasize this Judd (1978:75) says:

Instead of spending excessive time in perfecting the syntactical performance of our students, we should begin to work on our students' vocabulary. Since many of the errors in syntax will only disappear with time, classroom exercises might be better devoted to vocabulary enrichment.

The second important development was the coming into the scene of communicative methodologies, which emphasize language use, rather than the formal study of it. These methodologies stress the importance of empowering students to communicate and one way of achieving this was increasing learners' vocabulary.

The third one was the difficulty observed among second language learners in their academic studies owing to the small size of their second language vocabularies. It was thought necessary to increase students' word power.

This emphasis on vocabulary inspired research interest and many descriptive and acquisition studies were made. The descriptive studies focused on such matters as defining the term *word*, determining the function of words in discourse, and identifying the relationship that was supposed to exist between words. Many of the description studies focused on developing some kind of a system. There were "many attempts to construct systems that would place individual lexical items within the complex web of the lexicon as a whole" (Murcia 1994:298).

The acquisition studies concentrated, among others, on determining the factors that facilitate or hinder successful vocabulary learning: what constitutes lexical competence and what role the different vocabulary techniques play in vocabulary learning.

These studies have brought to light interesting findings that have great implications to vocabulary teaching and learning. One of these findings is the division of lexical competence into comprehension and production, and determining the relative merits of the different strategies in developing each of these abilities.

2.2 Lexical Competence

Admittedly, the question "What constitutes vocabulary knowledge?" is a very complex one; and there has not been a conclusive answer to it. Researchers could only offer sets of assumptions as to what constitutes vocabulary knowledge. What are available as an answer to

the question at the moment are sets of assumptions. Some of the set of assumptions that are believed to constitute vocabulary knowledge, as identified by researchers are:

Richards (1985:30)

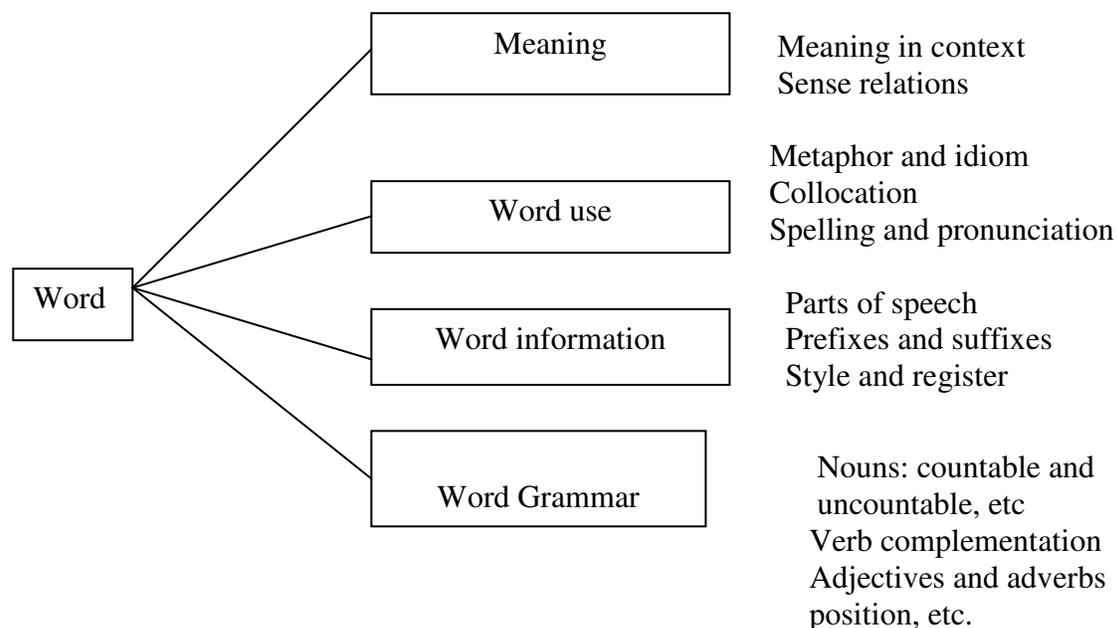
1. Knowing a word means knowing the degree of probability of encountering that word in speech or print. For many words we know the sort of words most likely to be found associated with the word.
2. Native speakers of a language continue to expand their vocabulary in adult hood whereas there is comparatively little development of syntax in adult life.
3. Knowing a word implies knowing the limitations imposed on the use of the word according to variations of function or situation.
4. Knowing a word means knowing the syntactic behavior associated with the word.
5. Knowing a word entails knowledge of the underlying form of a word and the derivations that can be made from it.
6. Knowing a word entails knowledge of the network of associations between that word and other words in the language.
7. Knowing a word means knowing the syntactic value of a word.
8. Knowing a word means knowing many of the different meanings associated with a word.

Wallace (1986:9-11)

1. Ability to retrieve vocabulary appropriately that has been taught.
2. Use of vocabulary appropriately in the given situation.
3. Use of vocabulary at the right level of formality.
4. Possessing the right kind of word (vocabulary) for one's needs.
5. Using vocabulary in an idiomatic way.
6. Using vocabulary in a meaningful way.
7. Correct use of a dictionary.
8. Correct use of grammatical form, spelling, pronunciation, or stress

Harmer (1987:158)

He summarizes knowing a word as



From these sets of assumptions, it may be inferred that lexical competence comprises two main kinds of abilities: the ability to comprehend the meaning of unfamiliar words from context and store them (comprehension), and the ability to retrieve words from memory and use them in one's own context (production). Currently, many researchers in the area perceive lexical competence as consisting of these two abilities although there are some who insist that "lexical competence must be understood as competence for use rather than knowledge of words" (Ooi and Lee Kim-Seoh 1996:52)

2.3 Comprehension and Production

Though many researchers agree that lexical competence is composed of comprehension and production, they are not of the same opinion when it comes to making explicit distinction between the two. Researchers like Harmer (1989) argue against making clear distinction between them saying that it is not practically possible to delineate clear boundary between the two. They also underline that comprehension always precedes production.

As a result, the researchers in this category do not appreciate the significance of classifying vocabulary techniques in terms of their contribution to the development of either of the two skills independently

On the other hand, many researchers including Nattinger (1980) and Channel (1981), both in Carter and McCarthy (1988); Gairns and Redman (1986); Richards (1984); Brown (1994) appreciate the need for making distinction between comprehension and production. The justification they provide for this is the apparent difference in the distinction of the mapping of meaning. For comprehension, the direction of mapping is $L_2 \rightarrow L_1$ while for production the mapping sequence is the other way round, $L_1 \rightarrow L_2$. For this reason, Channel argues, the optimum arrangement for comprehension is according to form whereas for production, the suitable arrangement is according to meaning. Hence, Channel (1981) says:

To optimize production, learner's need accurately programmed lexical association, enabling them to make choices, which faithfully reflect intended meaning ... there is psycholinguistic evidence in favor of a psychological model in which words with like meanings are close together in accessing terms. This has led to the now quite widely propounded idea that vocabulary teaching should make overt association between semantically related words (ibid: 90).

As regards whether comprehension should always precede production, Channel argues that this should not always be the case. In fact, she says, production can occur without comprehension. There is "some experimental and clinical neurological evidence that the linguistic processes of perception [comprehension] and production are partially independent of each other" (ibid: 85).

Therefore, the researchers in this group reason, in vocabulary learning, learners need to use different strategies that facilitate the development of each of these abilities. Nattinger(1980) particularly classifies the vocabulary techniques into two on the basis of their primary contribution to the development of the skills of either comprehension or production. Accordingly, he puts in one group such techniques as *contextual clues*, *word morphology*, *mnemonic devices*, *formal grouping*, etc. as techniques that enhance comprehension; in another group he puts such techniques as *situational sets*, *semantic sets*, *metaphorical sets*, and *collocation* as techniques that enhance production, retrieval and use.

To appreciate the techniques identified by Nattinger(1980) it may be worthwhile to look at the mental process when learning takes place.

2.4 The Cognitive Processing of Information

The rationale for using this model is that "it focuses on describing and understanding the cognitive processes of learners primarily as they engage in meaningful verbal learning" (Gage and Berliner 1988:305).

The model tries to explore how attention, memory, rehearsing, retrieval and other mental processes affect the end-result–learning. It attempts to give answers to the following basic questions:

1. Does anything ever get lost from memory once it's stored?
2. Are there ways to improve memory?
3. Does the way we arrange material affect retention?
4. How do activities and feeling of importance affect learning?

It's in the light of these questions and the answers given to them by the model that we try to explain the roles of the different types of vocabulary teaching and learning techniques.

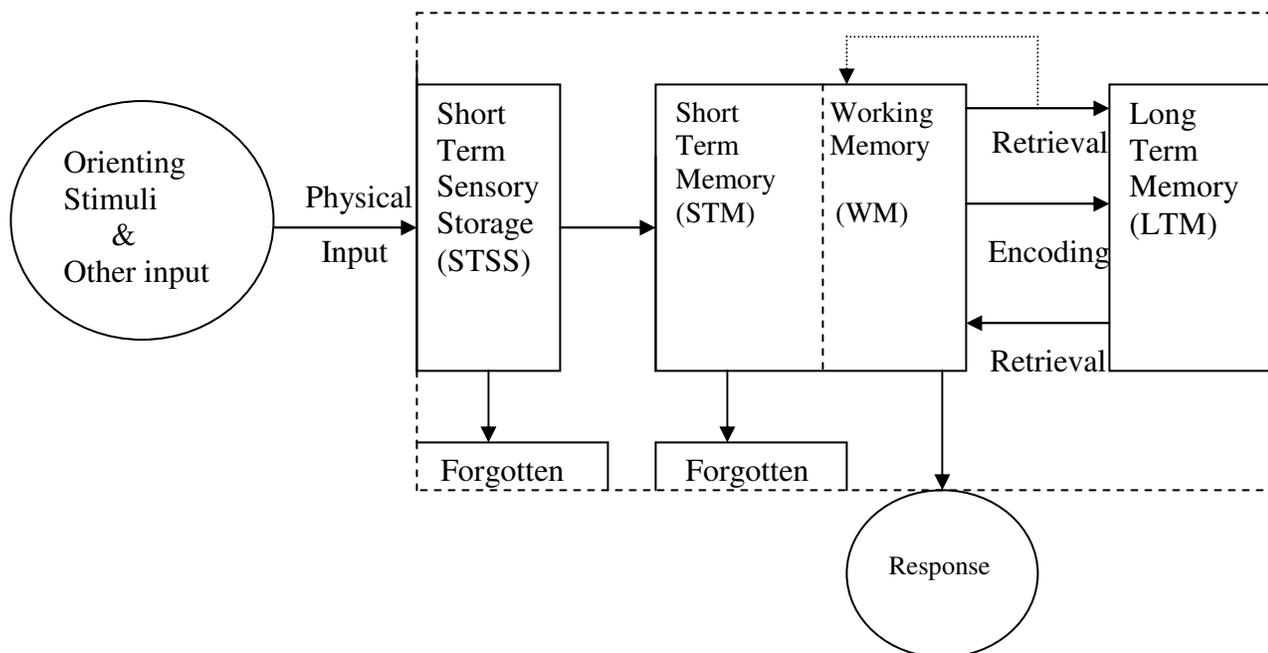


Figure 2.1 An Information Processing Model of Memory

2.4.1 The Process

According to the Information Processing Model, information processing occurs in three stages (phases): input, storage and retrieval stages.

2.4.1.1 The Input Stage

Information processing begins with a stimulus from the environment eliciting what is known as orienting response. This response focuses our attention on the stimulus. The stimulus arouses our interest, makes us more curious and wants to know more about it. Attention is crucial at this stage for it virtually determines what happens next.

If this stimulus or information is attended to, it is stored in short-term sensory storage, for a brief moment (may be for less than half a second). The short-term sensory storage has apparently two remarkable qualities: it has an unlimited storage capacity; and it has a separate 'store' for each sense.

Two things can happen to the new information in the short-term sensory storage. It can be forgotten or move on to the short-term memory and working memory. It is forgotten, if it is not paid attention to; and passes on to the short-term memory, if it is.

The implication of this to instruction is that it is necessary to devise ways and means (strategies) that can engage the attention of learners. One way of doing this is changing the ways of presenting materials. In vocabulary learning, for example, we can catch the attention of learners by varying the different techniques.

2.4.1.2 The Storage Stage

There are two separate storage systems of information, short-term memory (working memory) and long-term memory.

2.4.1.2.1 Short-term Memory (STM/WM)

Essentially, short-term memory is a storage system where new information is stored for a short while. The storage capacity of short-term memory is very limited, only from 7-8 chunks of information. Two things can happen to the new information that enters short-term memory: it can be stored or lost. And this depends on what is done to the information. Information that is

systematically organized when presented is likely to be remembered, while information that is not organized tends to be forgotten. This is because we tend to forget specific facts if we do not use organizational principles. Also, it's easier to remember principles than discrete facts. A study conducted on the retention over time of material that did not have any system of organization showed that recall declines very fast (Gage and Berliner 1988).

Forgetfulness, however, is not only a function of organization. It is also a function of rehearsal. Information is believed to stay in memory for long if it is rehearsed, and fades otherwise.

The third factor that affects storage is the depth at which it is analyzed: "the deeper the level of analysis the better the information is remembered" (Stevick 1976:30).

Another problem related to forgetfulness is decay of memory. This is a situation where we are unable to retrieve information from long-term memory. There are two possible reasons for this. One is that the new information is interfering with attempts to recall old information. The other is because there is a quick decay of the physical memory trace in short-term memory. This phenomenon, according to the model, is natural. There seems to be little that can be done about it.

The implication of this to the classroom learning is that the material of learning should be systematically organized, and recycled for some time, as well as engage learners effectively if it is to be remembered longer.

2.4.1.2 Long-term Memory

Long-term memory is a storage system where information is stored for a long while. Two facts about long-term memory are, first, it has an unlimited storage capacity, and second, information in long-term memory is hardly forgotten. While this is apparently an advantage, it is very difficult to transfer material from short-term or working memory to long-term memory. The developers of the model admit that it is not yet clear how material is transferred from short-term memory to long-term memory. They, however, suggest two things to assist the

process - enhancing the material in some way, perhaps creating links between the materials or making sure that the material is held in focus for a period of time.

2.4.1.3 The Retrieval Stage

Even the information that enters long term-memory is not remembered that easily. This forces us to ask the question: why is it that it is difficult to retrieve information stored in long-term memory? In other words, why is it hard for a person to locate the information in long-term memory and bringing it up to focus of attention in short-term memory/working-memory? For this question two important explanations are given, along with possible strategies that can help to overcome the problem.

One explanation is related to the form information takes in long-term memory. Although there is a general agreement among researchers that retrieval of information from long-term memory is a function of the form information takes in long-term memory, they do not agree as to what form it takes. Some argue that information is stored in visual form; others assert that it is stored in verbal form; still others think that it is stored by meaning. And each view advocates the importance of presenting material in the form it believes the material assumes in long-term memory. In the absence of any clear-cut answer, the model advises, it is advantageous to make the learning material available in as many ways as possible.

The other explanation is related to the richness in meaning of the material of learning. New material, as it should be, needs to be associated with what is familiar if it is to be meaningful. Meaningfully presented material is said to be not only easy to learn but also easy to retrieve; material presented 'isolated', conversely, is not only hard to learn but also difficult to retrieve. Therefore, in order to make new material meaningful to students, we need to associate it to as many familiar things as possible. "The greater the number of associations, the more meaningful the information is" (Gage and Berliner 1988: 289). Now, what are the specific ways that we can use to adding meaning to the material of learning?

2.4.1.4 Ways of adding meaning to Apparently New material

According to the Information Processing Model, there are two important ways of adding meaning to an apparently *meaningless* material. These are *mediators* and *advance organizers*.

2.4.1.4.1 Mediators

One way of adding meaning to apparently meaningless material is mediation. Mediation is the process of creating meaningful links between unrelated items or ideas. In mediation, we use what is familiar as a stimulus to learn what is not. Learning through mediators, also known as "paired associate learning", is believed to enhance the effectiveness with which we learn as well as retain. The more powerful the mediators are the more effective learning and retention will be, apart from how we use them, of course. Concerning the influence of associative mediators have on retention, Stevick(1976: 25) observes:"...it seems to be the case that the quality of the mediators and the student's personal investment in them may also have a powerful effect on memory." In fact, (Gage and Berliner 1988) cites empirical evidences that show how the technique proved to be helpful in foreign language vocabularies

The implication of this to instruction is that teachers and/or textbooks should help students learn mediation behavior, by providing specific examples of the technique in use.

2.4.1.4.2 Advance Organizers

The advance organizer is a general concept/theme that we use to encapsulate the more specific ideas that we are to learn. It helps us to put things in perspective, and thereby make the material easier to learn and retrieve. Bower (1970), in Gage and Berliner (1988) and Higa (1984) stress that the use of advance organizers is extremely important in aiding memory and retrieval.

The implication of this to instruction is that learners should be given the opportunity to gain experiences through this means.

In summary, the Information Processing Model stresses that the effectiveness with which we learn and remember new material is a function of the way it is presented and the degree to which it involves us in learning. Materials presented through techniques that increase their meaningfulness are not easily forgotten .We fail to bring to memory and put to use what we learn because we do not use an efficient system of organization. If, therefore, we are to improve

our ability to recall and make use of what we learn, we should learn and put to use the various techniques such as mediators and advance organizers.

2.5 The Information Processing Model and Vocabulary Techniques of

Production

As we have seen in the model, our ability to learn and retrieve material depends on, among others, the meaningfulness of the material of learning. Meaningfulness is achieved by increasing the number of associations between the parts that make up the body of the material to be learned. The model suggests two ways of achieving this: first, by making the new material accessible through what is already known; and secondly, by establishing logical relationship between elements that make up the body material

Viewed in the light of the above discussion, the vocabulary teaching techniques Nattinger(1980) suggests to enhance production are apparently tenable. Nattinger(1980) argues that vocabulary production (the ability to retrieve and use words in speaking and writing), need to be taught through techniques that organize vocabulary items to be learned. And, as production requires bringing the “right” word to memory, he stresses the importance of organizing items in terms of their meanings. Accordingly, he identifies four techniques that gather words in such a way: *situational sets*, *semantic sets*, *metaphorical sets*, and *collocations*, all of which emphasize associative learning.

2.5.1 Situational sets

This refers to the "cohesive chains" of relationships between words in a discourse. The technique stresses the need for using the context or situation in which words appear as an organizing principle. For example, if a text about school consists of items such as *students*, *classes*, *lesson*, *teachers*, *etc.*, it may be possible to cluster the words the words: *students*, *classes*, *lessons*, *textbook*, and *teachers*, around the word *school* (Nattinger1980, in Carter and McCarthy1988).

The importance of organizing words in such a way in facilitating learning and recall is advocated for by many researchers in the field. (Martin 1976; Richards 1976; and Schmitt and Schmitt 1995; Atkins et al. 1995) underlines that integrating words into a network facilitates both learning and recall. Gairns and Redman (1986) also see another advantage of grouping conceptually related words together: it increases the chance for learners to draw on their knowledge of the world, making the process of learning and retrieval easier.

Situational sets in vocabulary learning seem to be similar to what the model calls advance organizers, for it requires the use of “general concepts” to bring together the specifics.

2.5.2 Semantic sets

Like situational sets, semantic sets, also contain words linked together by inferential relationships. Semantic sets relate words together on the basis of meaning. Two common vocabulary techniques that link words in such a way are synonymy and antonymy.

Synonymy is the relationship between words that are similar in meaning. Synonymy as a technique has several advantages in vocabulary learning. It helps learners to learn the unfamiliar words in terms of the familiar: the meaning of an unknown word can be explained in terms of the word whose meaning is known. It also teaches learners the various lexical restrictions of the use of a given set of words. For instance, the words *child* and *kid* are synonyms, but they can not be used interchangeably. The former seems to be more appropriate in formal situation, whereas the latter seems to be “right” in an informal situation. Similarly, we have positive and negative synonyms like *thrifty* and *stingy*; core and intensifier words such as *mad* and *furious*, which we may use depending on the kind of meaning we want to convey (Natinger1980, in Carter and McCarthy).

Antonymy is the relationship between words that are opposite in meaning. Antonymy takes a variety of forms. The two basic forms are gradable and upgradeable opposites. Gradable opposites are opposites with degrees in between. An example of this kind of oppositeness could be the words *hot* and *cold*. The two words are gradable opposites because other words that can show different degrees of hotness or coldness can come between them, such as *warm* and *tepid*. Upgradeable opposites, on the other hand, have either-one-or-the- other kind of relationship.

An example of upgradeable opposite is the oppositeness between the words *male* and *female*. The two words are not gradable because they are mutually exclusive (Atkins et al.1995). Antonymy as technique plays a similar role in vocabulary learning to synonymy.

Gairns and Redman (1986) point out that organizing lexical items semantically is very valuable in vocabulary learning because it will provide a useful framework for the learners to understand semantic boundaries. Similarly, Nelson (1976) and Eyraud (2000) also observe that knowledge of semantic relationship enables learners to exploit the meaning potential of words. That is, students can access the various shades of meanings of words, which would only be apparent when the words are studied in relation to each other.

Semantic sets seem to play the role of what the Information Processing Model calls mediators, for they principally help learners learn the unfamiliar words in terms of what may be familiar.

2.5.3 Metaphorical Sets

Metaphors are the way we represent something abstract in terms of what is more concrete and familiar. The metaphorical frame could be used as an organizing principle in vocabulary learning because it gives students the opportunity to understand and recall abstract notions. For instance, words like *waste*, *spend*, *invest*, *profit* can easily be associated in terms of the metaphor of *time* (Nattinger, in Carter and McCarty 1988).

2.5.4 Collocation

Collocation is another binding force between the words of a language. It is knowledge of which words are most likely to occur together. Collocations teach students two important facts about vocabulary learning. First, it enables students learn the various lexical restrictions. In this, it plays a similar role synonyms and antonyms play. More importantly, however,

It teaches students "expectation" about which sorts of words go with which ones. Students will not go about reconstructing the language each time they want to say something (Nattinger 1980, in Carter and Mac McCarthy 1988:74)

Rivers (1983:129) sees another advantage of collocations: "practice with collocations enables students to activate and reuse all kinds of routes within their semantic networks." This is to mean collocation enables learners to exploit all possible relationships among the lexis learned

2.6 The vocabulary Techniques of Grade Seven English Textbook.

Grade seven English textbook employs various techniques to teaching the selected vocabulary items. On the basis of their role in teaching, the techniques may be grouped into two: techniques that check comprehension and techniques that engage students in various word formation activities.

2.6.1 Techniques that check understanding

The techniques that check students' understanding constitute the major part of the techniques. these techniques are four in number:

A) Contextual guess work

In this technique, certain words are referred clues to in the reading passages for students to guess at their meanings, using clues in the text. Also, sentence level contexts are given to guess at the meaning of selected words.

B) Fill in the blanks

This technique appears in two forms. One is the most common type of fill- in -the blank: the forced choice fill- in- the blanks, where students fit the appropriate word from a list. The other is a type of fill- in- the- blank which calls for learners to fill in the blank spaces in sentences with a word from the reading passage.

C) Matching pair

The technique is largely used in teaching definitions of words: in one column are listed the target words; in another column are listed definitions. Students match words with their definitions.

D) Multiple choice

In this format target words are presented in sentences, underlined, and possible meanings of the words are provided from which students select the "appropriate" one.

2.6.2 Techniques that focus on word formation activities

A) Word Formation

This form-focused technique provides activities that require students to change the form of words from one part of speech to another. Compounding, adding suffixes and prefixes to stems, and negative forms also constitute part of this activity.

B) Word games

The word games (only two) involve students in forming words from a chart divided in to small boxes containing letters.

C) Spelling and pronunciation

In this exercise (only two) students select the correctly spelt word from the incorrectly spelt ones; the pronunciation exercise is intended to give students practice on pronouncing some words.

Viewed in the light of the foregoing discussion, the vocabulary techniques of the textbook do not seem to be suitable for recalling the words to be studied, for they do not use any system of organization.

To put the whole thing in a nut shell we may say that vocabulary teaching and learning and research has seen many ups and downs in foreign language learning through the years. In the early decades of the century vocabulary teaching and learning and research enjoyed a respectable position. Then, vocabulary formed an important part of foreign language teaching and was an important area of research. The leading language teaching methodologies of the time, Grammar Translation and Reading Approach involved a great deal of vocabulary learning. Researches on vocabulary at the time focused on determining how many words provide a working knowledge for a foreign language learner and which ones. These researches culminated in the publication of important lexical references such as Michael West's *A General Service List* (1936) and Thorndike and Lorge's *The Teacher's wordbook of 30,000 words* (1946).

In the middle of the century vocabulary teaching and research was relegated to a secondary position. This was because the leading language teaching methodology of the time, the Audio-lingual Method, made it the rule that vocabulary learning should be kept to a minimum for it

interferes with the main goal of language teaching, helping students master the basic grammatical and phonological patterns of the language through habit formation. This state of affair remained so until the 1970s when challenges against the status quo began to be voiced from different corners. This led to the coming into prominent position of vocabulary in foreign language teaching and research once again.

Three important developments in foreign language teaching contributed to the coming into prominent position of vocabulary. The first was the shift of approach in foreign language teaching. The form based (grammar-based) approach of the Audio Lingual Method was replaced by the meaning-based Communicative Approach, which capitalized on involving students in communication for effective language learning. And one way of facilitating communication was increasing students' vocabularies. The second was the belief that grammar teaching would not have significant effect on second language learners, for learners have their own "internal grammar," which is supposed to proceed in predetermined stages. Thirdly, the increasing difficulty second language learners faced in their academic studies owing to their small-size vocabulary, a problem that needed to be addressed.

In the 1980s there were descriptive and acquisition studies on vocabulary. The descriptive studies focused on understanding the nature of words and how they operate in discourse. They attempted to construct a system that would place lexical items in some kind of network. The acquisition studies concentrated on identifying the conditions that facilitate or hinder vocabulary learning and what merits the different vocabulary techniques have in helping learners develop their lexical competence. One area of focus in acquisition studies at the moment is the need to make distinction between comprehension and production, and the assessment of the relative advantage of the various vocabulary techniques in developing each of these abilities.

In this regard, Nattinger (1980), in Carter and McCarthy (1988) makes an outstanding proposition. He proposes that vocabulary teaching and learning should make clear distinction between comprehension and production and that the different strategies that facilitates the

development of each of these skills. He points out that techniques that enhance production should organize items in ways that promote storage and retrieval

Accordingly, he proposes *situational sets*, *semantic sets*, *metaphorical sets* and *collocations* as techniques that could do so.

His claim seems to comply with what Cognitive Information Processing Model says about human learning. According to the model information processing begins with new information entering the mind. If the information is attended to, it passes on to short term memory where it is stored and "rehearsed". The well-rehearsed information in STM then moves on to long-term memory for permanent storage. Information reaching long-term memory is rarely forgotten, though it may not be retrieved. The failure to retrieve information from long-term memory, the model argues, among others, is related to the meaningfulness of the material learned.

And meaningfulness is a function of the number of associations that can be made among the points of the material to be learned. Effective association could be achieved by using techniques that are familiar to learners and/or techniques that give material some kind of pattern. Two such techniques are mediators and advance organizers.

This emphasis on association by the model for effective storage and retrieval is what Nattinger advocates for its use in the teaching of vocabulary for production. All four techniques he recommends to organize lexis are based on the principle of association.

It is in the light of these techniques and the model of learning that this study has set out to investigate the effectiveness of the vocabulary techniques of grade seven English textbooks in facilitating production.

CHAPTER THREE

RESEARCH DESIGN AND PROCEDURE

3.1. Design

The research design used in the study is experimental design. Thus, there are two groups of subjects - control and experimental groups. The sampling technique employed to select subjects for the study is cluster sampling. “In cluster sampling, the unit of sampling is a naturally occurring group of individuals” (Gall et.al. 1986:227). Two main reasons dictated the use of this sampling technique. The first reason is the schools would not allow the breaking up of classes into different groups, for this would mean disrupting the status quo. The second reason is that the researcher felt it desirable to use “naturally occurring groups”, so that it would be possible to make a more “ecologically” valid generalization, an important condition if the research finding is to be used to help practitioners improve their practices.

3.2. Subjects

The subjects for the study will be drawn from three government schools in Addis Ababa: Dil Betigil, Ethiopia Tikdem and Kebena Junior Secondary Schools. To assign subjects to either experimental or control group in each school, the random sampling technique was used. The technique was chosen, because it would give each section an equal chance of being selected as experimental or a control group (Best and Kahn 1993). In each school, there were one experimental and one control groups. The total number of sections that were involved in the study was six and the number of individuals 283.

The researcher decided to choose grade seven students for his subjects for two reasons. The first reason was that he believed that subjects at this grade level have a unique experience with regard to the English language, because they start to use English to learn other schools subjects. Hence, they can better appreciate the role of English in learning. The second reason was that the researcher didn't come across a study conducted on vocabulary at this level; therefore, felt that the study would fill a gap.

3.3. Materials and Procedure

Many of the vocabulary items that were used in this study were taken from the reading passages in grade seven English textbook, from portions that were not yet covered. A pre-experimental test was then prepared on the selected vocabulary items and administered to both control and experimental groups. The pre-experimental test was intended to accomplish two principal purposes. The first was to find out if any of the vocabulary items were already familiar to subjects. Items that were familiar, determined after item analysis, were discarded. The second was to see if there was significant difference in the language background of learners. Subjects' classroom record was also consulted to determine on this, of course. Immediately after the pre-experimental test, both groups were taught the selected vocabulary items for a period of one month, five periods in a week (for twenty minutes in one period).

Both control and experimental group students were by the regular classroom teachers. The control group students were taught through techniques of the textbook; the experimental group was taught through techniques selected for the study. Teaching both control and experimental groups by the regular teachers, rather than by the researcher, was preferred for two reasons. One was to avoid experimenter bias. The other was to ensure treatment fidelity. That is, the researcher would have the opportunity to check whether treatment conditions, are according to the researcher specifications. The researcher did this through regular observation of lessons.

In the study, a total of 44 productive items were taught (11 items were discarded because they were found to be familiar in the item analysis). That means 3 vocabulary items were presented in each class period on average, every third period being devoted to revision. The number of items taught in each class period was reasonable for the level in view of what researchers in the area have recommended regarding the number of items which should be taught in a class. Gairns and Redman (1986:66) suggest "... 6-8 vocabulary items are a reasonable input for advanced students in a sixty minutes lesson."

3.4. Data Collection Instruments

To collect data for the study, two instruments were used: tests and a questionnaire. The tests were the pre- and post- experimental tests, administered to both groups before and after experiment. The questionnaire, as it contains some items that could only be meaningful to students in the experimental group, was administered to these subjects in this group, after the experiment.

3.4.1 Tests

3.4.1.1 The Pre-test

The pre-test, as was said earlier, was prepared on the selected vocabulary items. It was made to appear in two formats, multiple choice and matching formats. These formats were deemed appropriate because they would increase the chance for test takers to recall the meaning of the target word fairly easily (Harley et al 1990). In the case of the multiple choice format, for each target word a carrier sentence was constructed providing clues to its meaning. Students used the clues to choose the “right” answer from the alternatives given. The matching format consisted of a list of vocabulary items in one column, and a list of the dictionary definitions of the items in the other column. Students match the vocabulary items with their definitions.

The pre-test thus prepared was shown to colleagues, school teachers, and test experts for comments on face and content validity and comprehensiveness before it was put to use. The marking scheme was also shown to the same for criticism. The comments made were used to improve both the test as well as the marking scheme. It was then administered and scored. After analyzing items for difficulty (items that were answered by less than 30 percent of the students were considered difficult) were used to prepare the study material.

3.4.1.2 The Post-test

The post-test was prepared from items subjects studied during the experiment. The post-test was made to appear in three formats: dialogue completion, selective deletion gap filling and sentence completion. It was made to appear so for three important reasons. The dialogue completion type was intended to approximate the spoken production, giving students extended context to help them recall the right words fairly easily. The selective deletion gap filling

format, also called a 'rational coz', has the purpose of assisting students to use their knowledge of the world in a particular situation in responding correctly (Weir 1994). It would also give students chance to use their knowledge of word association. The sentence completion format was intended to give test takers an opportunity to use a combination of strategies in arriving at the correct answer.

In each case, the post-test was constructed in such a way that it would test the retrieving ability of subjects. The test thus prepared was then shown to colleagues, the schoolteachers, and test experts for comments on face and content validity and comprehensiveness before it was administered. A description of the marking scheme was also made and compared with suggested answers which would be given by those who looked at the test. The comments made were used to improve both the test as well as the key to the marking scheme.

3.4.2. Questionnaire

Apart from the tests, a questionnaire was also prepared for experimental group students. The purpose of the questionnaire was to elicit additional data which could be used to substantiate the findings of the test, and thereby increase the validity of the conclusion. The items in the questionnaire were made to focus on six major areas. The first three items try to find out if there is a match between the attention given to vocabulary learning in grade seven English classes, on the one hand, and the importance learners attach to vocabulary learning and how much knowledge of words influences their performance in the other school subjects. The next two items deal with learners' productive vocabulary problems and the attention given to productive vocabulary learning. Following them are another two items that are intended to compare the effectiveness of the vocabulary teaching and learning techniques of the textbook and techniques used in the study in facilitating production. Fourthly come three items which try to elicit information on students' view of how knowledge of vocabulary is acquired. The fifth group consists of two items that are concerned with learner's use of vocabulary learning strategies. The sixth item deals with learner independence. Lastly come, the two open-ended questions are intended to cross-check the genuineness of the responses and, of course, to elicit additional information.

CHAPTER FOUR

Presentations and Analysis of Data Obtained from the Study

4.1. Analysis of Pre-and Post-Test Results

4.1.1. The Pre-test Result

The pre-test contains a total of fifty-six items. They were made to be so, although the total number of words to be studied was only forty-four, in anticipation of the fact that some of the items might be already familiar to subjects. The items for the test were picked from portions in the textbook that were not yet covered. Hence, from the pre-test near homogeneity of the average scores of the two groups was expected. Any significant difference would have been maintained in the post-test.

Table 4.1.1.A Paired Sample t-test Result

	No of cases	Mean	S.D.	df	t	p
Cont.Gp	137	11.84	5.38	136	1.345	0.181
Exp.Gp	137	11.32	5.52			

As can be seen from the table above, the mean difference between the control and experimental groups is (.14), which is not statistically significant at 0.05 level. This is so because the calculated p- value (0.18) associated with the calculated t-value (1.345) is greater than 0.05. From this two things can be inferred. One is that the subjects in both groups have more or less a similar standing, as the mean values of the two groups is nearly the same. The other is subjects in both groups have little prior knowledge of the items in the test, as the mean values of the two groups is very low.

Therefore, the possibility of differences in language background and prior knowledge of the items have a little influence on the difference in the result of the pre-test.

4.1.2. The Post-test Result

The purpose of the post-test is to determine whether there is a difference in performance between control and experimental group students after the experiment is conducted. The post-test contains thirty items selected from the forty-four items subjects studied during the experiment. The number is reduced to thirty because productive tests require much time to do.

Table 4 .2. A paired Sample t-test Result

	No Cases	Mean	S.D	df	t	p
Cont.Gp	135	6.53	5.87	134	5.48	.000
Exp.Gp	135	10.54	7.25			

As can be seen from table above, we have the p-value (.000), which less than (0.05).This implies that the tobs.(5.48) is greater than the t-tabulated(2.57).This inurn implies there is a statistically significant difference between the performance of the two groups. From this, we may conclude that the training has brought significant difference in the performance of students where the experimental group has benefited.

4.2. Analysis of Data Obtained through Questionnaire

The questionnaire was prepared for experimental group students only. The reason for this was that it is students in this group who could appreciate the difference between the textbook techniques and the techniques selected for the study. In the interest of convenience for analysis, the contents of the questionnaire were grouped into six categories. The first category consists of three items focusing on showing the disparity between neglect on the one hand and the felt need by students for having good knowledge of words, on the other. The second category contains two items dealing with the difficulty students face in finding the “right” words when they speak and write and the steps they believe to be taken to alleviate the problem. In the third category are another two items dealing with effectiveness of the

vocabulary techniques selected for the study in facilitating recall. The fourth category consists of two items focusing on students' level of awareness of lexical competence and how that affects their ways of learning. The fifth category has two items that deal with learner's use of vocabulary learning techniques. Lastly comes an item that tries to show how much effort students exert to increase their word power.

Apart from the above six categories the questionnaire has also two open-ended questions. The first question is concerned with the kinds of techniques students use to study words and the second one focuses on what students think constitute lexical competence. The last two open-ended questions are intended to cross-check the genuineness of the responses made earlier and of course to secure additional information.

Table 4.2.1 Compared to the other aspects of language such as grammar, listening, reading, writing etc, how much attention do you think is given to vocabulary?

Alternatives		Responses
a	High	20
b	Average	25
c	Low	48
d	I do not know	7
Total		100%

As can be seen from table 4.2.1 above, nearly half of the respondents (48%) think that the attention given to vocabulary is low compared to the other features of language. In contrast only 20% of subjects feel that the attention given to vocabulary is high. Those who think that the attention given to vocabulary is average constitute about half of those saying it is a neglected area (25%) while the ones declaring ignorance formed only 7%. From this, it may be possible to see that vocabulary is not given the attention it deserves in English language classroom.

The implication of this is that students not only are unable to learn as much as they ought to learn but also get the impression that knowledge of words is not as important as knowledge of the other aspects of language. Consequently, they do not seem to do enough to increase their word power even if they feel they would want to do so.

Table 4.2.2 How important is knowledge of words compared to knowledge of the other features of language such as grammar, reading, writing, etc.?

	Alternative	Responses
a	More important	32
b	Less important	0
c	Equally important	52
d	I can not say	16
	Total	100%

From the table above, it is possible to see that the majority of respondents (52%) believe that knowledge of words is as important as the other aspect of language, and 32% of them feel that it is more important. Only 16% are not sure to say. This shows us that students obviously attach great significance to the importance knowledge of words.

Unfortunately, however, English classes do not give them the opportunity to learn, as vocabulary is not given sufficient attention in English classes. And this may account for the difficulty student's face in learning other school subjects.

Table 4.2.3 How much has lack of knowledge of the meanings of words influenced your performance in the other school subjects?

	Alternative	Responses
a	Very much	58
b	Fairly	15
c	Not very much	19
d	Not at all	8
	Total	100%

Table 4.2.3 shows that the majority of respondents (58%) say that their performance in the other school subjects is very much influenced by their poor knowledge of words. Students whose academic performance is only fairly influenced and not very much influenced by word difficulties constitute 15% and 19% respectively. Only the remaining (8%) say they do not

have a problem. From this we may conclude that poor knowledge of words is a problem to most of the students and is at least partly responsible for their poor performance in the other school subjects.

On the basis of the responses in tables 4.2.1, 4.2.2, and 4.2.3, it can be concluded that vocabulary is still a relatively neglected aspect of the language in English classrooms in grade seven. And yet it is an area where students face problems in and feel that more attention should be given to. Hence, the need to redress this disparity.

Table 4.2.4 How difficult is it for you to find the appropriate word when you want to speak and write?

	Alternative	Responses
a	Very difficult	52
b	Fairly difficult	30
c	A little difficult	15
d	Not difficult at all	2
	Total	100%

As can be seen from table 4.2.4 above, 52% of subjects responded that it is very difficult to find the right word when they want to speak and write; 30% of them find it fairly difficult, and 15% a little bit difficult. Only 2% of them say that it is easy. From this it may be possible to note that vocabulary production is a significant problem to a great majority of the students. This obviously affects the communicative ability of students, an ability much sought in present day English classes.

Table 4.2.5 How important is it that productive vocabulary teaching be given separate attention in your English class?

	Alternative	Responses
a	Very important	65
b	Important	21
c	Not really	0
d	I can not say	14
	Total	100%

Table 4.2.5 above shows that a good majority of the respondents (65%) think it is very important that their English lessons should pay attention to the productive aspect of vocabulary teaching; 21% of them likewise feel it is important. Surprisingly, no respondent says it is not important, and only 14% of them find it hard to say. This amply demonstrates that students feel that productive vocabulary teaching should be given separate attention.

From the responses in tables 4.2.4 and 4.2.5, we can see that students face difficulties finding the “right” word when they try to speak and write in English. Nonetheless, Vocabulary lessons do not seem to do much to help students meet this challenge. Hence, the need for us to address the problem.

Table 4.2. 6 How effective do you think are the vocabulary teaching techniques of your textbook in helping you to recall the words you learn, now that you have seen there are other techniques?

	Alternative	Responses
a	Very effective	14
b	Effective	1
c	Barely effective	46
d	Not effective	20
	Total	100%

As can be seen from table 4.2.6 only 14% of the respondents feel that the textbook techniques are very effective to recall the words they learn and 19% say effective. In contrast, the majority (46%) think the techniques are barely effective and 20% feel it is not effective at all.

This may suggest that the vocabulary techniques of the textbook are not really effective in helping students to recall words learned. In view of what current literature says about productive vocabulary learning, the reaction of the students is hardly surprising. Vocabulary techniques should use definite principles to organize words if they are to enhance production, which none but only one of the textbook's techniques does.

Table 4.2.7 How much have the vocabulary teaching techniques your teacher has been using to teach words in the last one month helped you to learn and recall the words?

	Alternative	Responses
a	Very much	84
b	Fairly	15
c	Not really	1
d	I can not say	0
	Total	100%

Table 4.2.7 shows that the great majority of the respondents (84%), find the techniques used during the experiment were very helpful to learn and recall the words and 15% of them believe they were fairly helpful. Only 1% find them not helpful, and none of the respondents say the techniques did not influence their performance.

This apparently suggests that the techniques used in the experiment have been very helpful to students to learn and recall the words in a better way, which again is not surprising when we consider the fact that the techniques employed in the study use principles to organize the words to be learned.

Taken together, the responses in tables 4.2.5 and 4.2.6 point to the fact that for effective and successful vocabulary learning, the textbook's techniques are not enough and that other techniques need to be incorporated in order to improve students' productive vocabulary learning.

Table 4.2. 8 Do you share the view that words should be learnt through extensive reading and listening and that we should not bother trying to give them special attention?

	Alternative	Responses
a	Yes, I do	19
b	No, I do not	58
c	I am not sure	10
d	I do not know	12
	Total	100%

As can be seen from table 4.2.8 above, most of the subjects (58%) do not share the belief that unplanned vocabulary learning (reading and listening) should be used as a strategy to vocabulary learning; and 19% of them think that words are learned better through reading and listening; 12% of them say they do not know; while 10% of them say they are not sure.

This shows that many students are aware of the importance of having organized vocabulary lessons, the implication of which is that students could engaged effectively in vocabulary learning in the classroom.

Table 4.2.9 Is it enough to know the Amharic equivalent of a given English word to say that one knows the meaning of the word?

	Alternative	Responses
a	Yes, it is	59
b	No, it is not	37
c	Difficult to say	3
d	I do not know	1
	Total	100%

From table 4.2.9, it is possible to see that the highest number of respondents (59%) think that knowledge of a word is to know its mother tongue equivalent. A significant number of respondents (37%) feel that knowledge of a word involves more than knowing just the mother tongue equivalent. The number of subjects who found it difficult to say and those who do not know form 3% and 1% of the respondents respectively. This shows that there is a big

misunderstanding among the majority of students as to what constitutes vocabulary knowledge. This, of course, partly explains the limited effort students make to study words. Hence a lot of awareness raising job should be done.

Table 4.2 10 When you study a word, do you try to take into account the situation in which the word is found, its synonyms and antonyms, collocations, etc at the same time?.

	Alternative	Responses
a	Very much	4
b	Sometimes	21
c	Not really	24
d	Never tried it	51
	Total	100%

As can be seen from table 4.2.10, the majority of subjects 51% do not appreciate the importance of exploring the various aspects of vocabulary knowledge. And 24% of them do not seem to do anything to study the various dimensions of the word. 21% of the respondents try to take into account the different features of words only sometimes, while those who try to appreciate the importance of exploring the various dimensions of words constitute only 4% of the respondents. This means many students would not discover the “whole” meaning of the words they learn. Consequently, they cannot fully exploit the potential of the words they know when they speak and write.

From responses in tables 4.2.8,4.2.9, and 4.2 10 it appears that some of the factors responsible for the difficulties students face when it comes to using words is lack of awareness as to what constitutes knowledge of words, and how it can be the acquired. This tells us that if students are made aware of what to do to learn words effectively, they could greatly benefit from their classroom learning. Therefore, a lot of work should be done to raise students' awareness of the importance of using different strategies for successful vocabulary learning.

Table 4.2.11 Do you have your own vocabulary learning technique(s) to study words?

	Alternative	Responses
a	Yes, I do	24
b	No, I do not	61
c	Not many	12
d	I can not say	3
	Total	100%

From table 4.2.11, it is possible to see that the majority of subjects (61%) do not have their own vocabulary techniques, and 12% of them have only some. In contrast only 24% claim to have one, and 3% are not even able to say whether they have one or not. This apparently suggests that students are helplessly dependent on the textbook and their teachers for learning. The implication of this is that students are less involved in learning, for their experiences are limited to the classroom. Even their classroom learning could not be effective because the textbook's techniques are apparently less suitable particularly for productive vocabulary learning.

Table 4.2.12 If you have your own vocabulary learning technique(s), how helpful are they?

	Alternative	Responses
a	Very much	12
b	Fairly	4
c	Not much	8
d	I can not say	0
	Total	24%

In table 4.2.12 above, from the very small number of respondents who say they have techniques of their own, 12 of them make it clear that their techniques have helped them very much; and only 4 of them say their techniques are fairly helpful. 8% of the 24% think that their techniques have not helped them much to learn words effectively. Thus, the little effort students make to learn words is met with failure. This is obviously demoralizing and makes students dependent on the textbook and the teacher.

The responses in tables 4.2.11 and 4.2.12 show that most of the students do not have their own techniques to learn words; even of those who have, half of them didn't find having ones' own technique rewarding, which discourages the few students who make extra effort to learn. Hence, it is important that they are given motivation and support to develop their own strategies which could eventually lead them to independence.

Table 4.2.13 Are there any words you pick up for yourself and study because they are important for you, apart from the ones the textbook recommends?

	Alternative	Responses
a	Plenty	15
b	Some	42
c	Not really	30
d	Never thought of it	13
	Total	100%

As can be seen from table 4.2.13, students do try to increase their word power in general: 15% of them try to learn as many words as possible; 42% try to learn some; 30% do not make a serious effort; while those who do not try at all form 13%.

From this it may be possible to infer that students are willing and ready to do more to increase their word power. With proper guidance they can learn all the words they need, which is only possible when they learn to be independent. One such help could be showing them the techniques that encourage association.

Coming to the discussion of responses to the two open- ended questions, students' responses to the first item, which requires them to explain the nature of the vocabulary techniques they use to study words include: reading, discussing the meanings words with friends, using mono- and bi-lingual dictionaries and memorization. Except for the response, discussion of the meanings of words with friends, none of the techniques students use to study words seem to facilitate production, according to current literature in vocabulary learning.

As to the question, what constitutes lexical knowledge, the majority of them responded that to know a word is to know the mother tongue equivalent of the target word, which confirms the

response they gave earlier. This perception may be the major factor that is responsible for their not exerting more effort on vocabulary learning. As has been pointed out, lexical competence consists of an array of abilities that require the use of a wide range of techniques to develop. Thus, if students are to learn effectively, if they are to be independent, not only should they be made aware of the role of the various vocabulary techniques in learning, they also need to be given proper support and guidance.

The problem of perception of the nature of lexical competence is not limited to students alone. Teachers also do not seem to have a clear idea of it. In the various informal discussions the researcher conducted with the teachers, he was able to see that teachers themselves do not seem to have any idea of the distinction between comprehension and production. Therefore they do not seem to be in a position to help their students with the assistance they need

CHAPTER FIVE

Conclusions and Recommendations

In this study an attempt has been made to find out to what extent the vocabulary teaching techniques currently used in grade seven English classes are effective in enhancing students' productive ability, the ability to retrieve and use lexis in speaking and writing.

To carry out this study the experimental design has been used, which involved control and experimental groups. The main instruments employed to collect data for the study were pre- and post-tests and a questionnaire. The pre-test, which was prepared on vocabulary items selected mainly from the reading texts in the student's textbook and a few words from Oxford Advanced Learner's Dictionary, was intended to accomplish two purposes. One is to see if the items selected for the study were already familiar to subjects. The other is to see if there were significant differences in the linguistic ability of subjects participating in the study. Needless to say, the pre-test used multiple choice and matching formats, for it is intended to test comprehension.

In addition to the pre-test subjects' class records in English tests were also consulted to check up the difference in subjects' linguistic abilities.

The vocabulary items that were found to be familiar to subjects, which were decided through item analysis of the pre-test (items that were not answered by more than 30% of subjects were considered difficult Madison (1988), were used to prepare material for the study.

The vocabulary items thus selected were taught to subjects in both groups for a period of one month, for twenty minutes every class period for five days a week. Subjects in the control group were taught through techniques of the textbook whereas subjects in the experimental group were taught through alternative techniques selected for the study. Immediately after the experiment, subjects were made to sit for a post-test. The post-test, which was prepared on vocabulary items subjects studied during the study, was intended to statistically compare the

performance of subjects in each group. As the post-test, unlike the pre-test, is intended to test the productive ability of subjects, it used completion format, which requires students to supply the missing words from memory. To offset the test format effect, subjects in both groups were exposed to the format (completion) used in preparing the post-test.

The second instrument used is questionnaire. The questionnaire is intended to elicit information the tests could not possibly bring out. The data obtained through the questionnaire was used to explain the circumstances that account for the difference in the performance between the two groups of subjects. Items in the questionnaire focused on five major areas:

- A) Items that try to show the disparity between the importance students attach to vocabulary on the one hand and the relative neglect of vocabulary teaching and learning in English language classroom and the apparent impact this has on the academic performance of students on the other. (Items 1-3).
- B) Items focusing on the productive vocabulary problems of learners and the significance of having vocabulary lesson to address the need (Items 4 and 5).
- C) Items that are intended to elicit information on the effectiveness of the vocabulary teaching techniques of the textbook and techniques selected for the study in facilitating recall (items 6 and 7).
- D) Items that attempt to see the level of awareness of students of how vocabulary knowledge is acquired (items 8, 9 and 10).
- E) Items dealing with what students do to guide their own learning (items 11 and 12).
- F) An item dealing with how much effort students make to increase their word power (item 13).

In the questionnaire, there are also two open-ended questions; the first one calls upon students to describe the vocabulary techniques they use to learn words and the second one requires their understanding of lexical competence. The open-ended questions, apart from giving opportunity to students to express their views freely, are intended to cross-check the genuineness of responses they have given to the items presented in the multiple choice format.

Based on the study, the following conclusions and recommendations are made.

5.1 Conclusion

5.1.1 Compared to the other aspects of language vocabulary is not yet given the attention it deserves in grade seven English textbook. This is justified by both students' responses and by the amount and kind of activities included in the textbook. In proportion to the activities on other aspects of the language, the activities on vocabulary are very limited. Also, the activities really lack depth of treatment for they are by and large presented in multiple choice, matching, etc., formats. Thus, students' learning is limited in terms of both quantity and depth. Nevertheless, students feel that vocabulary is as important as the other features of language and should be given the attention it deserves. This opinion of students about vocabulary learning seems to be justified in view of the fact that lack of good knowledge of words influences their performance in the other school subjects. Hence, the disparity between need and neglect needs to be addressed.

5.1.2 The vocabulary teaching techniques used in grade seven English textbooks do not seem to be effective in facilitating production. According to Information Processing Model, the possibility for learned material to be stored and retrieved depends mainly on the way it is presented, the depth at which it is processed, and the amount of attention paid to it when it is being learned. In this regard, the techniques of the textbook, nearly all of them, appear to be less effective. This is confirmed by students' responses: the vocabulary teaching of the textbook were less effective in remembering when they used them to study words earlier; the vocabulary techniques they were taught with during the study were very helpful in recall the words they studied.

Moreover, the results of the post-test show those students taught thorough techniques that are believed by researchers in the field to facilitate production have performed better than those taught through techniques of the textbook ,which are believed to be appropriate for teaching comprehension only.

5.1.3 Students' awareness of what constitutes lexical competence and how it is acquired is very limited. This is reflected in the response they gave to the items in the questionnaire that relate to their perception of what it means knowing a word is and what they do in order to learn or have a good knowledge of the words they study. They seem to take it for granted that knowing a word is knowing its mother tongue equivalent. Thus, when they study words, they stop short of exploring the various dimensions of a word. This appears to be one of the problems which makes it hard for them to use the words they learned successfully in their own situations.

Students also make little effort to improve their word power; they seem to depend entirely on the textbook. This means students continue to face the problem of words unless an awareness-raising job is done.

5.1.4 The distinction between comprehension and production does not seem to be appreciated in in grade seven English textbooks, for the vocabulary lessons do not seem to reflect the authors' intention to develop each of these abilities. Almost all the vocabulary lessons are comprehension based; the productive aspect is left to take care of itself. The reason for this might be that the authors might think that production is a natural extension of comprehension, and that teaching comprehension is all there is to vocabulary learning, which is not the case. Current literature in the field requires that, when designing vocabulary lessons, authors should first decide on which aspect of vocabulary they are set out to teach (Wallace, 1987; Nattinger, 1980 and Channell 1981, both in Carter and McCarthy 1988). neglected. It appears that the textbook writers either do not give attention to the importance of making distinction between comprehension and production or are unaware of current developments in the field. They still seem think that comprehension is naturally leads to production; and there is no need to bother about production. This view does not go with what current literature say about vocabulary learning. As was pointed out vocabulary knowledge comprises of both comprehension and production, and each needs to be understood as a skill in its own right. Vocabulary learning and teaching should give due attention to the development of each of these

abilities(Nattinger, 1980, in Carter and McCarthy 1988). And comprehension does not always precede production; in fact, it is sometimes the case that production precedes comprehension (Channel1981) in Carter and McCarthy (1988)

5.2. Recommendations

- 5.2.1** Vocabulary should be given the attention it deserves in English classes. It should be regarded as an area in its own right and not just as an appendage to a reading lesson. Although vocabulary can be presented through a reading passage, it should not be that the vocabulary items are taught only to facilitate comprehension of the text; vocabulary items should be taught to help students to 'learn words'. Therefore, when reading texts are selected or prepared for teaching both reading and vocabulary, it must be made sure that the text is suitable to teach them both . The text, if it is to be used to teach vocabulary as well, it should lend itself well to the various vocabulary teaching and learning techniques.
- 5.2.2** The vocabulary lessons in grade seven English textbook need to incorporate activities that can give students the opportunity to develop the skill of production. That is, lessons should require students to see relationships between the vocabulary items they learn; they should recycle the vocabulary items so that students could keep the items learned in their memories
- 5.2.3** Students need to be made aware that lexical competence is a very complex "notion" and that it takes extra effort to develop it . They should be made aware that they need to know the various aspects of the words they study before they say they know them; they need to be encouraged to select their own words , depending on their needs; they will need to learn and use the different techniques that can help them develop their word power.
- 5.2.4** The vocabulary lessons should make clear the distinction between comprehension and production and aim at developing each of these abilities. In this regard, syllabus designers and textbook developers need to give due attention to this fact when they prepare material.

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Appendix 1: Vocabulary Lessons for Experimental Group Students

Vocabulary Lesson One

Introduction

Teacher, please tell your students that most of the words they are going to study for the coming six periods are taken from the reading passage “Ethiopian Wildlife”, unit 11, in their English text book. Today, they are going to look at the following three words only.

Words to be learned

- **Wildlife**(n)
- **National Park**(np)
- **Zoo**(n)

Step one

Teacher, please tell your students *wildlife* is one word and write the definitions of the three words on the chalk board along with the example sentences.

Definitions and Example Sentences

Wildlife (n) = animals and plants that grow independently of people, usually in natural conditions.

Example sentence

The Bale Mountain is home to many kinds of *wildlife* such as Red Fox, Mountain Nyala.

National Park (np) = an area of a country that is protected by the government because of its natural beauty.

Example sentence

Each year the Awash *National Park* receives hundreds of thousands of tourists.

Zoo (n) = an area in which animals, especially wild animals are kept so that people can go and look at them or study them.

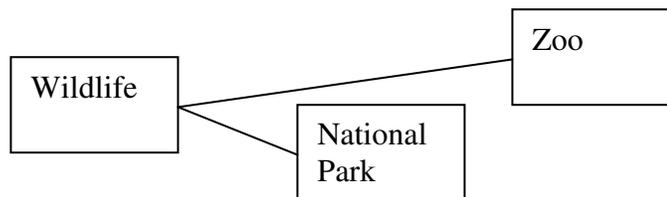
Example sentence

We watched the lions feeding at the *zoo* at Sidist Kilo.

Step two

Now, teacher, please tell your students to draw the following boxes with the words inside on the blackboard and tell them down to copy them on their exercise books. Inform them that it is a *word net*, and that is one way of organizing words for successful vocabulary learning.

"Word net"



Vocabulary Lesson Two

Words to be learned

- **Habitat** (n)
- **Haven** (n)
- **Ideal** (adj)

Step One

Teacher, please tell your students that these words are related to the discussion on *wildlife*. Then, write on the blackboard the definitions of the first three words along with the example sentences. It is important that students know the meaning of the words.

Definitions and Example Sentences

Habitat (n) = the natural surroundings in which an animal (or plant) usually lives.

Example sentence

With so many areas of woodland being cut down, a lot of wildlife is losing its natural *habitat*.

Haven (n) = a safe or peaceful place.

Example sentence

They wanted to provide safe *haven* for the refugees, who fled their countries because of the war.

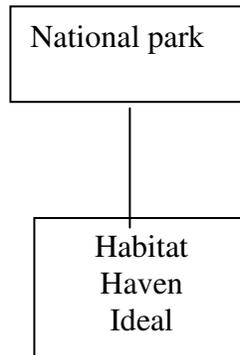
Ideal (adj) = perfect or the best possible.

Example sentence

The Awash National Park is an *ideal* place for many wild animals. Everything these animals need for life is found there.

Step Two

Now, teacher, please let your students add one more box to the *word-net* they have drawn in lesson one and write the three words inside the box. It is important you explain to them that in the discussion about "National Park" we are likely to use these three words, among others.



Vocabulary Lesson Three

Before you go to the next lesson, you may have to spend this class period revising what has been learned. Please get the students into groups of three and let them do the following exercise

Exercise

- a) Discuss the meanings of the six words.
- b) Draw the word net that shows the relationship among the six words.

Vocabulary Lesson Four

Words to be learned

- **Survival** (n)
- **Reserve** (n)
- **Conservation** (n)

Step One

Teacher, please ask your students which words they can recall when they hear the word "National Park". They would say *habitat, haven* and *ideal, etc.* Confirming their responses, you write the definitions of the three words along with the example sentences in today's lesson.

Definitions and Example Sentences

Survival (n) = continuing to live.

Example sentence

The majority of the world's poorest people depend on the natural environment for their *survival*.

Reserve (n) = an area of land kept in its natural state, especially for wild animals to live in to be protected.

Example sentence

The Awash National Park is the biggest wildlife *reserve* in Ethiopia.

Conservation (n) = the protection of plants and animals, natural areas, etc from the damaging effects of human activity.

Example sentence

There are many people in this country who work for the conservation of wildlife.

Step two

Tell students to bear in mind that the six words are closely related, but do not tell them why. Students are now ready to do the following exercise.

Exercise one

- a) Draw the word net and enter the words from memory individually.
- b) Discuss how the six words are related to each other. They may say these words closely related because the main idea is likely to require the use of these words.
- c) Write your own sentences using the six words and discuss them.

Vocabulary Lesson Five

Words to be learned

- **Rare** (adj)
- **Extraordinary** (adj)
- **Extinction** (n)
- **Existence** (n)

Step one

Teacher, please tell your students that these are words taken from the same reading passage. This time they are going to organize the words semantically (based on their meaning relationship). Two such techniques are synonymy and antonymy. Synonymy refers to the similarity of meaning, and antonymy refers to the oppositeness of meaning. First you write to them the definitions and the example sentences.

Definitions and Example Sentences

Rare (adj) = not common

Example sentence

The wildlife documentary described the *rare* species found in Madagascar.

Extraordinary (adj) = uncommon

Example sentence

He is a man of *extraordinary* talents. He finds it is easy to do what is difficult to others.

Extinction (n) = stop existing

Example sentence

Many species of wild animals are in danger of *extinction*. Unless something done to save them they will all disappear forever.

Existence (n) = to continue to live.

Example sentence

Food is a decisive factor for *existence*. It is impossible to stay alive without it.

Step two

Teacher, please get the students in to groups of 3 or 4 and discuss the relationship between the four words. Then write to them the following

a) Synonymy (similarity of meaning)

rare = extraordinary

b) Antonym (oppositeness of meaning)

extinction # existence

Vocabulary Lesson Six

You will need to spend this class period revising the words they studied in the last two periods. Please, let them do the next exercise first individually, and then discuss their answers in groups.

a) What are the two ways of organizing words, and how do they help us to remember the words we studied?

b) List down the words you learned in the past two periods.

Vocabulary Lesson Seven

Words to be learned

Plenty (adj)

Abundant (adj)

Treasure (n)

Wealth (n)

Step one

Definitions and Example Sentences

Plenty (n) = a large amount, more than enough

Example sentence

Plenty =In the Awash National Park there are *plenty* of rare species of animals. A tourist can have a chance to see a variety of species of animals at a time.

Abundant (adj) = more than enough

Example sentence

There is an *abundant* supply of Mango fruit at this time of year. You can buy a kilo of oranges for only one birr.

Treasure (n) = riches

Example sentence

When they opened up the box their father left them, they found *treasure* beyond their expectation.

Wealth (n) = great amount of property, money etc.

Example sentence

Africa has a *wealth* of coal, diamonds, gold and other minerals. Had its citizens been hard working, they could have put it into use and get rich.

Step two

Please, ask them to do the following exercise.

Exercise one

Let them study the meanings of the words individually and then decide the kind of relationship that exists among the words. And get them into groups of 3 or 4 and discuss their answers.

*They would say they are synonyms.

Exercise two (This may be for an assignment).

Ask them write sentences of their own using the four words and show to their friends.

Vocabulary Lesson Eight

Words to be learned

- **Species** (n)
- **Unique** (adj)
- **Endanger** (v)

- **Destroy (v)**

Step One

Please, ask the students if they have done the assignment in lesson seven. It is important that they do their assignment. Then, tell them that this is the last set of words they are going to study in the unit.

Definitions and Example Sentences

Species (n) = a set of animals or plants, members of which have similar characteristics to each other and which can breed with each other.

Example sentence

Biologists have estimated that there are around one million animal and plant *species* in the rainforest.

Unique (adj) = the only of its kind (type).

Example sentence

The Abyssinian cat is *unique*. It is the only of its kind.

Endanger (v) = to put (someone or something) in danger of being harmed, damaged or destroyed.

Example sentence

There can be no doubt that smoking *endangers* your health. It can cause lung cancer.

Destroy (v) = to cause to exist no longer; to cause damage to

Example sentence

By the 1960s, hunters had *destroyed* most of Africa's white elephants. At this time white elephants are known to exist nowhere in Africa.

Step Two

Look at the following three sentences: (let them copy)

a) Mountain gorilla is an endangered species.

- b) Dinosaurs are an extinct species.
- c) We found a rare species of flowers in this part of the country.

Tell them: you can see that the word "species" goes with each of the underlined words. We say this word collocates or normally associates with them. So studying which words normally occur with which ones is one method of learning vocabulary.

Step Three

Let them do the next exercise at home.

Exercise

- a) From the words you have studied so far, can you say which words associate with which ones readily? For instance, with which words does the word *wildlife* collocate?
- b) Write sentences of your own using the words you have studied in the last two periods.

Vocabulary Lesson Nine

This is a revision class, but before they go to the exercises for revision, check if they have done their assignment. Then, get them into groups to discuss their answers.

*For the first questioning in the assignment, they may give as an answer words like *Conservation, National Park, etc.*

After they have done the assignment let them do the next exercise first individually, then in groups of three.

Exercise

Fill in the blank spaces in the following sentences with appropriate words.

1. There are different kinds of wild animals living in our country. Several _____ of these animals are found only in Ethiopia.
2. Some types of these animals are not many in number. They are ----- animals.
3. Dinosaurs once lived on earth. They no longer exist today. They are -----
4. Wild animals can be given protection in their natural places. These places are called ----- . They are important tourist attractions.
5. In the past, wildlife lost its natural -----because local people burn the bushes and cut down the trees that shelter these animals.
6. The local people are responsible for -----of the wild animals.

7. Some types of the wild animals are killed in such a great number that they may totally disappear. They are ----- animals.
8. An Abyssinian cat is ----- . It is the only of its kind.
9. People who wish to protect wild animals and work hard to ensure this are called-----
-----.
10. People with HIV/AIDS have little chance of ----- . They are sure to die.

Vocabulary Lesson Ten

Introduction

Teacher, please tell your students that the words they are going to study in the next six periods are taken from the reading passage “Crop Production,” unit 12, in their English textbook.

Words to be learned

- **Cash crop** (np)
- **Subsistence crop** (np)
- **Staple food** (np)
- **Cultivation** (n)

Step One

Teacher, please write to them the definitions of the words they are going to study today along with the example sentences

Definitions and Example Sentences

A cash crop (np) = a crop that is grown mainly to be sold, rather than used by the farmer or those living in the area it is grown in.

Example sentence

Coffee is the major *cash crop* of Ethiopia. The country gets more than 50% of its foreign earnings from coffee.

Subsistence crop (np) = a crop that is grown mainly for food or consumption.

In Ethiopia "Teff" is produced for consumption (for food). It is a *subsistence* crop.

Staple food (np) = basic or main food.

Example sentence

"Teff" is the *staple food* in many parts of Ethiopia. It is the main crop people use to make “Injera”.

Cultivation (n) = the preparation of land to grow crops on it.

Example Sentences

In some parts of our country, the land is so poor that cultivation is very difficult if not impossible.

Step Two

Please, tell them to do the following exercise.

Exercise

- a) Draw the *word net* showing the relationship between the words.
- b) Discuss with your partner your *word net*.

Vocabulary Lesson Eleven

Words to be learned

- **Plough** (v)
- **Sow** (v)
- **Weed** (v)
- **Irrigation** (n)

Step One

Teacher, please write to the students the definitions of the words along with the example sentences.

Plough (v) = break up land

Example sentence

A land should be *ploughed* two or three times before it is ready to be sowed.

Sow (v) = to put seeds in or on the ground so that plants will grow.

Example sentence

After preparing his land, the farmer *sowed* it with barley.

Weed (v) = removing unwanted plants.

Example sentence

Look, my mother is over there *weeding* the vegetable garden. I am going to help her.

Irrigation (n) = to supply land with water so that crops and plants will grow stronger.

Example sentence

Through modern _____ it has been possible to grow fruits even in the desert areas.

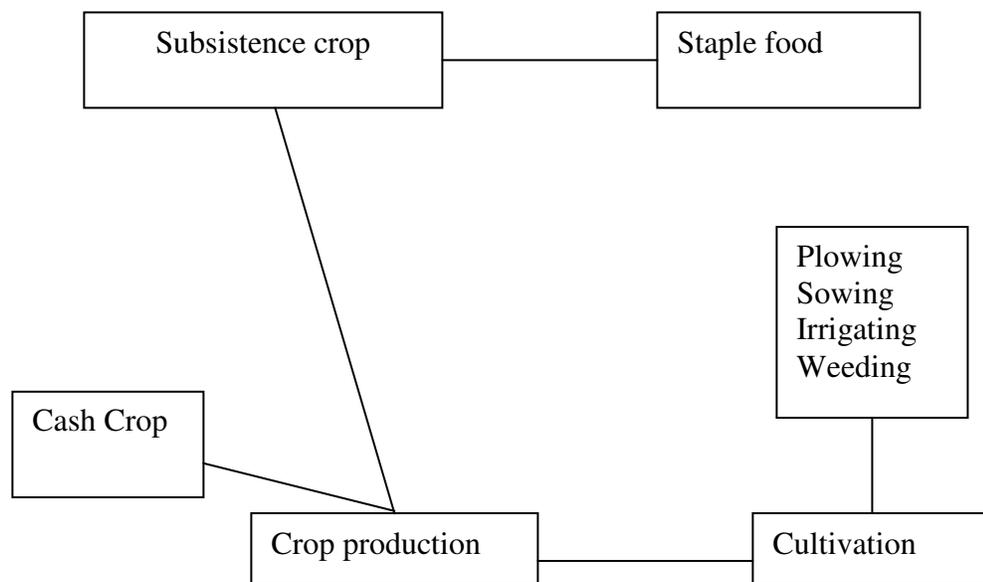
Step Two

Please tell them to do the following exercise.

Exercise

a) Include in *your word net* the four words.*Their *word net* may look like as shown below.

b) Discuss in groups of 3 or 4 the *word net* you have drawn. Are there any differences? Can you explain why?



Vocabulary Lesson Twelve

You will spend this class period on revision. Let them do the next exercise first individually and then in groups.

Exercise

Fill in the gaps with the appropriate words.

1. I am going to _____ the garden. Will you help me pull out the grasses?
2. Coffee is produced in Ethiopia mainly for sale. It is a _____

3. _____ is supplying land with water so that crops will grow stronger.
4. “Teff” is the major _____ to the high land people of Ethiopia.
5. The last two years we grew wheat, this year we have to _____the field with barely for change.
6. Maize is grown in Ethiopia mainly for food. It is a _____.
7. The farmers are going to _____ the land, which has always been a grazing field for the village cattle.
8. The _____of vast area of land by the government is considered as an important strategy to deal with the long-standing shortage of food.

Vocabulary Lesson Thirteen

Words to be learned

- **Harvest** (n)
- **Yield** (n)
- **Failure** (n)

Step One

Teacher, please write to the students the definitions of the words along with the example sentences.

Definitions and Example Sentences

Harvest (n) = the time of year when crops are brought in, or the activities of collecting crops or the crops which are collected.

Example sentence

We are going to have a good *harvest* of potatoes this year because we have planted high quality seed and used fertilizers.

Yield (n) = the amount of crop produced.

Example sentence

Over the past 30 years crop *yields* have dropped continuously in Ethiopia by 5% a year. As a result there has been a big shortage of food all over the country.

Failure (n) =state of not being adequate

Example sentence

Failure of crops means *famine* in developing countries.

Step Two

Please let them do the next exercise.

Exercise

- a) Include in your *word net* the three words.
- b) Discuss in your group *the word net* you have drawn.

Vocabulary Lesson Fourteen

Words to be learned

- **Drought** (n)
- **Famine** (n)
- **Hunger** (n)
- **Starvation** (n)

Step One

Teacher, please write to the students the definitions of the words along with the example sentences.

Definitions and Example sentences

Drought (n) = Long period when there is little or no rain.

Example sentence

In recent years, *drought* has damaged the harvest of crops in many parts of the country.

Famine (n) = a very serious lack of food for a great number of people, causing illness and death.

Example sentence

The crop failure that resulted from absence of rain in 1977 E.C caused widespread *famine*, in which many people died

Hunger (n) = lack of food.

Example sentence

All over the world, many people can not afford to buy the food they need. Therefore, die of *hunger* everyday.

Starvation (n) = suffering or death caused by lack of food.

Example sentence

If the famine continues, there is a real danger of mass *starvation*.

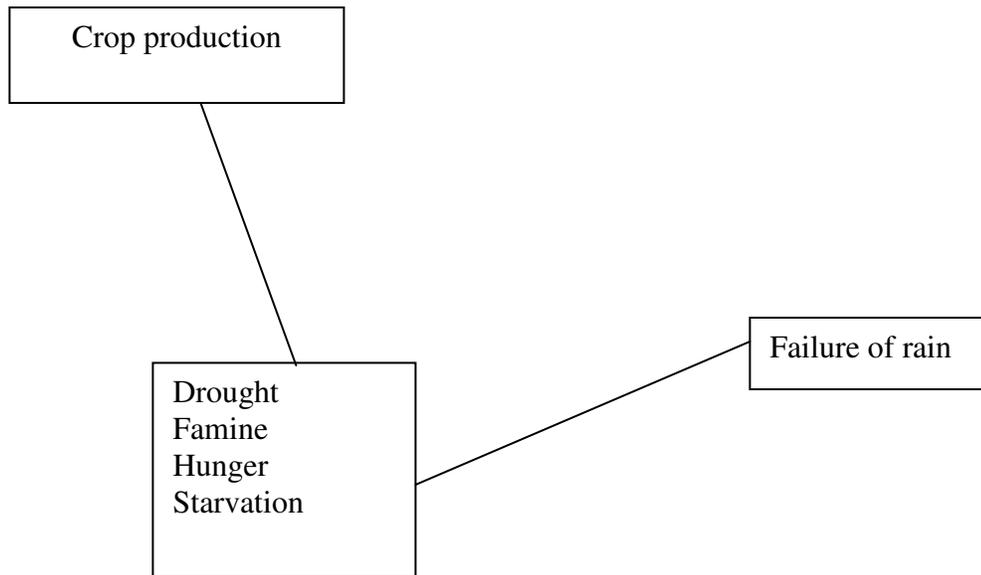
Step Two

Teacher, please let them do the following exercises.

Exercise One

Add the four words in your *word net* and discuss your *word net* in your groups.

* They may group them as follows



Exercise two

Show how the following words are related semantically

Famine

Hunger

Cash crop

Subsistence crop

*The first two words are synonyms and the second two are antonyms

Exercise three (this may be for assignment)

In the following table there are words that can be associated together because they tend to be found in many contexts together. Show which ones are likely to be found with which other.

*You may use your dictionary if you want.

	Production	Failure	Harvest
Crop	✓	✓	✓
Rain		✓	
Health		✓	
School		✓	

Vocabulary Lesson Fifteen

This class period is to be devoted to revision. Teacher, please tell them to do the next exercise.

Exercise one

Fill in the gaps with the appropriate words.

1. Most of the land in Ethiopia is fertile. It is not at all difficult to ----- it.
2. Ethiopia's major ----- crop is coffee. It is produced for sell, not for consumption.
3. "Teff" is produced mainly for food. It is ----- crop.
4. In 1977 E.C. it did not rain in many parts of the country. Thus resulted in crop -----
-----, which forced many people to go hungry.
5. The absence of rain for a long time in a given area is known as -----.

Vocabulary Lesson Sixteen

Introduction

Teacher please tell your students that many of the words they are going to study in the next six periods are taken from the reading passage "Our Environment", unit 13, in their English textbook.

Words to be learned

- **Environment** (n)
- **Pollution** (n)
- **Waste** (n)
- **Dispose of** (v)

Step One

Teacher, please write the definitions and of the words along with the example sentences

Definitions and Example Sentences

Environment (n) = the air, water and land in or on which people, animals and plants live.

Example sentence

People should be more concerned about the continuing pollution of the *environment*. If they don't, the planet will no more be a suitable place to live in.

Pollution (n) = uncleanliness

Example Sentence

Carbon monoxide gases are the main source of air *pollution* in big cities.

Waste (n) = unwanted matter

Example sentence

Oil spills are common industrial *wastes* in our city.

Dispose (of) (v) = get rid of

Example sentence

Nuclear waste is often *disposed* of under the sea.

Step Two

Teacher, please tell your students to indicate the relationship among these words. They may say that the words *environment*, *pollution*, *wastes*, and *dispose of* are likely to be found together.

They may also say that the words are likely to appear in the about pollution. Make them draw the *word net*

Vocabulary Lesson Seventeen

Words to be learned

- **Surroundings** (n)
- **Protect** (v)
- **Damage** (v)
- **Affect** (v)

Step One

Teacher, please tell your students that the words (above) are very much related to the words they studied yesterday. Ask them to think about their relationships as they write the definitions and the example sentences.

Definitions and Example Sentences.

Surroundings (n) = everything around and about a place.

Example sentence

You do not see wild animals in their natural *surroundings* at a zoo.

Protect (v) = to keep someone or something safe from injury, damage or loss.

Example sentence

These tender plants need to be *protected* from the frost if they are to survive the winter season.

Damage(v)=harm, injure

Example sentence

Yesterday's storm badly *damaged* our crops. We are sure to have a small harvest this year.

Affect (v) = influence or act on

Example sentence

Some plants are quickly *affected* by cold.

Step Two

Teacher, please tell your students to show the relationship among these words and the words they studied yesterday. They may say, for example, that *environment* is a synonym of *surrounding*; *protect* is an antonym of *damage*.

Vocabulary Lesson Eighteen

This class period is devoted to revision. Please let them do the next exercise.

Exercise

Fill in the gaps with the appropriate words.

1. These gloves will _____ your hands against the cold.
2. People should be more concerned about the continuing _____ of the environment.
3. You do not see animals in their natural _____ at a zoo.
4. They decided to _____ of the nuclear _____ under the ocean.
5. The heavy rain last night badly _____ the garden plants.

Vocabulary Lesson Nineteen

Words to be learned

- **Dump** (v)
- **Drain** (v)
- **Sewage** (n)

Step One

Teacher, please write to the students the definitions along with the example sentences

Definitions and Example Sentences

Dump (v) = to put down or throw down carelessly rubbish /dirt etc. to get rid of.

Example sentence

In this city, people *dump* rubbish everywhere instead of putting them in the rubbish bins.

Drain (v) = to cause to become dry as liquid flows off, or to cause a liquid to flow away.

Example sentence

We *drained* the pond and filled it with fresh water. We can now safely swim in it.

Sewage (n) = waste matter such as water or human urine or excrement.

Example Sentence

The city has a poor *sewage* disposal system. You see waste matter everywhere.

Step Two

Teacher, please ask your students to write their own sentences using the three words.

Vocabulary Lesson Twenty.

Words to be learned

- **Threat** (n)
- **Meddle** (v)
- **Spoil** (v)

Step One

Teacher, please tell the students that these are the last words we are going to study in "Our Environment". And write to them the definitions of the words along with the example sentences.

Definitions and Example Sentences.

Threat (n) = a suggestion that something unpleasant will happen, esp. unless a particular action or order is followed.

Example Sentence

Environmental pollution is now becoming a serious *threat* to a healthy life these days.

Meddle (v) =busy oneself in something without being asked to do so.

Example sentence

Unless human beings stop *meddling* with the environment, our planet will no more be a safe place to live in.

Spoil (v) = destroy or reduce the pleasure, interest or beauty of (something).

Example sentence

Oil stations that *spoil* the nearby rivers should cover the clean-up costs.

Step Two

Teacher, please ask your students to write their own sentences using the three words.

Give them also as an assignment to find out the relationship between the words and to draw the word net containing all the words they studied in the unit.

Lesson Twenty One

This class period will be devoted to revision. Please let them do the next exercise.

Exercise One

a) Give the synonyms of the following words:

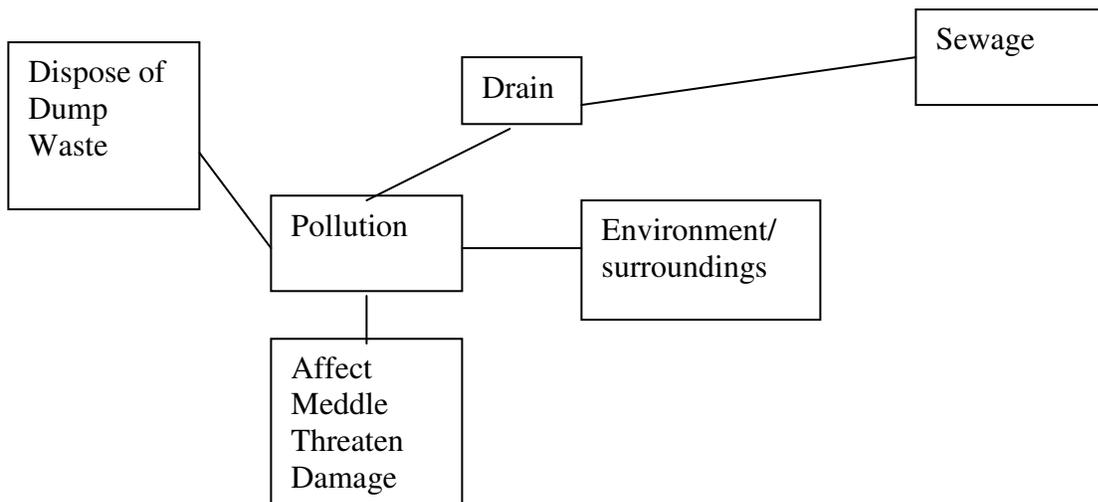
- **Dump**
- **Waste**
- **Environment**

b) Give the antonyms of the following words:

- **Failure**
- **Dispose of**
- **Protect**

Exercise Two

Teacher, please ask your students if they have done their assignments. The *word net* may look like as follows.



Exercise Three

As we have said earlier, another kind of relation among words is collocation. These are words that tend to occur together. Unlike in *word nets*, the words that collocate have a very strong bond between them. For example, *dump* and *waste*, *sewage* and *dispose of* are often closely linked together.

Can you show in the following table, which words collocate with which ones?

	Pollution	Conservation	Drain
Air	✓		
Water	✓	✓	✓
Land	✓	✓	

Environment	✓	✓	
-------------	---	---	--

*They may put a thick mark shown above.

Vocabulary Lessons Twenty Two Twenty Three and Twenty Four

Revision classes

Teacher please tell your students that this period and the coming two are revision classes, intended to prepare them for the test which will be administered sometime this week, most probably on Friday.

Exercise One (Wildlife)

The following is a list of definitions of the words you studied in unit

11. Write the word in front of its definition.

1. ----- the natural surroundings in which animals live
2. ----- a safe or peaceful place
3. ----- perfect or the best possible
4. ----- animals and plants that grow independently of people.
5. ----- an area of land protected by government because of its natural beauty.
6. ----- a small area where wild animals are kept so that people can go and look at them.
7. ----- continuing to live.
8. ----- protection of plants and animals from the damaging effects of human activity.
9. ----- something kept for use if and when needed.
10. ----- animals or plants members of which have similar characteristics.
11. ----- the only of its type.
12. ----- to put someone or something in the danger of being destroyed.
13. ----- to cause damage to; to cause to exist no longer.
14. ----- to love, protect and care for.
15. ----- not commonly or regularly found.
16. ----- no longer in existence; having died

Exercise Two (Crop Production)

The following is a list of definitions of the words you studied in unit 12. Write the word in front of its definition.

1. ----- a crop that is grown mainly for sale, rather than used by the farmer who produce it.
2. ----- the basic or main food.
3. ----- the preparation of land to grow crop on it.
4. ----- the breaking up of land.
5. ----- to put seeds in or on the ground so that plants will grow.
6. ----- plant that grows in as unwanted place
7. ----- to supply land with water so that crops will grow stronger.
8. ----- collecting crops.
9. ----- the amount of crop produced
- 10 ----- a crop that is grown mainly for food.

Exercise Three (Our Environment)

The following is a list of definitions of the words you studied in unit 13. Write the word in front of its definition.

1. ----- the air, water and land in or on which people, animals and plants live.
2. ----- to make air, water and land dirty.
3. ----- unwanted matter.
4. ----- get rid of; throw away
5. ----- to keep someone or something safe
6. ----- to cause a liquid to flow away
7. ----- waste matter such as water or human urine or excrement.
8. ----- destroy or reduce the pleasure of something.
9. ----- a suggestion that something unpleasant will happen.
10. ----- to put down or throw away carelessly, for example, rubbish

Appendix 2: Vocabulary Lessons for Control Group Students

Vocabulary Lesson One

Introduction

Teacher please tell your students that many of the words they are going to study in the coming six periods are taken from the reading passage “Ethiopian wildlife”, unit 11, in their English textbook. Please also tell them that today they are going to look at the following three words only.

Words to be learned

- Wildlife (n)
- National park (np)
- Zoo (n)

Step One

Teacher please, write the following three words on the chalkboard and ask your students to read through the reading passage, in unit eleven, and to locate the paragraphs in which the first two words are found.

- Wildlife (n)
- National park (np)
- Zoo (n)

Then, ask them to read through the paragraphs closely and to guess at the meanings of the words from the context.

Step Two

Discuss the meanings of the words together (you may use the definitions of the words and the example sentences). Then, ask them if they can guess the meaning of the third word. Tell them that it is very much related to the other two words. Finally write to them the definitions of all the three words along with the example sentences. It is important that students know the meanings of the words.

Vocabulary Lesson Two

Words to be learned

- Haven (n)
- Ideal (adj)
- Habitat (n)

* Use the definition of the words and the example sentences the show the meanings of the words in context from lessons prepared for experimental group students

Step One

Teacher, please tell your students to read paragraph 3 and, 4 where the last two words in today's lesson are found, and to guess at the meanings of the words. And make them discuss their answers at their desks.

Step Two

Discuss the meaning of the words together and write out them the definitions of all the three words together with the example sentences.

Vocabulary Lesson Three

You will spend their class period revising the words that have been studied in the last two classes. Let them do the next exercise, first individually, and then discuss their answers in groups.

Exercise

Choose the words or phrases that best complete the gap in the following sentences of your choice.

1. Ethiopia is rich in _____. Many tourists come to see this natural gift from far away places.
 - a) Wild animals
 - b) Wild plants
 - c) Wildlife
 - d) National park

2. Some wild animals are given protection in their natural surroundings called

-
- a) Mountains
 - b) Plains
 - c) Woods/Forests
 - d) National Parks

3. It is possible to keep some wild animals in _____ so that people can go and enjoy looking at them.

- a) Zoos
- b) National parks
- c) Public places
- d) Fences

4. The dense forests of the Bale plains are natural_____ for many wild animals.

- a) House
- b) Country
- c) Habitat
- d) All

5. I can study in my classroom or at home. Although these places are not bad, studying in the library is the most convenient place. The library is an ideal place for studying because it is silent and I can find all the books I may need.

- a) Not comfortable
- b) Not convenient
- c) Very suitable
- d) Cold

6. The quiet open space of the suburbs of the city serves as _____ for those who want to avoid noise and haste of city life.

- a) Protection
- b) Recreation
- c) Entertainment
- d) Haven

Vocabulary Lesson Four

Words to be learned

- Survival (n)
- Reserve (n)
- Conservation (n)

Step One

Teacher, please ask the students to look for the first two words in today's lesson in paragraphs 3 and 4 in the same reading passage. And ask them to guess at the meanings of the words from the context.

Step Two

Make them discuss their answers in groups first and then you write out the definition of all the three words along with the example sentences.

* Please also give them the following assignment:

Look up the meanings of the next four words in your dictionaries: *rare*, *extraordinary*, *extinction* and *existence*.

Vocabulary Lesson Five

Words to be learned

- Rare (adj)
- Extraordinary (adj)
- Extinction (n)
- Existence (n)

Step One

Teacher, please ask your students if they have looked the words up in their dictionaries. Then, get them into groups of three and discuss the meanings of the words together.

Step Two

Write to them the definitions of the words along with the example sentences.

Vocabulary Lesson Six

You will need to spend this class period revising the words they studied in the last two periods.

Let them do the next exercise first individually and then in groups.

Exercise

Fill the blanks in the following sentences with the appropriate words from the list

Conservation (n)	Reserve (n)	extraordinary (adj)
Rare (adj)	Survival (adj)	
Extinction (adj)	existence (n)	

1. The _____ of many big animals occurred a long time ago. They all died because the earth's environment could no more be suitable for them to live in.
2. As well as helping the environment, energy _____ reduces your fuel bills.
3. Many people question the _____ God because not many things are known about him.
4. He knew that he had little chance of _____ when doctor told him that he had cancer, but did not give up hope that he well be well again.
5. It is _____ to find people having a similar test to you. So do not be surprised if you sometimes find yourself alone.
6. The Awash National Park is the oldest and most developed wildlife _____ in Ethiopia.
7. Everyone listened to him attentively when he told the _____ story of his escape.

Vocabulary Lesson Seven

Words to be learned

- Treasure(n)
- Wealth(n)
- Plenty(adj.)
- Abundant(adj.)

Step One

Teacher, please tell your students to read the first and the last paragraphs of the reading passage. In the first paragraph are clues that will help them guessing the meanings of the first two words (they are synonyms): and the meanings of the remaining two words (they are synonyms, too) can be guessed from clues in the last paragraph.

Step two

Lets the students do the following matching exercise (words with their meanings). And then let them discuss their answers in groups.

Exercise

Match the words in column 'A' with their meanings in column 'B'.

- A**
- ____ 1. Plenty
____ 2. Treasure
____ 3. Abundant
____ 4. Wealt

- B**
- a. More than enough
b. Riches

Step Three

Write to the students the definition of the four words along with the example sentences.

Vocabulary Lesson Eight

Words to be learned

- Species (n)
- Unique (adj)
- Endanger (v)
- Destroy (v)

Step One

Teacher, please ask your students to read through paragraph 2 where they will find the first two words in today's lesson. And ask them to guess at their meanings from the context. Reading paragraphs 1 and 4 also contain clues that will help them guess at the meanings of the remaining two words

Step two

Let them discuss their answers in a group of three and then write them the definitions of the words together with the example sentences.

Vocabulary Lesson Nine

You will spend their class period revising what they learned in the last two class periods. Let them do the next exercise, first individually, and then in groups.

Exercise

Match the words in column 'A' with the word or phrases column 'B'

A

- _____ 1. Plenty
- _____ 2. Species
- _____ 3. Destroy
- _____ 4. Unique
- _____ 5. Endanger
- _____ 6. Treasure

B

- a. The only of its kind
- b. To put someone in danger
- c. Great amount of property
- d. A large amount
- e. To cause damage to
- f. A group of animals having similar characteristics

Vocabulary Lesson Ten

Introduction

Teacher, please tell your students that some of the words they are going to study in the next six periods are taken from the reading passage "Crop Production", unit 12, in their textbook.

Words to be learned

- Cash crop (np)
- Subsistence crop (np)
- Staple food (np)
- Cultivation (n)

Step One

Ask the students if they can tell the difference between cash and subsistence crops. To encourage them to guess at their meanings, you explain to them what the word “cash” means (cash is money in the form of note & coin). Then, let them read paragraphs 3 and 4 of the reading passage to locate the two words and guess at their meanings

Step Two

Let them do the following exercise.

Match the words in column ‘A’ with the words and phrases in column ‘B’.

A

- ____ 1. Cash crop
- ____ 2. Subsistence crop
- ____ 3. Staple food
- ____ 4. Cultivation

B

- a. Basic or main food
- b. Prepare land to grow crops on
- c. Crop grown mainly for food
- d. cutting down trees
- e. Crop grown for sale
- f. Any fruit or vegetable

Step Three

Write to them the definitions of the words and the example sentences.

Let them also do as an assignment to look the following words up in their dictionaries: plough, sow, weed, and irrigation.

Vocabulary Lesson Eleven

Words to be learned

- Plough (n)
- Sow (v)
- Weed (v)
- Irrigation (n)

Step One

Teacher, please ask the students if they have looked up (the words they were given for homework) in their dictionaries: and get them into groups of three and discuss the meanings of the words together.

Step Two

Let them do the following exercise first individually and then the whole class as a group.

Exercise

Choose the words or phrases that best complete the gaps in the following sentences and circle the letter of your choice.

1. It is possible for farmer to produce at least twice a year if they use _____, that is, if they supply the farm lands with water from the rivers.
 - a) Dam
 - b) Ditch
 - c) Irrigation
 - d) Pump
2. After preparing the land the farmers _____ their fields with “teff”.
 - a) Saw
 - b) Seed
 - c) Plant
 - d) Sow
3. Farmers need to _____ their land two or three times before they scatter the seeds on it.
 - a) plough
 - b) Farm
 - c) Fence
 - d) Weed

Vocabulary Lesson Thirteen

Words to be learned

- Harvest (n)
- Yield (n)
- Failure (n)

Step One

Teacher, please write the following short essay to the students. The essay contains the above words. (They may copy it down on their exercise books). Ask them to guess at the meaning of the words first individually and then discuss their answers together.

Last year there was little rain in the region. This failure of rain resulted in the large-scale destruction of grain crops. Consequently, the harvest was very poor. This low yield of crops caused wide spread famine. Many people died of hunger. If the drought continues it is feared that there will be a real danger of mass starvation.

Step Two

Let them discuss their answers together in groups and then write to them the definitions of the words together with the example sentences.

Vocabulary Lesson Fourteen

Words to be learned

- Drought (n)
- Famine (n)
- Hunger (n)
- Starvation (n)

Step one

Teacher, ask the students to guess at the meanings the words above from the short essay they wrote yesterday as usual let them do the exercise individually and then let them discuss their answers in their groups.

Step Two

Write to the students the definition of the word along with the example sentences.

Vocabulary Lesson Fifteen

This class period will be devoted to revision. Teacher please let them do the next exercise.

Exercise.

1. Most of the land in Ethiopia is fertile . ____it is not at difficult.
2. Ethiopia’s major ____is coffee. It is produced for sale, not for consumption.
3. “Teff” is produced mainly for food. It is ____crop.
4. In 1977 E.C. did not rain in many parts of the country. This resulted in crop _____, which forced many people to hungry
5. The absence of rain for a long time in a given area is known as _____.
6. Maize is widely used for food by the lowland people of Ethiopia. It is a major _____ food of these people.
7. The garden is badly over grown we cannot wait another moment to _____it.
8. We will have good _____of potatoes this year for we have used selected seed and fertilizers.
- 9.Tens of thousands of people died during the 1977 E.C. Ethiopian _____ because there was not enough food in the country.
- 10 We need a pair of oxen to _____the land. We cannot possibly dig up the entire field with hoe.

Vocabulary Lesson Sixteen

Introduction

Teacher please you students that many of the words they are going to study in the next 6 class periods are taken from the reading passage “Our Environment,”Uint 13, in their English textbook.

Words to be learned

- Environment (n)
- Pollution (n)
- Waste (n)
- Dispose (of) (v)

Step one

Teacher, please tell your students that they will find the first three words in the first paragraph of the reading passage; ask them to guess the meanings of the words from the context. The meaning of the fourth word may be guessed from paragraphs one, though it is not mentioned there. Then let them do the next exercise

Exercise

Choose the word that best completes in each of the following sentences from the alternatives given

1. It is important that we do everything to protect our _____, that is, the air, water and land, if we want to live a healthy life.
a) situation b) settlement c) environment d) place
2. Air _____ is a major environmental problem in cities. The production of CO₂ and other gasses are continually being added to the air .
a) dirt b) pollution c)decay d) corruption
3. Oil spills and toxic gasses are some of the industrial _____ that contaminate the environment
a)materials b) wastes c) rubbish d) products
4. If they want to keep the city clean, they need to develop a system that makes it easier to _____ household dirt, excrement, etc.
a) disuse b) destroy c) dismiss d) dispose

Step Two

Get them into groups of three to discuss their answers. Then, write to them the definitions of the words and the example sentences that show their meanings

Vocabulary Lesson Seventeen

Words to be learned

- Surrounding (n)
- Protect (v)
- Damage (v)
- Affect (v)

Step One

Teacher, please write to them the example sentences only showing the meanings of the four words. Then, let them do the following exercise. Some of the questions have more than one answer.

Exercise

Match the words under column 'A' with their meanings under column 'B'.

<u>A</u>	<u>B</u>
_____ 1. Protect	a. Everything around and about a place
_____ 2. Surrounding	b. Influence or act upon
_____ 3. Damage	c. To keep someone or something from damage
_____ 4. Affect	d. to harm or spoil

Step Two

Get them into groups of three to discuss their answers. Then, write to them the definitions of the words and the example sentences that show their meanings.

Vocabulary Lesson Eighteen

This class period will be devoted to revision. Teacher please let them do the next exercise.

Exercise

Fill in the blanks in the following sentences with the appropriate words from the list. Some of the questions can have two answers.

Surrounding (n)

Damage (v)

Protect (v)

waste (n)

Environment (n)

affect (v)

Pollution (n)

dispose (of) (v)

1. These gloves will _____ your hands against the cold.
2. People should be more concerned about the continuing _____ of the environment.
3. You do not see animals in their natural _____ at a zoo.
4. They decided to _____ of the nuclear _____ under the ocean.
5. The heavy rain that rained last night badly _____ the garden plants.

Vocabulary Lesson Nineteen

Words to be learned

- Dump (v)
- Drain (v)
- Sewage (n)

Step One

Teacher, please ask your students to read paragraph three of the reading passage and locate the words. Then, let them guess at the meanings of the words from the context and discuss their answers in their groups.

Step Two

Do the answers together and write to them the definitions of the words along with the example sentences.

Vocabulary Lesson Twenty

Words to be learned

- Threat (n)
- Meddle (n)
- Spoil (v)

Step One

Teacher, please ask your students to locate the first two words in the reading passage, paragraphs one and two. See if they can guess the meanings of these words from the context. The meaning of the last word can also be guessed from paragraph two.

Step Two

Ask the students to match the words under column 'A' with their meanings under column 'B' in the following exercise.

<u>A</u>	<u>B</u>
_____ 1. Threat	a. Interfere with
_____ 2. Meddle	b. Destroy or reduce beauty of
_____ 3. Spoil	c. To become dry
	d. Suggesting something unpleasant will happen unless certain action or order is followed

Step Two

Discuss their answers together and write to them the definitions of the words together with the example sentences.

Vocabulary Lesson Twenty One

This class period will be devoted to revision of the lessons they studied in the last two classes.

Teacher, please let them do the next exercise.

Exercise

Fill-in the blanks in the following sentences with the appropriate words from the list.

Drain (v)

Meddle (v)

Spoil (v)

Sewage (n)

Dump (v)

Threat (n)

1. The people in the cities often ____ the household dirts in the street sides.
a) Store b) dump c) heap d) stock
2. The problem with a flat roof is that the water does not _____ away properly.
a) drain b) empty c) Clear d)leak
3. Many small towns in Ethiopia do not have proper facilities for the disposal of _____.
a) impurity b) contamination c) sewage d) decay
4. Drunker drivers are a serious _____ to road users.
a) alarm b) warning c) threat d) risk
5. I do not like people who _____ in other people's affairs.
a) meddle b) enter c) indulge d) participate
6. He tried not to let the bad news _____ his evening.
a) stop b) object c) break d) spoil

Lessons Twenty Two , Twenty Three ,Twenty Four

Exercise One (Wildlife)

Fill in the gaps

- 1----- the natural surroundings in which animals live
- 2----- a safe or peaceful place
- 3----- perfect or the best possible
- 4----- animals and plants that grow independently of people.
- 5----- an area of land protected by government because of its natural beauty.

6. ----- a small area where wild animals are kept so that people can go and look at them.
7. ----- continuing to live.
8. ----- protection of plants and animals from the damaging effects of human activity.
9. ----- something kept for use if and when needed.
10. ----- animals or plants members of which have similar characteristics.
11. ----- the only of its type.
12. ----- to put someone or something in the danger of being destroyed.
13. ----- to cause damage to; to cause to exist no longer.
14. ----- to love, protect and care for.
15. ----- not commonly or regularly found.
16. ----- no longer in existence; having died

Exercise Two

Fill in the gaps(Crop production)

1. ----- a crop that is grown mainly for sale, rather than used by the farmer who produce it.
2. ----- the basic or main food.
3. ----- the preparation of land to grow crop on it.
4. ----- the breaking up of land.
5. ----- to put seeds in or on the ground so that plants will grow.
6. ----- plant that grows in as unwanted place
7. ----- to supply land with water so that crops will grow stronger.
8. ----- collecting crops.
9. ----- the amount of crop produced
10. ----- a crop that is grown mainly for food.

Exercise Three (Our Environment)

Fill in the gaps.

1. ----- the air, water and land in or on which people, animals and plants live.
2. ----- to make air, water and land dirty.
3. ----- unwanted matter.
4. ----- get rid of; throw away
5. ----- to keep someone or something safe
6. ----- to cause a liquid to flow away
7. ----- waste matter such as water or human urine or excrement.
8. ----- destroy or reduce the pleasure of something.
9. ----- a suggestion that something unpleasant will happen.
10. ----- to put down or throw away carelessly, for example, rubbish

Appendix 3: Pre-test

March 21, 2002

School _____
Section _____

Time allowed 1:15hrs.

Pre-test (A vocabulary test for Grade 7 students)

General direction: This test booklet contains two parts. Read the instruction for each section.

I. **Multiple choice**

Choose the alternatives that best complete the blank spaces in the following statements by circling the letter of your choice.

1. There are different kinds of wild animals living in our country. Several _____ of these animals are found only in Ethiopia.
a) classes (b) specimens (c) species (d) families
2. Some types of animals are not many in number. They are _____.
a) rare (b) restricted (c) limited (d) small
3. Dinosaurs once lived on earth. They no longer exist today. They are _____.
a) missing (b) extinct (c) sacrificed (d) ruined
4. Wild animals are given protection in their natural places. Such places, called _____, are important tourist attractions.
a) zoos (b) parks (c) mountains (d) plains
5. In the past, wildlife lost its natural _____ because local people burn the bushes and cut down the trees that shelter the animals.
a) house (b) country (c) habitat (d) residence

6. The local people are responsible for the _____ of wild animals.
a) murder (b) destruction (c) slaughter (d) assassination
7. Some types of wild animals are being killed in such a great number that they may totally disappear from the face of the earth. They are _____ animals.
a) exposed (b) forlorn (c) defenseless (d) endangered
8. I _____ my country very much. I will do anything to protect it from its enemies.
a) cherish (b) regard (c) admire (d) desire
9. There is _____ evidence that smoking can cause lung cancer. A number of studies have shown that this is the case.
a) numerous (b) abundant (c) excessive (d) extra
10. During the summer oranges are found everywhere. They are supplied in _____
a) cheap (b) numbers (c) plenty (d) excess
11. An Abyssinian cat is _____. It's the only of its kind.
a) special (b) unusual (c) original (d) unique
12. Some people wish to see wildlife protected. They work hard to ensure that the animals are safe and sound. These individuals are _____
a) biologists (b) zoologists (c) environmentalists
(d) conservationists
13. Malaria is commonly found in the hotter regions of Ethiopia. It is _____ in these areas.
a) endemic (b) serious (c) dangerous (d) killing

14. This town does not have the facilities that make life easy. There is no electricity, clean water, etc. It's not an/a _____ place to live in.
- a) interesting (b) important (c) ideal (d) likeable
15. HIV/AIDS is a killer disease. Once you contract it, you have no chance of _____.
- a) cure (b) remedy (c) health (d) survival
16. The Awash National park is the biggest wildlife _____ in Ethiopia. The wild animals there receive the best possible protection.
- a) reverse (b) keeping (c) store (d) supply
17. Many people question the _____ of God. They say that had He been out there, He would have made us aware of his presence.
- a) actuality (b) kindness (c) existence (d) absoluteness
18. The Enemy troops tried hard to _____ their position. However, our troops forced them away.
- a) prevent (b) control (c) remain (d) maintain
19. The museum at sidist kilo contains some of the cultural _____ of the country.
- Wardrobes worn by warriors, ancient household utensils, etc are some of them.
- a) treasures (b) stores (c) stocks (d) items
20. The quite open space of the suburbs of the city serves as a _____ for those who want to avoid the noise and haste of city life during the weekends.
- a) entertainment (b) protection (c) haven (d) recreation
21. Most of the land in the southern region of Ethiopia is very fertile. It is not at all difficult to _____ it
- a) plough (b) cultivate (c) irrigate (d) improve

22. Coffee is the major _____ crop of Ethiopia. It constitutes more than 50% of the country's foreign income.
- a) cash (b) important (c) profit (d) original
23. "Teff" is produced mainly for food. It is not sold abroad to bring national income. So "Teff" is a _____ crop.
- a) cultural (b) useless (c) subsistence (d) home
24. In 1977 E.C it did not rain in many parts of the country. This resulted in crop _____, which forced many people to go hungry.
- a) failure (b) injury (c) damage (d) problem
25. The absence of rain for a long time in a given area is known as _____.
- a) famine (b) drought (c) deficiency (d) starvation
26. In developing countries no rain for a long time means _____, which is people will go hungry.
- a) poverty (b) scarcity (c) famine (d) prosperity
27. I did not eat anything the whole day. I am _____
- a) thirsty (b) bankrupt (c) empty (d) hungry
28. To overcome the shortage of rain the farmers constructed ___ canals, which they used to channel the water from the river.
- a) distribution (b) drainage (c) irrigation
29. Scattering or broadcasting seed on a well prepared farm land is _____
- a) sowing (b) seeding (c) planting (d) sawing

30. We have good rain and have used fertilizers and selected seeds. Surely, we will have a good _____ this year, enough to feed ourselves at least.
- a) crop (b) harvest (c) profit (d) grain
31. After we cleared the land, we _____ it to breakdown the soil into fine particles.
- a) grounded (b) cut (c) smashed (d) ploughed
32. Our garden is full of wild grasses. It wants _____.
- a) weeding (b) bedding (c) cutting (d) watering
33. Last year the total produce we managed to obtain from this land was only 15 sacks of teff. This year, because we have used fertilizers, selected seed, etc, the _____ would increase up to 20 sacks.
- a) yield (b) growth (c) quantity (d) number
34. Oil is an important _____ material which can be processed into many different products.
- a) liquid (b) raw (c) crude (d) rough
35. There are many factors that _____ to the success of a student in her studies, such as access to good books, family support, etc.
- a) contribute (b) help (c) support (d) assist
36. After a heavy fighting the enemy troops were forced to _____ most of our land.
- a) give (b) present (c) yield (d) change
37. His father left him considerable _____ when he died so he dose not have to work for a living.
- a) material (b) wealth (c) rich (d) resource
38. In many big cities in Ethiopia people _____ the rubbish allover the places instead of putting them in the rubbish bins.
- a) store (b) spread (c) dump (d) burn

39. At this school we aim to _____ the minds of all the children we teach.

- a) cultivate (b) grow (c) turn (d) prepare

40. The prices of _____ food crops such as maize, wheat, barley have been increasing for the last five years.

- a) grain (b) important (c) commodity (d) staple

II. Matching

Match the words in column 'A' with the words or phrases in column 'B'.

Column A

- ___1. Pollution
- ___2. dispose (of)
- ___3. damage
- ___4. surrounding
- ___5. affect
- ___6. wildlife
- ___7. meddle
- ___8. sewage
- ___9. haven
- ___10. waste

- ___12. drain
- ___13. zoo

- ___14. extraordinary
- ___15. protect
- ___16. starvation

Column B

- A. get rid of rubbish, etc
- B. special, unusual
- C. waste mater such as water or human urine or excrement
- D. cause a liquid flow away
- E. environment
- F. cause harm to or spoil
- G. contamination of environment by harmful material
- H. have an influence on
- I. keep safe
- J. use time, energy, etc. badly.
- K. try to influence outcome of events which are not one's responsibility
- L. plants and animals that grow independently of people
- M. an area in which wild animals are kept so that people can go and look at them
- N. present difficulty
- O. suffering or death caused by lack of food
- P. contamination of the environment by harmful material

Appendix 4: Post-test

April 26, 2002

School _____

Section _____

Time allowed: 1.15hrs

Post-test (A vocabulary test for grade 7 students)

General direction

This test booklet contains three parts. Read the instruction for each part.

Part I

The following is a conversation between two grade 7 students, Hirut and Bekele. Their conversation is about the *wildlife* situation in Ethiopia. Supply the missing words in their conversation.

Hirut: Good afternoon, Bekele

Bekele: Good afternoon, Hirut.

Hirut: Did you listen to the radio program this morning?

Bekele: No, I did not. What was it about?

Hirut: It was about Ethiopian wildlife?

Bekele: Tell me, what did they say?

Hirut: They said that Ethiopia is rich in _____. Tourists who come to Ethiopia have a good chance to see several species of animals that are found only in this country.

Bekele: Which species are found only in Ethiopia?

Hirut: For example, Walia ibex, Nyala, etc.

Bekele: Are these species _____? That is, are they the only of their type?

Hirut: Yes, they are the only of their type.

Bekele: Is it true that some species of these animals are not many in number?

Hirut: Yes, that is right. Some species are found in a very small number. They are _____ species.

Bekele: What is the reason for this?

Hirut: Well, local people hunt them. They also destroy their _____ by cutting down trees and burning the bushes.

Bekele: Don't they get protection from the government?

Hirut: They do. But the problem is still there

Bekele: By the way, Hirut, what do we call the area that is protected by the government because it is place where these animals are to live in peace.

Hirut: It is called a National _____.

Bekele: I think, this is an _____ place for these animals to live, because it is their natural environment and is protected.

Hirut: Yes. It gives a safe _____ for these animals.

Bekele: Tell me Hirut, what will happen to these animals if the hunting and burning down of forests continue?

Hirut: The animals will all be dead. They will be _____.

Bekele: Are there any species that are in danger of disappearing?

Hirut: Yes. There are some _____ species.

Bekele: What do you think we should do to stop this?

Hirut: We should help the people who work to protect the wildlife?

Bekele: Are there people who do this?

Hirut: Yes, there are. They are called _____.

Bekele: Thank you, Hirut. You have helped learn a lot.

Part II

Below is a paragraph on *crop production*. Some of the sentences in the paragraph have a word missing. Supply the missing words to make the sentences complete.

In the country some people are occupied in land _____. That is, they prepare land and grow crops on it. These people are called farmers. Farmers are busy all the year round in preparing their lands to grow crops. First, they _____ the land to break it up, usually with the help of oxen. Second, they _____ the seeds. third, they _____ their farms. That is they remove the unwanted plants from their farms. Fourthly, they _____ the crop when it is ripe and ready.

Part III

Read the following sentences carefully. The sentences have a word missing. Write in the part that is missing to make them complete.

1. Maize and sorghum are widely grown in the warm weather area of Ethiopia. These crops are the _____ food of the people who live in those areas.
2. In many parts of Ethiopia "Teff" is produced for food. Therefore, "Teff" is a _____ crop.
3. In southern Ethiopia, farmers grow Coffee in large quantities. The farmers grow coffee mainly for sale. So Coffee is a _____ crop.
4. Thanks to modern technology it is now possible to _____ the desert areas and make them fertile, using water from the seas.
5. Farmers need to use selected seeds, fertilizers and other agricultural inputs to increase their _____. Otherwise, with the amount of crop they produce now, they will find it difficult to feed their families.
6. Last year, there was not enough rain in the country. This resulted in _____ of crops, which was responsible for the death of thousands of people in starvation.

7. Many factors contribute to the _____ of our environment. For example, carbon dioxide and other gases make the air dirty and unsafe for health.
8. In this city, it is common to see people _____ their household waste in the street sides. They seem to see no wrong in this way of getting ride of it.
9. You do not see animals in their natural _____ at a zoo.
10. Malaria ("Weba") is a disease you get from the bite of mosquitoes. One method of minimizing the spread of the disease is _____ the still waters which are breeding places for these insects.
11. Many of the cities in Ethiopia do not have proper _____ facilities for the disposal of waste. As a result, waste matter such as urine, excrement is all over the places.
12. The storm last night caused a serious _____ to our corps. We will certainly have a shortage of food this year.
13. The cutting and burning of forests is now becoming a big _____ to our environment. Unless it is stopped in time our planet will no more be a suitable place to live in.
14. To prevent the unpleasant things from happening to the environment, human beings should stop _____ with it. That is, they should not interfere with the environment.
15. In developing countries like Ethiopia, lack or absence of rain means _____. This is because no rain means no crop production, which in turn means many people go hungry.

Appendix 5: RawScores of the Pre-test

School = Dil Betigil

No	C.G	E.G	No	C.G	E.G	No	C.G	E.G
1	8	14	28	10	07	55	13	10
2	8	08	29	09	07	56	16	09
3	11	07	30	16	09	57	06	13
4	15	18	31	11	13	58	13	08
5	12	08	32	18	12	59	03	12
6	13	07	33	19	11	60	11	15
7	10	13	34	14	08	61	02	07
8	13	15	35	12	12	62	-	14
9	12	10	36	14	11	63	-	14
10	08	11	37	08	11			
11	14	09	38	18	13			
12	16	12	39	12	07			
13	05	16	40	13	12			
14	10	07	41	13	11			
15	10	10	42	15	11			
16	07	12	43	10	15			
17	10	11	44	09	13			
18	09	09	45	10	07			
19	11	05	46	16	11			
20	08	07	47	13	11			
21	10	14	48	15	18			
22	14	06	49	13	12			
23	19	15	50	17	14			
24	19	13	51	14	13			
25	12	09	52	14	09			
26	12	23	53	12	09			
27	05	13	54	06	10			

School = Ethiopia Tikdem

No	C.G	E.G	No	C.G	E.G
1	08	02	29	03	11
2	07	00	30	04	10
3	11	12	31	00	04
4	05	14	32	02	07
5	08	17	33	03	15
6	03	11	34	00	20
7	03	12	35	01	13
8	10	25	36	05	-
9	25	27	37	07	-
10	25	17			
11	01	05			
12	06	20			
13	02	03			
14	10	15			
15	04	04			
16	11	09			
17	00	01			
18	05	01			
19	07	04			
20	00	11			
21	04	21			
22	08	06			
23	05	08			
24	21	07			
25	07	12			
26	05	18			
27	07	07			
28	04	04			

School = Kebena

No	C.G	E.G	No	C.G	E.G
1	10	08	29	11	05
2	05	10	30	11	09
3	11	14	31	10	14
4	14	12	32	16	09
5	13	11	33	11	16
6	13	06	34	08	14
7	16	11	35	12	10
8	14	06	36	14	10
9	12	12	37	13	11
10	13	12	38	11	10
11	10	10	39	09	13
12	10	13	40	16	08
13	13	09	41	09	11
14	15	10	42	11	13
15	19	11	43	13	11
16	07	10	44	14	16
17	11	16	45	14	-
18	14	19	46	09	-
20	09	11			
21	15	10			
22	11	09			
23	13	05			
24	10	13			
25	11	13			
26	13	11			
27	07	11			
28	19	09			

Appendix 6:Raw Scores of the Post-test

School = Dil Betigil

No	C.G	E.G	No	C.G	E.G	No	C.G	E.G
1	04	14	29	13	11	57	-	14
2	02	11	30	12	12	58	-	08
3	08	09	31	12	16			
4	01	08	32	13	17			
5	11	08	33	01	03			
6	11	06	34	08	00			
7	01	18	35	02	06			
8	00	21	36	00	14			
9	01	07	37	11	17			
10	01	07	38	01	06			
11	07	00	39	12	16			
12	03	02	40	04	05			
13	00	03	41	01	21			
14	08	02	42	12	22			
15	02	00	43	03	02			
16	03	02	44	20	13			
17	01	22	45	09	04			
18	01	05	46	01	01			
19	02	22	47	00	14			
20	05	01	48	08	15			
21	12	14	49	15	14			
22	21	21	50	09	15			
23	00	02	51	06	14			
24	11	05	52	06	14			
25	02	19	53	02	09			
26	01	04	54	05	04			
27	02	22	55	09	23			
28	02	24	56	-	13			

School = Ethiopia Tikdem

No	C.G	E.G	No	C.G	E.G
1	11	10	29	10	12
2	08	16	30	08	09
3	13	09	31	11	13
4	07	09	32	07	17
5	12	13	33	12	15
6	13	12	34	10	20
7	12	20	35	13	09
8	17	13	36	12	10
9	12	12	37	16	14
10	13	10	38	09	10
11	13	12	39	18	-
12	11	12	40	13	-
13	07	13	41	07	-
14	13	08			
15	11	12			
16	12	17			
17	07	12			
18	11	15			
19	08	10			
20	11	10			
21	12	15			
22	11	13			
23	13	16			
24	08	15			
25	15	06			
26	14	14			
27	11	14			
28	26	22			

School = Kebena

No	C.G	E.G	No	C.G	E.G
1	12	02	29	03	04
2	00	09	30	08	23
3	02	07	31	04	16
4	14	02	32	03	14
5	01	07	33	13	11
6	20	20	34	02	15
7	15	16	35	00	00
8	11	09	36	15	26
9	01	08	37	02	00
10	03	04	38	02	26
11	14	06	39	06	24
12	03	13	40	02	29
13	09	03	41	00	11
14	16	15	42	01	03
15	04	16	43	01	09
16	06	06	44	02	13
17	16	17	45	13	27
18	04	12	46	03	04
19	18	20	47	04	09
20	23	20	48	06	15
21	10	16	49	02	11
22	02	14	50	05	-
23	13	12			
24	25	13			
25	08	04			
26	06	06			
27	08	25			
28	03	14			

Appendix 7: Questionnaire to be filled in by Grade 7 Students

Dear Students,

The main purpose of this questionnaire is to get your reaction on the vocabulary teaching techniques you are currently using in your English class. You are, therefore, kindly requested to provide your genuine response to the items in the questionnaire by circling the letters of your choice from the alternatives given. As for the last two items, you would respond by writing out your comments, beliefs, etc.

1. Compared to the other aspects of language such as grammar, spelling, reading, writing etc, how much attention do you think is given to vocabulary?
 - a. High
 - b. Average
 - c. Low
 - d. I do not know
2. How important is knowledge of words compared to knowledge of the other features of language such as grammar, reading, writing, etc?
 - a. More important
 - b. Less important
 - c. Equally important
 - d. I can not say
3. How much has lack of knowledge of the meanings of words influence your performance in the other school subjects?
 - a. Very much
 - b. Not very much
 - c. Fairly
 - d. Not all
4. How difficult is it for you to find the appropriate word write when you want to speak and write?
 - a. Very difficult
 - b. Fairly difficult
 - c. A little difficult
 - d. Not difficult

5. How important is it that productive vocabulary teaching be given separate attention in your English class?
 - a. Very important
 - b. Important
 - c. Not really
 - d. I can not say
6. How effective do you think are the vocabulary teaching techniques of your textbook in helping you recall the words you learn, now that you have seen other techniques?
 - a. Very effective
 - b. Effective
 - c. Barely effective
 - d. Not effective
7. How much have the vocabulary teaching techniques your teacher has been using to teach words in the last one month helped you to learn and recall the words?
 - a. Very much
 - b. Fairly
 - c. Not really
 - d. I can not say
8. Do you share the view that words should be learnt through extensive reading and listening and that we should not bother trying to give them special attentions?
 - a. Yes, I do
 - b. No I do not
 - c. I am not sure
 - d. I do not know
9. Is it enough to know the Amharic equivalent of a given English word to say that we know the meaning of the word?
 - a. Yes, It is
 - b. No, It is not
 - c. Difficult to say
 - d. I do not know

10. When you study a word, do you try to take into account the situation in which the word is found, its synonyms and antonyms, collocations, etc at the same time?
- a. Very much
 - b. Sometimes
 - c. Nor really
 - d. Never tried
11. Do you have your own vocabulary learning technique(s) to study words?
- a. Yes, I do
 - b. No, I do not
 - c. Not many
 - d. I can not say
12. If you have your own vocabulary learning techniques, how helpful are they?
- a. Very much
 - b. Fairly
 - c. Not much
 - d. I can not say
13. Are there any words you pick for yourself and study because they are important for you, apart from the ones the textbook recommends?
- a. Plenty
 - b. Not really
 - c. Some
 - d. Never thought of it
14. What can you tell us about your vocabulary technique(s) that you use to understand, recall and use words?
-
-

15. When do you think we can say we know a word_____
