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**ADDIS ABABA UNIVERSITY**

**COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM  
AND COMMUNICATIONS**

**DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE**

**AN EVALUATION OF THE DESIGN OF VOCABULARY TASKS AND  
THEIR IMPLEMENTATION WITH REFERENCE TO GRADE NINE  
ENGLISH TEXTBOOK**

**BY: GEBREEGZABHAR G/HIWET**

**ADDIS ABABA, ETHIOPIA**

**JUNE, 2016**

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF  
ADDIS ABABA UNIVERSITY FOR PARTIAL FULFILLMENT OF THE  
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This is to certify that the thesis prepared by Gebreegzabhar G/Hiwet entitled: An Evaluation of the design the vocabulary tasks and their implementation with reference to grade nine English textbook and submitted in partial fulfillment of the requirements for the Degree of Masters of Arts in TEFL (English as a Foreign Language) complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

Singed by the examining committee:

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Examiner	Signature	Date
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Examiner	Signature	Date

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## **Abbreviations and Acronyms**

VLS	Vocabulary Learning Strategies
TBL	Tasks Based Learning
SLA	Second Language Acquisition
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
L2	Second Language
TVET	Technical Vocational Education Training

## **Abstract**

*The purpose of this study was to evaluate the design of vocabulary tasks and their implementation in line with various design of vocabulary learning tasks. A descriptive research design was used. A total of 130 randomly selected grade nine students and four English teachers in Kokebe Tsibah Secondary and Preparatory School were involved. The data were collected through document analysis, classroom observation and interview. Then, the information obtained from these sources were analyzed quantitatively and qualitatively and evaluated using checklists. The results from document analysis revealed that an attempt was made to include various vocabulary learning tasks. However, there were vocabulary learning tasks that were not included. Besides, the finding show that the vocabulary tasks lack authentic material and doesn't encourage meaningful language use. In addition, vocabulary learning objectives are not clearly indicated. Classroom observation also revealed that teachers hardly implement various vocabulary learning tasks in classroom. Therefore, it is recommended that textbook writers should consider the vocabulary learning tasks that were not included while designing vocabulary tasks. Furthermore, authentic materials and tasks that invite meaningful language use should be included. Moreover, teachers should implement various vocabulary learning tasks in vocabulary lessons.*

# CHAPTER ONE: INTRODUCTION

## 1.1 Background of the Study

Vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. This is supported by Ahmad (2010) cited in Abate (2013) which asserts that L2 learners' lexical knowledge determines the quality of their listening, speaking, writing and reading. Furthermore, Cameroon (2001) states that vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language. It has been recognized as one of the most important skills to master in learning a language. Although, nowadays, many consider vocabulary, along with grammar—a sub-skill of language (while reading, writing, listening, and speaking are considered as main skills)—trends in language instruction have always demonstrated the value this skill has in a meaningful language learning. Schmitt (2000: p 55) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of second language.

Vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically. McCarthy (1990) asserts that: “No matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meaning, communication in L2 just cannot happen in any meaningful way.”

The amount of value and attention vocabulary enjoys is, however, not without reason. If we are to agree that the main purpose of any language is communication, the vocabulary truly deserves the attention. But vocabulary is overshadowed by grammar and other skills in Ethiopian High schools. Nation (2001) describes the relationship of vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use, and, conversely language use leads to an increase in vocabulary knowledge. In communication we pass on and receive messages. In other words, we string up words and phrases together to carry meaning. Since words (vocabulary items) carry meaning, it is reasonable to give due emphasis to vocabulary in the instruction of languages. Furthermore, researchers such as Nation (1990), Read (2000) and others have realized that the acquisition of vocabulary second language use and plays an important role

in the information of complete spoken and written texts. Research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and largest obstacle for L2 readers to overcome (Hucklin, 1995).

Despite this fact, however, vocabulary in comparison to the other skills of language has been the most neglected skill. This neglect of vocabulary in foreign language seems to have been the causes for difficulty witnessed among learners to find out the right word to express their thoughts and difficulties in understanding written and listening texts.

Task based language teaching is one of the recent versions of communicative language teaching methodology. It is a language instruction that can be described as a language course whose syllabus or teaching and learning activities are organized around tasks (Nunan, 1989). Therefore, vocabulary learning is one of the major focuses in language studies, providing different tasks and activities can be effective and beneficial in this regard. Vocabulary enhancement activities and tasks draw learners' attention to a particular word and enable them to understand the meaning and function of a word. Hence, using different tasks is essential and beneficial for vocabulary learning and retention. This is supported by Dunmore (1989) highlighted the need for task types in vocabulary learning and emphasized the importance of context in understanding the meaning of unknown words.

Textbooks are one of the teaching – learning elements of language. They have different contents, approaches and a target group to address and a goal to achieve. Regarding this Richards and Rodgers (2001) say Textbooks have a positive and vital role to play in the day today language teaching and their importance has become even greater and larger from time to time. They are also critical ingredients in learning the intended curriculum. For this reason, the purpose of this study was to evaluate the design of vocabulary tasks in the current grade nine English textbook. And evaluating the implementation of these tasks in a way to promote vocabulary knowledge which is a cornerstone of enhancing students' vocabulary knowledge was another purpose of this study.

## 1.2 Statement of the Problem

Hutchinson and Torres (1994) assert that both students and teachers benefit from the textbooks as it provides them with the necessary skills that help them inside and outside classroom. One aspect of teaching and learning English is to design tasks that help students to develop the required vocabulary knowledge. Nowadays, a second language acquisition research makes it clear that attention must be given to vocabulary by second or foreign language learners. Wilkins(1972:p 97) states that “There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ....while without grammar very little can be conveyed ,without vocabulary nothing can be conveyed .”

One important means to focus on vocabulary learning is providing tasks that help to learn vocabulary. Thornburg(2002) as cited in Cevik(2007) stated that providing different activities will enhance learners’ vocabulary knowledge to a greater degree. This will be beneficiary when textbook writer properly design vocabulary tasks/activities together with proper classroom implementation. In turn, if the tasks are improperly designed and implemented students are demotivated and fail to communicate. For this reason authors like Rea-Dickins and Kevin (1993:28) cited in Gebiaw(2001) express that evaluation is the means to address such problems.

The purpose of vocabulary tasks in the textbook should enable students utilize different vocabulary learning strategies and develop their vocabulary knowledge in order to increase their communication skills and understanding of written texts.. Vocabulary is obviously an essential element within language and students should be made aware of its importance. However, this is not always the case.

Experience shows that there is a general tendency to overemphasize grammar. Gairns and Redman (1986:1) for example, reinforce this idea by stating “vocabulary has not received the recognition it deserves in the classroom.” Furthermore, Carter (1988) indicated that for many years vocabulary has been the victim of discrimination by researchers who claimed syntax considered to be more significant issue in the language development process. As a result, vocabulary teaching and learning has not received enough attention in English language teaching contexts. The researcher too believes that this is also true in Ethiopia context where grammar

based language teaching has been dominating classes which may have resulted in the present low language proficiency of students. And the researcher came to know this problem from his own personal experience. Being a teacher at Gambella high schools and Gambella TVET College, the researcher noticed that most students find it difficult to answer vocabulary questions in school exams and in General Secondary Education Certificate examination. Furthermore, most students have a breakdown in communication. In our country studies depicted that English language proficiency level of students has not come up to the expected level. For instance, Haregewain (2008) wrote about L2 proficiency level of students in secondary school, she described: “ .... Students in Ethiopian secondary school still seem to have inadequate of the English language. Tekeste (2006) added the poor proficiency was noticed in both teachers and students. Vocabulary teaching and learning has not given due importance and has become the bottle neck in communication. Wallace (1988:9) explains “not being able to find words to express yourself is the most frustrating experience in speaking another language.” In addition, teachers, parents and other concerned bodies complain that students have poor word power and unable to communicate using English. This may be due to lack of adequate vocabulary or word power and the way vocabulary practice tasks are designed and implemented in classroom.

International researchers like Lopez (2009) have conducted studies on the treatment of vocabulary in EFL textbooks and the finding of the study reveal that the treatment of vocabulary in current EFL textbooks is rather traditional and economic benefits are given preferences over pedagogical ones. Furthermore, Charles (2003) “vocabulary acquisition through reading, writing and tasks and he has come out with the finding of writing original sentences for new vocabulary is better than extensive reading as a means of increasing vocabulary size. Local researchers have been conducted on problems associated with vocabulary. Researchers like Tesfaye (1990) has conducted a research on “an evaluation of the effectiveness of current vocabulary teaching method.” And his study revealed that training has brought a significance difference in the performance of students where the experimental group has benefited. Furthermore, Hailu (2007) has conducted on “vocabulary teaching techniques via plasma TV and students attitude towards the techniques.” And his study concluded that unlike in the previous trends, in plasma TV, vocabulary is being taught through different techniques. The implementation of plasma TV, however, seems to have problems in teaching vocabulary using various techniques

With regard to evaluation of textbooks on various skills like Tadele (2009) assessed the extent to which grammar activities /exercises in grade nine English textbook are designed and implemented. And the study revealed that a great number of the activities are form focused and do not occur in context .Communicative and inductive grammar exercises are almost non-existent. Tesfaye (2009) examined the extent to which the speaking tasks in spoken module of Dessie College of teachers education designed with respect to learners' interest and how far they meet the major speaking activities designing criteria. The finding illustrated that the material is inappropriate due to the absence of varied, interesting, real world and relevant activities for the needs and interests of the trainees in their spoken module. Similarly, Meseret (2013) has evaluated the speaking tasks of grade nine English textbook. And the findings of his study shows that the tasks lack authenticity and do not fulfill the stages of tasks. Furthermore, Tariku (2013) has evaluated writing tasks and their implementation of grade 11 textbook. And his study indicated that the activities are inappropriate for group work and lacks adequate authentic materials. Moreover, his study revealed that teachers do not appropriately implement the tasks. In addition, Gebiyaw(2011) has conducted a research on an evaluation of the design and implementation of reading exercises of grade nine textbook. And the finding of his study indicated that the pre-reading of the units were designed appropriately. Nevertheless, the practice of pre-reading exercises was hardly implemented. And the exercises after reading were almost none. The other similar study, which was conducted by Abebaw (2012) ,was on evaluating the listening tasks presented in Grade 12 English Textbook . The result of his study shows that most of the tasks are designed fulfilling the relevant criteria of Nunan (1989) checklists.

Looking at the above reviewed researches on materials evaluation and vocabulary teaching,the design of vocabulary tasks and their implementation has not been evaluated. In other words, the gap is clearly observed in areas of vocabulary tasks evaluation and their implementation in classroom. So, the goal of this study was in line with the increasing interest in vocabulary studies and was an attempt at evaluating the kinds of activities through which vocabulary learning is promoted and the way they are implemented in the classroom.

### **1.3 Objectives of the Study**

The main objective of the study was to evaluate the design and implementation of vocabulary tasks of Grade nine English textbook.

#### **1.3.1 Specific Objectives**

The specific objectives of the study were to:

- ✓ Investigate the of vocabulary tasks presented in the textbook
- ✓ Explore how the vocabulary is taught in the classroom

### **1.4 Research Questions of the Study**

In order to achieve the above stated objectives effectively, this investigation was attempt to focus on the following specific research questions

- ❖ How are the vocabulary tasks designed?
- ❖ How is vocabulary lesson taught in the classroom?

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

After the accomplishmentof this study, the overall research will be assumed to have the following importance. First, it will help for syllabus designers and textbook writers by making them understand on the strength and weakness of vocabulary tasks and their implementation in the class room. Second, it will help teachers to consider their classroom practices and to get the right task for students to practice.Such consideration is believed to enhance students in using various ways of vocabulary learning. Third, other researchers who want to study on this area can use this as a reference.

### **1.6 Scope of the Study**

This study focuses on the evaluation of the vocabulary tasks found in English Textbook for Grade nine and their implementation at Kokebe Tsibah secondary school.In order to study the issue thoroughly and effectively, the researcher chose only Grade nine among the different grade levels and vocabulary among the different skills. Besides, the study is delimited to a single grade

level (grade nine) and single school so as to assess their attitude towards the tasks in the textbook. The data collection was also limited to Grade nine English textbook, and to students and teachers of grade nine of the above mentioned school.

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

In conducting this study, the following limitations were faced by the researcher. First, because this study was conducted in one high school, only due to shortage of time, conclusions obtained from such a narrow study area may not be generalized in context of other high schools. A limited number of participants was one limitation. The study would give a better image if it could increase a number of schools and teachers. Second, the evaluation was not intended to consider things like learn ability, frequency, usability, and difficulty of lexical items which needs another investigation. Third, conducting class observation and arranging interview sessions were very hard task, for instance some of the teachers were not volunteer to be observed. Fourth, personal problems of the researcher (lose of family). This affected the researcher like lack of concentration and forced him not utilize his time properly.

### **1.8 Organization of the study**

This study is organized in to five chapters. Chapter one contains an introduction which includes statement of the problem , objectives of the study, research questions of the study, significance of the study ,scope of the study, limitation of the study and organization of the study. Chapter two deals with review of related literature in which important issues related to the study were discussed .Chapter three illustrates the various research methods employed in this study. Chapter four dealt with data analysis and interpretation. Finally, chapter five provides conclusion and recommendation.

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.1 Concept of Vocabulary**

There are various definitions of vocabulary. Vocabulary can be defined roughly as the words we teach in foreign language and an item of vocabulary may be more than just a single word. The

first definition of vocabulary in the Random House Webster's Unabridged Dictionary (Flexner, 2003) is "the stock of words used by or know to a particular people or group of persons". In turn, word is defined as "a unit of language, consisting of one or more spoken sounds or their written representation that functions as a principal carrier of meaning."

Hornby (1995) defines vocabulary as the total number of words in a language; vocabulary is a list of words with their meaning. While Ur (1998:60) states as follows:

"Vocabulary can be defines, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary items rather than words."

Graves cited in Taylor, 1990 defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also explains that the lexicon of a language is its vocabulary, which includes words and expressions.

In addition, Burns (1972:295) defines vocabulary as the stock of words which is used by a person, class or profession. According to Zimmerman (2007) vocabulary is central to language and of critical importance to the typical language learning.

Broadly defined, vocabulary is knowledge of words, including explanations of word meaning. Briefly, a word is described as a sound or a combination of sounds, or its representation in writing or printing that symbolizes and communicates a meaning. To master a word is not only to learn its meaning but also learn its register, association, collocation, grammatical behavior, written form, spoken form and frequency. All these properties are known as "word knowledge" (Schmitt, 2005:5).

To many learners, mastering the meaning of a word means to master the definition of the word in dictionaries. Schmitt (2000:23) says that word meaning consists of the link of the word and its referent, and the latter means the person, thing, action and situation. The meaning of a word in dictionaries is the basic meaning elements. However, a word can have different meaning in different contexts. This phenomenon involves the register. It is used in people's daily life

popularly, and it means the denotation between the content, sender, receiver, situation and purpose (Carthy 1960:61). For example, the word “Pet”, its basic meaning in a dictionary means “a domesticated animal kept for companionship or amusement.” However, when in informal situation it is used to address the person you like or love.

From the definitions above, it can be concluded that vocabulary is the total number of words which are needed to communicate ideas and express the speaker’s means. That is the reason why it is important to learn vocabulary.

## **2.2 Historical Trends in Second Language Vocabulary Instruction**

Language education has seen many changes in its documented history. With all these changes, our perceptions regarding vocabulary and the best way to teach it have evolved.

Vocabulary is central to language and of critical importance to the typical language learner. Nevertheless, the teaching and learning of vocabulary have been undervalued in the field of second language acquisition (SLA) throughout its varying stages and up to the present day. SLA researchers and teachers have typically prioritized syntax and phonology as “more serious candidates for theorizing” (Richards, 1976 cited in Coady J. and Huckin T, 1997), more central to linguistic theory, and more critical to language pedagogy. The historical overview of the steps of vocabulary instruction had gone will be discussed as follows.

### **2.2.1 Grammar Translation Approach**

The grammar translation method was first introduced to teach modern languages in public schools in Prussia at the end of the eighteenth century. Grammar translation, an extension of the approach used to teach classical languages to the teaching of modern languages, dominated foreign language teaching from the 1840s to the 1940s cited *Journal of Language Teaching and Research* Vol. 2, No 3).

It was taught that memorizing vocabulary items, grammatical rules, and translation would provide language learners with useful mental exercise, which would enhance their intellectual growth. Vocabulary lists are a familiar part of the lesson in this approach and a typical exercise is to translate lexical items or sentences from the target language in to their mother tongue using

dictionary to (vice versa). Another exercise given to the students is a list of words which they are required to find their antonyms or sometimes their synonyms in the reading passage they are studying or define words that they encounter in the reading passage. Recognizing cognates is an exercise mostly given to the students in this approach, which means they should identify and learn the spelling or sound pattern that corresponds between the target language and mother tongue (Larsen-Freeman, 2000 cited in Journal of Language Teaching and Research Vol. 2, No 3).

Although along with teaching with grammatical rules deductively emphasis was placed on vocabulary, the main objection to this approach was that it lacked realistic oral language and the result of this approach was an inability on the parts of the student to use the language for communication. One of the critics of this approach Prendergast (1864 cited in Journal of Language Teaching and Research Vol. 2, No 3); he described in his manual how children learn languages in readymade chunks and listed what he believed to be most frequently used words in English.

### **2.2.2 Direct Approach**

By the end of the 19<sup>th</sup>c direct approach emerged as a reaction to the Grammar Translation Approach and its failure to produce learners who could communicate in the foreign language they were studying. This approach stressed the ability to use rather than analyze a language as the goal of language instruction. In other words, the main goal was to train students to communicate in the target language and to have an acceptable communication. The idea behind the Direct Approach was that we learn languages by hearing them spoken and engaging in conversation (Hubbard, Jone and Thornton, 1983 cited in Journal of Language Teaching and Research Vol. 2, No. 3).

It is supposed that vocabulary can be acquired naturally through interactions during the lesson; therefore, vocabulary is presented in context and is graded from simple to complex. In this approach, vocabulary is emphasized over grammar (Larsen-Freeman, 2000 cited Journal of English Language and Research Vol. 2, No. 3).

Concrete words are taught through objects, pictures, physical demonstration and abstract words are taught by grouping words according to a topic or through association of ideas (Zimmerman, 1997 cited in journal of language teaching and Research vol 2,no3).

### **2.2.3 Reading Approach (Situational Language Teaching)**

The 1920s and 1930s saw the birth of the reading method in the United States and situational language teaching in Great Britain.

The vocabulary used in reading passage is controlled at beginning levels and is chosen according to their frequency and usefulness. The acquisition of vocabulary is considered to be more important than grammatical skills and is expanded as fast as possible through intensive and extensive reading. The translation of vocabulary items and sentences are permitted. The deficient vocabulary knowledge gained through the reading approach and its lack of emphasis on oral-aural skills gave rise to language learners who could not communicate in the target language (Celce-Murcia, 2001).

### **2.2.4 Audio-Lingualism**

The Audio-lingual approach which was dominated in the United States during 1940, 1950s and 1960s is known to be a major paradigm shift in foreign language teaching (Larsen-Freeman, 1986 cited in Journal of English Language Teaching and Research Vol. 2, No. 3)..

The new grammatical points and vocabulary are presented through dialogues. Most of the drills and exercises that follow the dialogues are manipulative and pay no attention to content. In this approach, the major objective of language teaching is to acquire the grammatical and phonological structure of a language; thus, vocabularizing learning is kept to a minimum (especially in the initial stage) and new words are introduced and selected according to their simplicity and familiarity to make the grammar practice possible (Zimmerman, 1997 cited in Journal of English Language Teaching and Research (2011) Vol. 3, No. 3. The audio lingual method paid systematic attention to pronunciation and intensive oral drills of basic systematic attention basic sentence patterns.

After a long period of wide spread popularity, this approach faced criticism on two fronts: (1) Its theoretical foundations was questioned and was averred to be unsound in terms of both language theory and learning theory. (2) The learners were unable to transfer skills acquired through audio linguistics to real communication situations (Richards and Rodgers, 2001).

### **2.2.5 Oral-Situational Approach**

This approach was developed by British applied linguists as a reaction to the reading approach and its lack of emphasis on oral-aural skills; it enjoyed popularity during the 1940s, 1950s and 1960s. Similarities can be found between the direct and situational approaches but a great deal has been added to it from works of British functional linguists.

The vocabulary items are chosen according to the situation being practiced. Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered (Richards and Rodgers, 2001).

### **2.2.6 Cognitive Approach**

The cognitive approach offered to the criticisms bombarded to behaviorist features of audio-lingual approach. It was influenced by cognitive psychology. According Chomsky, 1959 mentioned in Journal of English Language Teaching and Research, Vol. 2, No. 3, (2011) language is represented as a speaker's mental grammar, a set of abstract rules for generating grammatical sentences. The rules generate the syntactic structure and lexical items from appropriate grammatical categories are selected to fill in the corresponding slots in the syntactic frames. In this approach, language learning is viewed as rule-acquisition, not a habit formation. Vocabulary is important, especially at intermediate and advanced levels.

### **2.2.7 Affective Humanistic Approach**

This approach which emphasizes respect for the individual and for his or her feelings emerged as a reaction to the audio-lingual and cognitive approach that lacked the affective consideration (Celce Murcia, 2001). In this approach, learning a foreign language is viewed as a self-realization process. Much of the instruction involves pair work and group work; peer support and interaction are viewed as necessary for learning. In this method, the memorization of vocabulary

pairs, in which a target word is followed by its native translation is emphasized. In this methods, lexis is emphasized and lexical translation is emphasized more than contextualization and claims about the success of the method often focus on the large number of words can be acquired (Larsen Freeman, 2000 cited in Journal of English Language and Research Vol. 2, No. 3) (2011).

### **2.2.8 Comprehension Based Approach**

Comprehension based approach establishes that listening comprehension is very important and will allow speaking, reading, and writing to develop spontaneously overtime, given the right conditions.

As Winitz 1981 cited in the Journal of English Language Teaching and Research Vol. 2, No. 3,(2011)second language learners, like first language learners, should be exposed to a great deal of authentic language. In this, method, grammatical structure and vocabulary are emphasized over other language areas.

### **2.2.9 Communicative Approach**

The method which has dominated the last several decades of this century is the Communicative Approach which is the result of the works of anthropological linguistics (e.g. Hymes, 1972) and Firthian linguists (e.g. Halliday, 1973) cited in the Journal of English Language Teaching and Research Vol. 2, No. 3 (2011) who view language first and foremost as a system for communication. In the 1970's attention was drawn to the importance of communicative competence and knowledge of the rules of lineage use (Hymes, 1972) cited in the Journal of English Language Teaching and Research Vol. 2, No. 3 (2011). This led to a shift away from a focus on accuracy and the forms of language, to a focus on communication and fluency. Although there are different interpretations of communicative language teaching, this approach to L2 interpretations typically focuses on functions of language use and a more authentic use of language in the L2 classroom or better to say instead of focusing on sentence levels forms it centers on discourse level functions.

With its emphasis on fluency over accuracy, and a focus on encouraging learners to communicate their messages and intentions using the linguistic resources available to them,

vocabulary has not been a primary concern of this methodology and was given secondary status, taught mainly as a support for functional language use (Decarrico, 2001) cited in the Journal of English Language and Research Vol. 2, No. 3 (2011). As in previously approaches, it was generally assumed that vocabulary would take care of itself; therefore, it is assumed that there is no real need for direct vocabulary instruction.

To conclude, the above historical trends tried to demonstrate how vocabulary teaching is viewed in each teaching approach has emerged due to deficiencies and impracticalities of the previous ones. Vocabulary teaching has not yet reached at the level of consistency as other skills enjoy although it has recently gained much attention in second language acquisition research. The most plausible approach for a language teacher is to cautiously experiment the kind of activities available in the course books and to measure their usefulness in assisting learners in acquiring vocabulary and also try to involve the learners in their own learning and to make them responsible for their own vocabulary development (Journal of English Language and Research Vol. 2, No. 3) (2011).

### **2.3 Aspects of Vocabulary Knowledge**

Many students think that knowing vocabulary simply knows its forms and translated meanings. However, many lexical researchers have mentioned that many types of vocabulary knowledge are necessary to be mastered in order to know a word do not exist as isolated item in a language (Nation,2001;Schmitt ,1997) That is, words are interwoven in a complex system in which knowledge of various levels of a lexical item is required in order to achieve adequate understanding in listening or reading or produce ideas in speaking and writing.

The concept of a word can be defined in various ways, but three significant aspects teachers need to be aware of. These are form, meaning, and use. According to Nation (2001), the form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as prefix, root and suffix). Furthermore, Nation (2001) stated that meaning encompasses the way that form and meaning work together. In other words, the concept and what an item it refers to, and the associations that comes to mind when people think about a specific word or expression.

Besides, Nation (2001), use involves the grammatical functions of the word or phrase, collocation that normally goes with it, and finally any constraints on its use, in terms of frequency, level, and so forth Richards (1976) contends that knowing a lexical item includes knowledge of word frequency, collocation, register, case relations, underlying forms, word association, and semantic structure.

Furthermore, Gairns and Redman (1986) offered several aspects of knowing a word a word's conceptual meaning, its polysemous meaning, its homonyms, its affective meanings, its style, register and dialect, its sense relations such as synonyms, antonyms, its association, its L1 translation equivalents, its multi-word verb, idioms, collocations, semantic relations, and its grammar as well as pronunciation.

When teachers teach vocabulary to build students' knowledge of words and phrases, helping them learn any and all of these different components assists them in enhancing their English vocabulary knowledge and use.

**Table:** What is involved in knowing a word?

<b>Aspect</b>	<b>Component</b>	<b>Receptive knowledge</b>	<b>Productive knowledge</b>
Form	Spoken	What does the word sound like?	How is the word pronounced?
	Written	What does the word look like?	How is the word written and spelled?
	Word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
Meaning	Form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	Concepts and referents	What is included in this concept?	What items can the concept refer to?
	Associations	What other words does this make people think of?	What other words could people use instead of this one?
Use	Grammatical functions	In what patterns does the word occur?	In what patterns must people use this word?
	Collocations	What words or types of words occur with this one?	What words or types of words must people use with this one?
	Constraints on use (register, frequency...)	Where, when, and how often would people expect to meet this word?	Where, when, and how often can people use this word?

Adapted from Nation (2001)

The various types of vocabulary knowledge mentioned above manifest that the nature of vocabulary acquisition is incremental, complex and time-consuming and it is impossible to learn all these types of vocabulary knowledge instantaneously (Schmitt, 2000). Therefore, vocabulary knowledge, in terms of receptive or productive use, has two categories (Nation, 1990). One is receptive knowledge, which means being able to recognize words while reading or listening; the other is productive knowledge, which means being able to produce words when speaking or writing.

## **2.4 Rationale for Teaching Vocabulary in EFL**

There have been a great number of different approaches to language learning, each with different outlook on vocabulary (Richards and Rodgers: 2001).

At times language teaching methodologies have attached a great importance to vocabulary learning, and sometimes it has been neglected (Schmitt, 2000). In practice, grammar and pronunciation are at the core of language learning, while vocabulary is neglected in most foreign language classes. Now a days, it is widely accepted that vocabulary learning is one of the essential elements both of acquisition of one's native language and of learning a foreign language (Morra and Camba, 2009).

Learning vocabulary is seen as a key element to achieve a high level of proficiency in the target language by a large number of theoreticians, words are the building blocks of language since they label objects, actions, ideas without which people cannot convey the intended meaning. The prominent role of vocabulary knowledge in second or foreign language has been recently recognized by theorists and researchers in the field. Accordingly, numerous types of approaches, techniques, exercises and practice have been introduced in to the field to teach vocabulary (Hatch and Brown, 1995).

It has been suggested that teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge (Hultjin cited in Morien and Goebel, 2001). Such as writing, and reading, vocabulary knowledge is one of the components of language skills (Nation and Warning: 1997). From this we can understand that words are the currency of communication. A robust vocabulary improves all areas of communication; listening, speaking, reading and writing. This indicates that vocabulary has a great significance in expressing thoughts and ideas in interaction activities. Even if learners do not have enough knowledge of language structures, an adequate knowledge of vocabulary helps learners to maintain a certain degree of communication (Wallace, 1982).

Furthermore, teaching vocabulary plays an important part in determining the success of learning a foreign language. This is to mean that words are basic units of a language form without which one cannot communicate effectively. Because it is believed that having a large and varied

vocabulary is the indicator of communicative competence and it is one of the important aspects of language learning. Thus, vocabulary is necessary ingredient for all communication (Wallace, 1982).

In addition, Allen (1983:5) emphasized that “lexical problems frequently interfere with communication, communication breaks down when people do not use the right words.” This underlines the importance of vocabulary in classroom teaching, as without vocabulary, it is difficult to communicate. One of the research implications about the importance of vocabulary is that “lexical competence is at the heart of communication and can be a prediction of school success” (Meara, 1996:35).

Generally, vocabulary has got its central and essential in discussions about learning a language. It is widely recognized as one the key components of necessary for second language proficiency and teaching vocabulary is an important of teaching foreign language not only to improve and extend students’ vocabulary, but also the wide choices of a word causes the language to be flexible and gives the possibility to express ideas more exactly and understandably.

## **2.5 Vocabulary Learning Strategies**

Vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies (Nation, 2001). Language learning strategies encourage greater over all self direction for learners. Thus, students need training in vocabulary learning strategies they need most. Research has shown that many learners do use more strategies to learn vocabulary especially when compared to such integrated tasks such as listening and speaking. But they are most inclined to use basic vocabulary learning strategies (Schmitt, 1997). This in turn makes strategy instruction an essential part of any foreign or second program.

There are a variety of teaching strategies that teachers can use to improve students vocabulary learning. Actually there is no best strategy as students may have preference to one another. The teachers’ task is to provide students with varieties of strategies and let students choose their own. Some strategies may be good for some students at certain level. The same strategy which works well to some students may not be enjoyed by others. However, students should be taught to be an independent learner because they will not be in school forever.

## **2.6 Taxonomy of Vocabulary Learning Strategy**

The taxonomy is best viewed as a matrix with the aspects of what is involved in knowing a word listed along one side and the sources and process along the other.

Vocabulary learning strategies have been examined by psychologists, linguists, and language teachers for over the past decades. Vocabulary is generally considered as the basic communication tool, and often labeled as the most problematic area by language learners (Gu and Johnson, 1996 cited in Nation, 2001; Nation 2001; Schmitt, 1997).

Nation (2001; P. 215) in his taxonomy distinguishes the aspects of vocabulary knowledge, the source of vocabulary knowledge and learning process. Furthermore, Nation classifies vocabulary learning strategies into three general groups, planning, source and process.

Schmitt's taxonomy has been extensively exploited in the relevant studies due to its several advantages over others. Namely, these advantages are as follows: Schmitt's taxonomy can be standardized for assessment goals, can be utilized to gather the answers from students easily, is based on the theory of learning strategies as well as on theories of memory, is technologically simple, can be applied to learners of different educational backgrounds and target languages, is rich and sensitive to the other relevant learning strategies and allows comparison with other studies (Catalan 2003, cited in *Procedia Social Science and Behavioral Science* 3 (2010)).

Schmitt's (1997) taxonomy basically classified in to two dimensions as discovery and consolidation strategies of vocabulary learning. Discovery strategies refer to determination and social strategies, where as consolidation strategies include social, Memory, cognitive and Meta cognitive strategies. Social strategies involve learners using interaction with other people to facilitate their learning. Memory strategies consist of those approaches helping relate new materials to existing knowledge system; skills which require "manipulation or transformation of the target language by the learner". Lastly, Meta cognitive strategies "involve a conscious overview of the learning process and making decisions about planning, monitoring or evaluating the best way to study (Schmitt, 1997).

### **2.6.1 Discovery Strategies**

Discovery strategies include several determination strategies and social strategies. A learner may discover a new words meaning through guessing form context. Nation (2001) maintains that “incidental learning via guessing from context is the most important of all source of vocabulary learning. And guessing from an L2 cognate, using reference materials (mainly a dictionary), asking someone (e.g. their teacher or classmates). A large number of English words have derivational forms by adding prefixes or suffixes to the word base. Nation (2001) contends that: A Knowledge of affixes and routs has two values for a learner of English: it can be used to help the learning of unfamiliar words by relating these words to know words or to known prefixes and suffixes, and it can be used as a way of checking whether an unfamiliar word has been successfully guessed from context. There is a natural sense that almost all of the strategies applied to discovery activities could be used as consolidation strategies in the later stage of vocabulary learning (Schmitt, 1997).

Schmitt’s (1997) taxonomy which can be basically classified into two dimensions as discovery and consolidation strategies of vocabulary learning.

### **2.6.2 Consolidation Strategies**

#### **1. Memorization Strategies**

Memorization strategies refer to those involving making connections between the to be learned word and some previously learned knowledge, using some form of imagery or grouping. Memorization strategies play an important role in helping learners to commit new words into memory and in the whole process of vocabulary learning.

#### **2. Cognitive Strategies**

In Schmitt’s VLS taxonomy, cognitive strategies primarily refer to written and verbal repetition as well as some mechanical means involving vocabulary learning.

### **3. Meta Cognitive Strategies**

The study by Gu and Johnson (1996) cited Laiyu Ling (2005) has found that meta cognitive strategies are positive predictors of vocabulary size and general English proficiency, showing the significant role the meta cognitive strategies play in language learning. Thus, a need is seen to train students to control and evaluate their own learning through various ways, such as using spaced word practice, continuing to study word over time, or self-testing, all of which are included in Schmitt's taxonomy. In this way, learners will take more responsibility for their studies and overall learning effect may be improved.

#### **2.7 Task Based Language Teaching**

According to Richards and Rodgers (2001), "task based language teaching refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching."

Nunan (2004) believes that "task is an important element in syllabus design, classroom teaching and learner assessment. Furthermore, Richards and Rodgers (2001), propose that" tasks provide both the input and out processing necessary for language acquisition. They further claim that task activity and achievement are motivational. Motivation is a need for language learning.

Task based language learning is an approach in which learners concentrate more on meaning than form. By doing this, students perform different communicative tasks, which happen to be more meaningful because they are close to the learners' reality, instead of doing form based discrete exercises, which are usually decontextualized and meaningless because they do not see a reason to do them.

Ellis (2003) suggests that the task based approach brings a variety of benefits to learner one of the most important is motivation. Once students are motivated, they can complete the given tasks or desired goals. Furthermore, he has indicated five task features:

1. Task is an activity in teaching and learning a language.
2. A task focuses on meaningful activities.
3. A task involves language in terms of communication, to allow learners opportunities to take part in meaningful interactions to complete a specific assignment.

4. A task uses one or more language skills.
5. A task involves learners in understanding the use of the target language.

From the above explanations, we can deduce that in second language teaching, the use of a variety of tasks is said to make teaching more communicative since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake.

## **2.8 Task based Instruction in Vocabulary Teaching**

Experts agree that by integrating task based instruction with vocabulary acquisition is an advanced method to engage students in various communicate tasks with peers less psychological burden, facilitate cognitive growth by bridging information gap and discussion and promote language competence by repetitive use of newly learned vocabularies and negotiations.

Hunt and Beglar (2005) explains, as mastery of vocabulary is an essential component of second language acquisition (SLA) and effective second language vocabulary learning proves important to English learners. That is why language teachers and researchers have realized the significance of different pedagogical tasks in second language (L2) vocabulary learning that involves learning of a great load of lexicon. This is also supported by Nunan (1989). He claims that a considerable number of researchers, syllabus designers, and educational innovators have long stressed the need for a more in language teaching towards task based approaches to instruction.

The effects of task based learning (TBL) in English as a Foreign Language (EFL) classes have shown that tasks can be used in vocabulary instruction to enhance learner motivation and vocabulary gain (Yumru, 2007; Joe, 1998; Ruso, 2007; Cited in Thanh and Huan 2012). There are a wide variety of languages learning tasks which would include task based vocabulary instruction, for instance the core issue of the present study in which there had not been any empirical research in grade nine English textbook in particular. The study is to evaluate the textbook that provide exercises for vocabulary development and the teachers practice during vocabulary lesson. In which through task, teachers can have a number of options for enhancing attention to learn vocabulary. One of such options is to allow learners to work cooperatively to make a sense of unfamiliar vocabulary via tasks.

To conclude, task based instruction is noted for its advanced methodology in facilitating vocabulary learning and teaching. Task based instruction plays a vital role vocabulary learning and teaching.

## **2.9 Tasks for Vocabulary Development**

The best way of developing one's vocabulary in a foreign language is to encounter it in situations and contexts which are all authentic as possible, without causing the learner to be over whelmed and frustrated by the quantity and/or difficulty of the new material (Wallace, 1982).

Since vocabulary learning plays an important role in language learning, designing tasks to increase learner's vocabulary development is under consideration. Vocabulary tasks can be used for various purposes. Wallace (1982) has identified the following purposes of tasks

1. The teacher can look at them from the point of view of expanding his or her range of techniques when involved in vocabulary teaching form a context or in a situation.
2. Tasks can be used to focus on some aspects of vocabulary learning.
3. Some aspects of vocabulary (but not all) can be developed in an autonomous or semi autonomous way, i.e. more or less independently of the teacher. Provided that the student is able to correct his answers, vocabulary is one of those areas of language-learning where a well motivated learner can make giant strides on his own is/he is given the right kind of material to work on, and vocabulary development exercises can have a role to play here.
4. Some of the tasks can also be used as tests. Vocabulary exercises found in textbooks and courses are in fact tests. The purpose of a vocabulary exercise is to develop the learner's communication of the target language vocabulary, not simply to find out whether she/he knows particular item of vocabulary or not. However, a close relationship exists between tests and exercises, since many exercises can be made into tests and vice versa.

A wide range of vocabulary practice of learning activities have been suggested by lexical researchers. Some of the exercises that helps in vocabulary development will be discussed as follows:

### **2.9.1 Inference Tasks**

One useful type of inference exercise is to use short contexts to show learners different ways in which the meaning of an unknown word (which we shall) the target word can be inferred from its context.

Alderson and Alvarez (1978) cited in Wallace (1982) suggested that non sense words should be used in such exercises, rather than real words. In that way, the learner and teacher can concentrate on the techniques of inference rather than the meaning of any particular word. Another solution is simply to leave a blank, but this may deprive the learners of useful clues such as plural form or past tense form (indicating a verb).

### **2.9.2 Sense Relations**

Sense relations helps to distinguish the meaning of individual items in terms of what they mean in the real-world (their denotation) from their meaning in relation to other words within the vocabulary system of the language (their sense). Both kinds of meaning are important in leaning vocabulary (McCarthy, 1990).

The relations which most language teachers encounter with the greatest frequency in day-to-day teaching are synonym, anotomy and hyponymy (Atkins et al., 1996).

#### **2.9.2.1 Synonymy**

Synonymy means that two or more words have the same meaning. Many words in English appear very close in meaning to each other. A synonym may be used to help the students to understand the different shades of meaning is the synonymy is better known that the word being taught. Synonymy helps to enrich student's vocabulary bank and provide alternative words instantly.

So we can say that synonymy can be useful organizing principle in learning and storing words.

### **2.9.2.2 Antonymy**

As it is cited in Atikns et al., (1996) and McCarthy (1990) antonymy or oppositeness may be of several kinds. A basic distinction is between gradable and ungradable opposites, e.g. hot and cold are gradable opposites, with degrees in between them (warm, tepid, etc) but a live and dead are ungradable. A word may have different opposites in different contexts, e.g. hard /easy exam, hard/soft chair, hard/ gentle person.

When one member of a pair of opposite is understood, the meaning of the other can be easily comprehended. This helps the students to understand the different shades of meaning of a word.

### **2.9.2.3 Hyponymy**

Hyponym; the relation of inclusion, organizes words into taxonomies, or hierarchical free-type diagrams. For instance, words like car, lorry, van, bus are all super ordinate to or hyponyms of vehicle. Therefore, hyponymy offer another organizing principle for vocabulary teaching and principles.

## **2.9.3 Word Structure Tasks**

It has already been noted that knowledge of a word structure is one of the most effective way of expanding, and is of great use in interring word meaning (Wallace, 1952). One of the most useful aspects of word structure is the very common use of prefixes and suffixes in English. The technique of using prefixes to infer meaning can be practiced.

Suffixes can usually be related to be a part of speech, indeed they are often used to change one part of speech into another. So we have suffixes like our which are characteristically adjectival, and others like if y which are characteristically verbal and so on.

Suffixes usually also have functional meanings. One of the best of these is the-er suffix to denote an agent, i.e. the person or thing that does something teacher, writer, thrilled (kind of book), receiver (as in radio receiver), etc. This can be the basis of a simple production exercise.

**Example:** The ending- if y is often used when something is caused or brought about someone. For example, if a chemist turned something that was solid into a liquid, he might be said to have liquefied it.

### **2.9.4 Compounds**

Sometimes new words are formed, not by adding a prefix or suffix to a base word, but by putting two or more base words together so that they form one unit (Wallace, 1982). Sometimes the compound is written as one word (Warhead), sometimes with a hyphen (war-cry), sometimes as two words (war memorial).

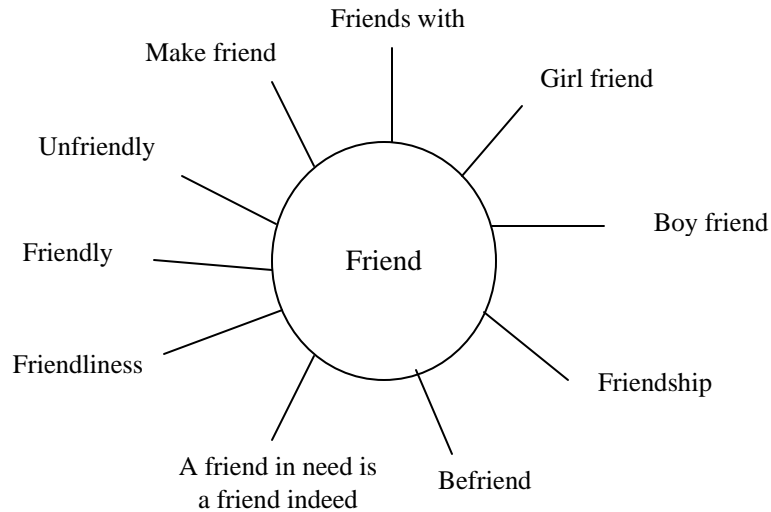
As far as teaching and learning the language are concerned, compounds do not give rise to many receptive problems. Compounds such as headache, rainfall, theatre-goer, etc are fairly transparent. The main thing is that the learner should be alerted to the possibilities of inferring meaning by analyzing the structure of such words (Wallace, 1982).

Occasionally compounds may be more opaque because they are compressed metaphors or they use association, e.g. gate crasher ‘someone who goes to a party that he/she has not been invited to’, egghead ‘intellectual, hard hat ‘construction worker’, etc. Such forms are best learned as individual lexical items in context, and a short discussion of how they might have come to possess their current meaning might perhaps help to fix them in the learner’s memory (Wallace, 1982). Productively, compound nouns can give rise to problems because they are not all formed in the same way. Some are noun + noun (arrow head); some are verb + noun (push-button) and so on. Even compound nouns which are similar on the surface may have different meaning.

### **2.9.5 Word Networks**

With more advanced students it is sometimes a useful idea to ask them to give you any words, phrases or proverbs that they know which are related to a common word.

Phrases and proverbs, etc can be distinguished from other derived forms by using a wavy line, while words which have a special relationship (e.g. Synonyms or Antonyms) can be linked by a dotted line.



### 2.9.6 Collocation

According to Atkins et al., (1996) collocation is what words are likely to occur before and after any given word English. For example, we can talk about raw materials and raw meat, but raw fruit sounds more awkward because we seldom cook fruits.

Collocation is the way that words normally occur together, is something which permeates all language. The best way of picking up normal collocation is therefore by exposure to the target language in all sorts of different contexts. With the recognition of the importance of vocabulary, many techniques and approaches to teaching and learning have emerged and collocation is just one of those. It is widely accepted idea that collocations are very important part of knowledge and they are essential to non-native speakers of English in order to speak or write fluently and accurately (Jean, 2007) cited in the international journal of Research studies in language learning Vol. 1 (2012 P. 21-32). He further claims that one of the reasons as to why teachers and learners should be interested in collocation is, it improves learners' language fluency and ensure native like selection.

The relationship of collocation is fundamental in the study of vocabulary; it is a marriage contract between words, and some words are more firmly married to each other than others. Languages are full of strong collocation pairs, and therefore, collocation deserves to be a central aspect of vocabulary study (McCarthy, 1990: P. 12). He further stated that collocational pairs are

different from compounds, where words are syntactically bound to one another too. It enables us to identify multi word items and further justifies their treatment as single items of vocabulary.

From the above explanation, we can deduce that collocation exercises are advised as important vocabulary practice or learning activities.

### **2.9.7 Cohesion**

In talking about collocation, mostly at phrase level, but when one discusses cohesion one is usually taking about higher units of language, typically the relationships between sentences or clauses (Wallace, 1982). To clarify this idea, Wallace (1982) has put the following sentences as an example:

- You'd better take an umbrella. The weather forecast is for rain.

Although these are written as separate sentences, they are clearly relate to one another in meaning, they are coherent. The coherence of the two sentence is mostly conveyed by the words (phrases umbrella, weather forecast, and rain which are all related semantically. These sentences are not simply coherent, but also cohesive because the words so or because make the relationship explicit. When we referred to such cohesive items as so and because using the terms discourse markers or semantic markers. They are called logical connectors. We should think how such words and phrases can be identified in context and categorized according to logical relationships they convey: cause-and-effect, opposition, etc.

Some teachers might wish to activate this aspect of vocabulary learning, by using productive exercises. A common technique used for this is simply to present some sentences from a text in jumbled order. Learners have to use discourse markers (and other cues) to rewrite the text in the normal way. This lends itself very well to small group activity; it is useful to have the sentences on separate slips of paper, so that they can be manipulated more easily. After rearranging the sentences, the class can then discuss which features of sentences enabled them to put the sentences in the correct order.

Alternatively, another well established technique is the joining of simple sentences or phrases together, using connectors of various kinds, including pronouns (he, they, the latter, this, etc).

Some build this as a phrase of composition writing. So, for example, the teacher may display a series of pictures showing a narrative (a road accident, someone losing a purse which is returned to her and soon). Individual sentences are elicited which can then be made into a continuous narrative using connectives previously written up on the black board.

### **2.9.8 Semantic Tasks**

Semantic exercises or activities are another kind of vocabulary practice or learning activities to review vocabulary. They require students to deeply process words, form-word associations and relate new words with old ones. Sokmen (1997) lists four techniques for semantic elaboration semantic mapping, semantic feature analysis ordering and pictorial schemata (i.e. Scales, clines, and diagrams). She states that through these semantic techniques, related words are usually organized and their meanings are clearly distinguished.

### **2.9.9 Homonymy and Polysemy**

Homonymy and polysemy are two terms used to explain the fact that many word forms occur in different contexts with different meanings, e.g. the word bank has the meanings of place where you deposit a cheque and a side of a river. These could be regarded as so separate that we in fact have two words with the same form: homonyms. Other words cannot be clearly separated, e.g. foot of a bed/mountain/ page all seem to have a common central meaning, so can be treated as the same word with different senses, i.e. as examples of polysemy.

### **2.9.10 Metaphor**

Metaphor, as a device for creating and extending meaning, is very important in the study of vocabulary (McCarthy, 1990). Many features of day-to-day life are constantly expressed metaphorically. It will be seen that metaphor is a way of talking about one thing in terms of another.

### **2.9.11 Pictures and Drawings**

Pictures of many types and colors can be used successfully to show the meaning of words and sentences. Handmade pictures can also be used as there is no need to be very artistic. Drawings

can be used to explain the meaning of things, actions, qualities, and relations. A line drawing of a head, for example, provides many useful nouns and verbs. In addition to the previously mentioned, tasks for vocabulary development by different scholars, Lewis (1998) propose a list of basic tasks types helpful for vocabulary acquisition.

- Selective attention exercises (e.g. reading a text with target words in bold face)
- Matching target words to definitions.
- Fill in the gaps using target words. They may include word formation exercises.
- Translating target words into the mother tongue
- Rearranging words into complete sentences

These activities are used to facilitate apperception of target words. They are normally employed in explicit instruction to make learners conscious of their learning process.

Furthermore, Nation (2001) identifies the following activities that try to move vocabulary into productive use.

### **1. Reading and sentence completion**

There are several varieties of completion activities that can follow a reading text and use words that occur in the text. The completions can range from copying from the text to having to use the words a different inflection or derivational affix, or to express an idea not in the text.

### **2. Paraphrase**

The learners read sentences that they then have to re-express using the target word which is provided for them. The teacher will need to model the use of the word first or provide some example sentences. **Example:** Everybody will be helped by the changes

### **3. Translation**

The learners translate sentences or short texts from their first language. The target vocabulary may be provided.

#### **4. The dicto-comp and related activities**

In the dicto-comp (Ilson, 1962) cited in Nation (2001) stated that, the learners listen to a text and then write it from memory. They can be encouraged to use target words by:

- 1) Seeing the words on the board as the text is read and having them there
- 2) Sealing the words on the board as the text is read, then having all except the first two letters of each word rubbed off
- 3) Having translations of the target words put on the blackboard

Activities related to dicto-comp includes dictation, delayed copying, the reproduction activity (read a text, put it away, write it from memory), and the dicto-gloss where learners work together to reconstruct a previously heard text.

#### **5. Guided semantic mapping**

The learners work with the teacher to develop a semantic map around a topic. The teacher deliberately introduces several target vocabulary items and puts them on the map as well as elaborating on them with the learners. The learners then use the semantic map to do a piece of writing. If the writing is done in small groups, a learner in the group can be given the responsibility of ensuring that the target words are used.

#### **6. Information transfer activities**

Palmer (1982) cited in Nation (2001) describes a wide range of information transfer activities which involve the learner a diagram, chart, table or form into written or spoken text.

#### **7. Using cooperative tasks to focus on vocabulary**

Cooperative activities are particularly effective in getting learners to explore a range of meanings that a word has and the range of elements of meaning it contains. Here are two examples of ranking activities. One focuses on the word cancel and the other on instruction.

Cancel your team is supposed to play in a game on Saturday. List the reasons why the game might be cancelled. Rank them according to how likely they are to happen. The vocabulary to be used included in the items to rank.

The following example is based on the word instruction which occurred in a text in the phrase reading instruction.

**Instruction:** you are about to begin studying at university for the first time. Before the university year begins you have a chance to receive instruction in a variety of skills.

Rank them in order to value to you for university study.

- Instruction in writing assignments
- Instruction in taking lecture notes
- Instruction in using the library
- Instruction in organizing and planning your time
- Instruction in making use of university clubs and facilities

## **2.10 Learning from Teaching and Learning Activities**

This section deals with teaching and learning activities. This section looks at the psychological conditions that need to occur in order for vocabulary learning to take place. It is organized around four questions that teachers should ask about any teaching or learning activity (Nation, 2001).

1. What is the learning goal of the activity?
2. What conditions does the activity use to help reach the learning goal?
3. What should a teacher look for to see if the goal is likely to be reached?
4. What should a teacher do to make sure that the conditions occur?

We will look at each of the four questions in detail

- 1) What is the learning goal of the activity

A learning goal may be a language (vocabulary, grammar), ideas, (the content such as cultural knowledge, safety information...), skills (accuracy, fluency), and text (discourse schemata, rhetorical devices, etc).

When looking at teaching and learning activities, we can answer this question about the learning goal in a very general way by saying a vocabulary goal.

Let us look at some vocabulary activities to see what their specific vocabulary goal might be.

**Table: The learning goals of some vocabulary activities**

Activity	Learning goals
Guessing from context	Word meaning, collocates learn a strategy
Key word techniques	Link form to mechanics, word meaning learn a strategy
Breaking words into parts	Link form to meaning, word meaning learn a strategy
Split information tasks with annotated pictures	Bring receptive vocabulary into productive use

In order to reach a goal, the knowledge or information that makes up that goal needs to be available. The sources of information about words, for example, the words' meaning, can come from textual input such as reading or listening text.

2) What conditions does the activity use to help reach the learning goal

- There are three important general processes that may lead to a word being remembered. These include noticing (through formal instruction, negotiation, the need to comprehend or produce, awareness of inefficiencies), retrieval, and creative (generative) use.

Noticing means that learners need to notice the word, and be aware of it as a useful language item (Ellis, 1991 cited in Nation, 2011).

1. What should a teacher look for to see if the goal is likely to be reached.

Most conditions in action have some observable sign. Negotiation, repetition, generative use, involvement and successful completion of a task are among the most observable. Deep processing focusing on the meaning and the need to comprehend are less directly observable.

If a teacher sees that learners are negotiating then this should be considered as a positive sign for both negotiators and those learners who observe the negotiation.

2. What should a teacher do to make sure that the conditions occur?

This question looks at the design features of activities. Design features of activities, such as split information, shared information, types of outcomes, the presence of unfamiliar items in written input, encourage the occurrence of learning conditions.

It is useful for teachers to be aware that the design features that help a particular technique achieve a learning goal are also present in other techniques and it is possible to create and adopt techniques that have those features.

## **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

In attempt to evaluate the vocabulary tasks found in grade nine English textbook and to explore their implementation, the present study has evaluated two related domains: the vocabulary learning tasks and their implementation in the classroom. This chapter discusses the methodological concept and how they were enacted. Therefore, first, the research design is discussed. Second, research setting, respondents of the study, sampling population and sampling techniques are discussed. Thirdly, data gathering instruments, procedure of data collection and analysis are described.

### **3.1. Research Design**

As previously mentioned ,the main objective of this study was to evaluate whether or not the vocabulary tasks in the currently in use of grade nine English textbook are designed and implemented in light of the various ways of vocabulary learning strategies and tasks.

In order to achieve this objective, the researcher used a descriptive research design. Kumar (2006) saysdescriptive research design is an excellent research type for obtaining thick description of a complex issue in its context. Mixtures of both quantitative and qualitative research approach wereappropriate because the problem under investigation demands considering the two approaches. In evaluating the vocabulary tasks, it was necessary to group the tasks based on their particular characteristics and then express them in terms of numbers for interpretation. To this end, it was necessary to adapt checklists which are provided by different scholars and points which are discussed in the review of related literature. Furthermore,classroom observation was used.This is because the it provides him with the actual practices in the classroom that the other instruments may not provide. Besides,by using teachers' interview and students 'questionnaire ,the researcher find it necessary to get information about the nature and their attitude towards the vocabulary task in the textbook and the way vocabulary task are implemented.

### **3.2 Research Setting**

The study was carried out in governmental school called Kokebe Tsibah secondary and preparatory school .The school is located in Addis Ababa city, Yeka sub city around Kebena. In this study, the school is selected based on two considerations. .It is selected for sampling because of its proximity to the researcher .Conducting the research here in Addis Ababa avoids unnecessary expenses in time, money and energy as far as the capacity of the researcher is considered. The school has a total number of 711 grade nine students and on average each section has 54 students. It has 13 sections and four English teachers.

### **3.3 Respondents of the Study (Research Participants)**

Data for the study was collected from the currently in use grade nine English textbook and the teacher guide. .Furthermore, four grade nine English teachers were participated. Thus, the study included people directly involved in the presentation and practice of vocabulary lessons in the classroom.

In the above mentioned school, out of 711 students 130 students were participated in filling the questionnaire to get relevant data. Regarding the selection of teachers for the interview, there are four teachers assigned to teach English for grade nine. As they are small in number; all the teachers were considered for the interview.

### **3.4 Sampling Population**

Grade nine students were selected thought that grade 10 students, who are usually busy preparing themselves for General Secondary Education Certificate examination, may not be in a position to actively participate in this study. Grade 10 English teachers may exhibit similar tendency. Considering this, grade nine students and teachers were selected for the purpose of this study. The total populations of grade nine students were 711. Conducting the study on the total population is not possible and it is difficult to handle as far as the capacity of the researcher is concerned. Conducting sampling was needed in order to make the research economical, accurate and easy to handle. According to Kumar (2006) say descriptive research typically uses large samples; it is sometimes suggested that one should select 10-20 percent of the accessible

population for the sample. Therefore, out of 711 students 10% of the total population were taken from the 13 sections to make it manageable. There were four English language teachers. Accordingly, all the teachers were selected.

### **3.5 Sampling Technique**

Availability sampling technique, which is one type of non –probability sampling, was used for the teachers. There were four English teachers. So, all the teachers were considered in the study. On the other hand, simple random sampling, which is a type of probability sampling, was used to select students from each section. The reason why the researcher used simple random sampling as his preference is this sampling technique was used because individuals have an equal chance to be selected for the study. The researcher aims at getting the representative of the entire population out of the total sections of 13. Thus, the determined sample size will be 130 out of the total population of 711 grade nine students.

### **3.6 Data Gathering Instruments (tools) for the Study**

Different instruments (tools) were used for data collection for this study. Taking the advantages of using a mixed approach into consideration document analysis, classroom observation, questionnaire and interview were used. The major instrument in the study was document analysis. The vocabulary tasks in all the units were evaluated based on the different ways of vocabulary learning tasks. There was a classroom observation to get primary data. And questionnaires were distributed for students and interview was held with the teachers.

#### **3.6.1 Document Analysis**

Document analysis as a major instrument was used to gather data in this study. Document analysis was carried out in order to evaluate the vocabulary tasks in the textbook. The document that has been taken for analysis was the currently in use of grade nine English textbook and all the vocabulary tasks were the focus of the study. It investigated the techniques or strategies of vocabulary learning in the textbook since the way the vocabulary tasks are designed /developed in the textbook may encourage or discourage students to make use of different vocabulary learning strategies. So as to obtain data on these issues, the researcher analyzed the nature of

vocabulary tasks presented in the currently in use of grade nine English textbook using this tool. However, it should be stressed that the evaluation was not intended to consider things like learn ability, frequency, usability, difficulty of lexical items which needs another investigation. The focus of the study was on evaluating the nature of vocabulary tasks and their implementation in the classroom.

### **3.6.2 Class Room Observation**

Classroom observation was conducted .The researcher conducted classroom observation and it helped him to gather primary data and by giving him the opportunity to look the actual practice of vocabulary teaching. Lesson observation was important because it supplemented the document analysis, questionnaire and interview methods in cross checking if what the respondents say do converge or not. A total of nine observations were conducted. Three out of the four teachers were involved on voluntary basis which was arranged with the help of department heads and teachers. And teachers' lesson plan was important in arranging classroom observation.

Classroom observation provides a clear picture of what the actual teaching and learning process looks like (Selinger & Shohmy, 1989). Success in the vocabulary lesson crucially depends on the interaction between teachers and learners .Class room data provides us with good examples of how students and teachers interact when a new words and meanings are discussed. Therefore, the observation was made based on checklists of different techniques/strategies and tasks of vocabulary teaching (adapted from Sana k 2015, see appendix III). The researcher observed the kind of vocabulary teaching strategies employed during the observation.

### **3.6.3 Questionnaire**

In this study, questionnaire was utilized as an additional data gathering tool. The aim of the study was to evaluate the vocabulary task and how they are implemented in the classroom. Self-report scale which is a kind of questionnaire was the data gathering tool used in this study. It is a kind of questionnaire with rating scales at which respondents report what is true for them or the material being evaluated (Kothari ,2004).This type of instrument is used when there is a need to examine students attitude or reaction on the materials being evaluated (Morrison and Scott ,2005 cited in Tariku 2013). Questionnaire was used as a means of data collection because it has the capability of reaching a large number of people and it ensures high response rate apart from

saving time and energy. And the questionnaire helped the researcher to identify the attitude of students' towards the tasks. Thus, gathering the necessary data through questionnaire from the large population was compulsory so as to conduct the research.

Students' questionnaire was categorized in two parts. The first part consisted of three items. They present to find out students' attitude while practicing vocabulary tasks in the classroom. The second part incorporated 10 items. They were asked to about their general attitude towards the vocabulary practice tasks in the textbook. They were prepared in English and translated into Amharic for ease of understanding. It was translated into Amharic because students at this level seem to have difficulty in understanding the question in giving responses. All of the distributed papers were returned and analysis was done accordingly.

### **3.6.4 Interview**

A semi –structured interview was prepared and conducted (see Appendix Iv). Semi –structured interview was used to get additional information about the topic under investigation and to cross-check the data collected through the other data gathering tools. Because of its interactive nature, interviewing has many advantages over types of data gathering strategies (Best and Kahn ,1998 cited in Gebiyaw,2011). Unlike the classroom observation which was held with three teachers, the interview were conducted with four teachers .The interview questions were designed to obtain relevant information about teachers attitude towards the vocabulary tasks presented in grade nine textbook. Teachers were asked about their general attitude to the vocabulary tasks presented in the textbook.

### **3.7 Procedure of Data Collection**

The data from the textbook analysis was first collected and in the meantime classroom observation was held. And after classroom observation, questionnaire was distributed to the students and interview was held with the teachers. This was done because if the students fill the questionnaire and the teachers were interviewed before the observation is conducted , both the teachers' and students' behavior can be modified since they become aware of its content. To overcome such natural modification of behavior, the researcher distributed questionnaire collected after the class room observation was held. In collecting the data through questionnaire, the entire questionnaire were distributed to the students at the same place within school time and

interview with the observed teachers were held on different days that were convenient to them. This action helped to minimize response errors.

### **3.8 Procedure of Data Analysis**

As it was mentioned in chapter one, the objectives of this study was to evaluate vocabulary tasks of Grade nine in English textbook in order to find out whether the vocabulary tasks are designed and implemented in the classroom according to various techniques of vocabulary learning tasks. Therefore, for this purpose data were gathered. The data gathered through document analysis, classroom observation, questionnaire and interview were analyzed using the following procedure. For the aim of the study the data was analyzed both qualitatively and quantitatively since the mixed approach brings a valid result. The data from document analysis, classroom observation, and interview was interpreted qualitatively. And the data from questionnaire was interpreted and analyzed quantitatively. To look at it separately, The textbook uses a coding system to delineate each skill area. The code represents was as follow:

**Part:** whether the activity is found in part A or part B of the unit

**Unit number:** The unit represented by a number

**Activity number:** A number showing how many activities have been covered the position of the skills in the sequence of skills covered in the unit

Accordingly, the code A3.3, for example tell us that this particular activity is found part of A which is found in unit three and it is the third activity in part A of the unit. Therefore, this system of coding is used in this study to refer to specific units and tasks. The questionnaire was analyzed based on scales to determine the attitude of students' towards the tasks. Scales of 'strongly agree and agree' are interpreted as agree (positive attitude) and scales of 'strongly disagree and disagree' are considered as disagree (negative attitude). But scales of 'undecided' were not analyzed and interpreted as they are neutral.

The classroom observation was analyzed based on checklists. If a certain strategy was used in all the observations, it was regarded as frequently used. And if it was used in most of the observation, it was considered as usually and if it is used once during the observation, it was

taken as sometimes. Besides, if it is not observed at all, it was considered as not used (Never).The researcher took short notes on the actual classroom observation. With regard to teachers' interview, each question was stated and analyzed separately going through all the teachers' responses. Then, the researcher has paraphrased and concluded the analysis with his own statement.

## **CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION**

### **4.1 Data from the Textbook Analysis**

This chapter presents a data from the textbook analysis. And the data obtained from classroom observation, students' questionnaire and teachers' interview were presented separately.

The data obtained from textbook analysis and questionnaires were put in some form of tabulation for ease of understanding what the tasks of vocabulary section represent and the students' attitude towards the vocabulary tasks. However, they are presented and discussed separately.

In the school, there were four grade nine English teachers. Three of the teachers were observed while they were teaching vocabulary. However, one teacher was not observed due to personal problems and inconvenience. The teachers were observed while they were teaching unit 8 and unit 9 vocabulary sections. Even though three of the teachers were observed the teacher that was not involved in observation was involved in the interview.

Each teacher had been named anonymously as teacher (T1), teacher 2 (T2) teachers 3(T3) and Teacher 4(T4).

#### **4.1.1 General Description of the Textbook**

The vocabulary task evaluation was done on the currently in use grade 9 English for Ethiopia students textbook. It textbook has been used as a teaching material since 2011 G.C. This textbook contains 12 units. Each unit contains nine sections: introduction, listening, language focus, study skills, speaking, reading, vocabulary (increase word power), writing and assessment. There is a revision at the end of every three unit. There are two sections A and B. The sections don't have consistent order. For example, the vocabulary section may appear as a seventh section in one chapter and may be found as a second section in another chapter.

#### **4.1.2 The Vocabulary Tasks**

Identifying the vocabulary task for the proposed evaluation was the first and important activity conducted in this study. In order to do that, the vocabulary tasks which were suitable for evaluation had to be selected. Then, according to the identification there are a total of 51vocabulary tasks (excluding the vocabulary tasks presented in the introduction and revision

sections) in the textbook. The vocabulary activities in the revisions and introduction left out in order to avoid repetition and were not convenient for evaluation. Therefore, the main vocabulary tasks, which were selected for evaluation, were 51 in number. These are all the vocabulary tasks found in all the 12 units under the title vocabulary (increase your word power).

The following table shows the selected vocabulary tasks in each unit i.e. distribution of vocabulary tasks in each unit.

**Table 1:** The Distribution of Vocabulary tasks (Increase Your Word Power) in the Textbook

No	Units	No of speaking activities in each unit
1	Learning to learn	4
2	Place to visit	6
3	Hobbies and crafts	3
4	Food for health	9
5	HIV and AIDS	3
6	Media, TV, and Radio	10
7	Cities of the future	4
8	Money and finance	3
9	People and traditional culture	1
10	News papers and magazines	2
11	Endangered animals	2
12	Stigma and discrimination	1
	Total	51 vocabulary activities

As it is clearly indicated in the table above, the textbook consists of twelve units based on different kinds of topic; each unit is divided into two parts that covers different topics. Unit two, for instance, contains reading passages that pertain to tourism and all the other skills focus on this particular topic area. As the students move to unit 3, they will go through practice of all the skills again, but this time with and around content pertaining to Hobbies and Crafts. However, with regard to vocabulary tasks from the above table that there is no equal number of distributions of vocabulary tasks across the units.

### 4.1.3 Objectives of Vocabulary Instruction

At the beginning of each part of every unit, there were lists of objectives. Below is a list of provided objectives relevant to vocabulary skills categorized in the units as they are found in.

**Table 2:** Vocabulary learning objectives in the textbook

Unit	Objective (by the end of this part of the unit you will be able
1	<ul style="list-style-type: none"> <li>• Discuss how you remember things</li> <li>• Listen and match descriptions to photographs</li> <li>• Practice asking questions with the correct pronunciation</li> </ul>
2	<ul style="list-style-type: none"> <li>• Learn some new words</li> <li>• Use the correct pronunciation to ask and answer questions in the present perfect tense</li> <li>• Pronounce words with the past simple endings –d and –es</li> <li>• Play a game of bingo</li> </ul>
3	<ul style="list-style-type: none"> <li>• Match crafts with their pictures</li> <li>• Make sentences with do and make</li> <li>• Use collocations (words that are always used together)</li> <li>• Play a card game related to hobbies</li> <li>• Discuss how to increase your word power and how to remember things</li> </ul>
4	<ul style="list-style-type: none"> <li>• Classify food into food types</li> <li>• Complete a food quiz</li> <li>• Match food products and their labels</li> <li>• Complete a food word search</li> <li>• Take a diction about food items</li> <li>• Pronunciation practice</li> <li>• Improve your spelling</li> <li>• Increase your word power using homonyms</li> <li>• Record parts of speech for vocabulary items</li> </ul>
5	<ul style="list-style-type: none"> <li>• Classify words according to their parts of speech</li> <li>• Learn more words about AIDS and HIV</li> </ul>
6	<ul style="list-style-type: none"> <li>• Learn words connected with the median</li> <li>• Classify media words</li> <li>• Use some synonyms and antonyms</li> <li>• Pronounce words with a different number of syllables</li> <li>• Learn a spelling rule</li> <li>• Classify associated words</li> </ul>

7	<ul style="list-style-type: none"> <li>• Increase your vocabulary cities</li> <li>• Use linking words to join sentences</li> <li>• Listen and match facts about three cities to their photographs</li> </ul>
8	<ul style="list-style-type: none"> <li>• Learn words for money and finance</li> <li>• Write definitions for words to do with banking</li> </ul>
9	<ul style="list-style-type: none"> <li>• Increase your knowledge of festival words</li> <li>• Pronounce the vowels fill, feel, file</li> </ul>
10	<ul style="list-style-type: none"> <li>• Pronounce words related to newspapers and magazines</li> <li>• Use the correct word stress</li> <li>• Play a game of beings</li> </ul>
11	<ul style="list-style-type: none"> <li>• Match animal words and pictures</li> </ul>
12	<ul style="list-style-type: none"> <li>• Pronounce polysyllabic words</li> </ul>

As it is depicted in the above table, vocabulary learning objectives are written. However, the objectives are not written in isolation. They are written in combination with the other skills at the beginning of each unit. Students face difficulties in identifying the vocabulary learning objectives. Vocabulary objectives were not designed in such a way to provide students with clear instructions and objectives.

#### **4.1.4 Evaluation of Vocabulary Tasks (Data's from the Textbook Analysis)**

As it was mentioned in the previous chapters, the major purpose of the study was to evaluate the designed and implementation of the vocabulary tasks in grade 9 textbook.

Owing to the fact that vocabulary permeates listening, speaking, reading and writing, it seems obvious that vocabulary learning is inseparable from the four skills in the language classroom. Therefore, the main question under this theme was to analyze to what extent the textbook was designed to teach vocabulary using various ways of vocabulary learning tasks. The researcher evaluated the students' textbook including the teachers' guide and observed the classroom while teaching and learning process took place in order to have actual information. The student textbook provides language skills and vocabulary tasks. The teacher guide also provides the teacher with a comprehensive guide to the course. This section focuses on the actual analysis of the components of each tasks in the textbook.

The vocabulary tasks included in the textbook:

## **Data from the analysis of vocabulary practice tasks in the textbook**

Ellis (2003) emphasized L2 based tasks to improve vocabulary learning. He further explained L2 based tasks and activities which stand as the main target of communicative language teaching has received much attention in recent vocabulary teaching practices and materials.

The main theme under this section is to evaluate the vocabulary tasks covered in the textbook. The textbook analysis assumed to answer the following question and if the textbook contain various methods of vocabulary teaching tasks.

### **4.1.4.1 Meaning Based Tasks**

#### **Contextual Meaning**

The textbook presents vocabulary tasks in different contexts. There were texts that provide contextual frame for the vocabulary tasks. According to Nation (1990) guessing the meaning of a word is the best way to acquire new vocabulary. There were tasks offered with in contexts of paragraphs.

Inferring meanings of words is a big part of vocabulary learning. For such an activity, the use of context is vital. There are different context types students can utilize to infer meaning of new words. The textbook tries to employ varies types of contexts to engage students to guess meaning of words.

These include paragraph/passage level contexts, picture and table contexts. This variety helps students remain interested in the task as well as get them to realize the different dimensions of vocabulary inference, and it is a definite strength for the textbook. It helps to teach the words in a natural and communicative way.

	<b>No of tasks</b>
Passage	7
Diagrams and pictures	6
Table	1

From the above table, one can infer that there are not enough tasks provided in the form of tables comparing to passages and pictures. Furthermore, taking a closer look at the activities, one can notice a number of problems with the contexts used by the material designers of the syllabus.

Authentic tasks may be unsuitable for particular for learner's if there are too many unknown words which frustrate learning (Dubin 1982 cited in Carter, 1988). The control of many unknown words seems to be important. In this regard, for instance task A 2.6 (see in the appendix v) has a problem. There are words that are difficult to understand at this grade level. In addition, there were materials in the textbook including the reading and listening passages are deliberately designed teaching materials. The use of these contrived materials damages the authenticity of the communicative contexts the vocabulary items are treated in. This goes against vocabulary instruction where students should be trained with authentic materials to help them recognize and practice the skills in their natural setting for effective acquisition of words. For instance, task A 4.3 provides a pictorial and listening context for vocabulary practice. However, as indicated in the picture (see Appendix v), some of the items do not reflect the students' reality. It is not customary to see biscuits being served on plate in our country. We also do not buy cartons of milk, bags of sugar, or slices of cheese. These deviations from the students' cultural norms damage the authenticity of the activity as a whole. The problem with context in the textbook continues with lack of sufficient context in some activities. Task A3.11, which requires students to identify and come up with collocations without providing enough models or sufficient contexts.

### **Literal Meaning**

Contextual tasks are important in which students are asked to determine and produce the meaning of unknown words that appears in a text. However, Carter (1988) was unsure of the benefits of learning from the context alone, and believed that a mixture of different methods can be better. One of these is teaching of students' literal meaning. Exposing of students to certain vocabularies based on their literal meaning is crucial. The textbook provides tasks to match target words with their definition and ask students to give literal meaning

Learners are stimulated to carry out match given words with their definition and give their own meaning to a certain words. These tasks help to reinforce and increase students' word power.

However, looking at the tasks (see Appendix v) most of them are treated in isolation. For instance, task A1.11 (see appendix v) orders students to find out the meaning of the words and write them in their vocabulary book. Furthermore, task A7.2 directs students to match with their definitions.

Providing students with various words to give their meaning and increase their word power is pivotal. However, not integrating with other skills has its own consequence which doesn't let students use words for production. Integrating vocabulary practice activities with other skills serve the purpose of vocabulary instruction well. It helps to make the tasks interesting and more fruitful.

### **Sense Relations**

The best way of teaching vocabulary is to employ as many strategies as possible to cover the wide dimensions of learners' mental lexicon (Carter, 1988). He further claims that students need to be trained in both contextual and do contextualized learning. Providing vocabulary tasks that help students to determine meaning is important. Therefore, it is important to look the number and design of the sense relation tasks presented in the textbook.

<b>Use of sense relations</b>	<b>Number of tasks</b>
Synonym	1
Antonym	1
	3
Homonym	2
Polysemy	1
Compounds	-
Word network	1

Looking at the data above, one can easily notice inequality among the different approaches to vocabulary teaching. Furthermore, only eight activities are centered on meanings of words. When we look at the tasks, for instance, task B6.3 (see appendix v) students are asked to listen to an interview about Tilahun Gessesse and give synonyms of the words provide in text. There are

instances where vocabulary is integrated with other skills. For example, when we look at this task, students will listen and give synonym.

Furthermore, task B6.4, students are required to give opposite meaning, but not asked to produce their own sentences and/or other activities that let students increase their word power to production skills. Tasks A4.2 and B4.6 (see appendix v) have been labeled as hyponyms activities which offer another organizing principle for vocabulary teaching. However, only two tasks are covered throughout the textbook. From this one can deduce that there is limited number of tasks that help students to empower their hyponymy of vocabulary learning strategy.

In addition, Tasks (B4.10, B8.11) is covered as polysemy and homonym task. This is an indication that an attempt has not been done to include as many as polysemy and homonyms tasks. A closer look at of the task reveals it does not provide sufficient examples and alternatives other than ordering students to identify the polysemy and homonyms and complete the sentences.

There is one task A7.7 (see appendix v) that let students practice vocabulary through word net work activity; however, compound structures are not incorporated in the textbook and they are marginalized. There are no enough tasks that would focus purely on compounds.

Another problem with the above mentioned tasks is the integration of vocabulary tasks with other skills. Vocabulary tasks following or preceding reading/listening activities can be witnessed to facilitate the learning of reading/listening skills. Even though this might not be a bad thing, lack of activities that prioritize vocabulary mastery could potentially have negative impacts for the students overall progress by skewing their language experience.

#### 4.1.4.2 Word Use

Word use	No of tasks
Metaphor	-
Idioms	-
Collocation	4
Style	-
Register	-

From the above table, one can infer that there are no instances that let students practice using metaphor. According to McCarthy (1990) metaphor is very important device for creating and extending meaning in the field of vocabulary (see chapter two).

Tasks that help to use Idioms, style and register has not been covered throughout the textbook. This indicates lack of various vocabulary learning strategies as they are important in empowering students' vocabulary. The fact that an attempt has been made to include collocation, but they are limited in number. There are only four tasks of collocation. Collocations are very important part of knowledge and they are essential to non-native speakers of English in order to speak or write fluently and accurately (see chapter two). However, taking a closer look at the activities, one can notice problems. For instance, task A3.11 (see appendix) students are supposed to identify and come up with collocation without providing enough models or sufficient contexts.

#### 4.1.4.3 Word-Formation Tasks

There are tasks that let students use word formation tasks. Let us see in the following table.

Word formation tasks	No of tasks
Parts of speech	4
Affixes (prefix and suffix)	-
Spelling	12
Pronunciation	9
Word games	3

As it can be seen from the above table, affixes has not seen recognition in the textbook. Word element tasks in which students are asked to use their knowledge of prefixes, suffixes or roots to determine the meaning of unknown words are important.

Nation (2001) reinforces this idea by saying

*“A knowledge of affixes has two values for a learner of English: It can be used to help the learning of unfamiliar words by relating these words to known words or*

*to known prefixes and suffixes, and it can be used as a way of checking whether an unfamiliar words has been successfully guessed from context.”*

Even though word structure analysis (affixes) can prove an effective way to vocabulary learning an attempt has not been made in the textbook. So, from this one can deduce that considerable attention was not given in including affixes tasks.

Cook (2001) reveals that to fully know a foreign language words includes the learners' ability to pronounce it in a recognizable way. Spelling and pronunciation tasks are included in the textbook which is considered as a merit. Providing pronunciation practice tasks in which students practice and match with their appropriate diacritical marks are crucial.

However, a closer look at of some the tasks reveals they are have misleading and unclear example. For instance, task A3.10 (see appendix v) gives a set of phrases to students to practice to pronounce the word. However, no explanation or demonstration of the correct pronunciation is given. Without a guide the activity, students would be hard pressed to engage in the activity.

There were spelling practice activities presented in the textbook which a good quality. Students need to have sufficient knowledge of the correct spelling of those vocabulary items of the language that they are learning (Wallace, 1982). Students are required to practice correct spelling of words. But making them write or speak is not included in the task which doesn't help students to practice their production skills.

Parts of speech tasks are addressed. The book attempts to deal with parts of speech tasks though they are few in number. Only three tasks are presented to use words games. They are limited in number as word games are one of the best methods of teaching vocabulary.

#### **4.1.4.4 Word Grammar Tasks**

According to Harmer (1987:158) a word grammar includes nouns; countable and uncountable, verb completion, adjectives and adverbs position. From this assumption, it has been evaluated if there are activities that promote word grammar activities. An attempt has been made to include word grammar activities. Tasks like B1.12 (naming adjectives) B2.6 (contraction), B2.11 (past forms), A4.13 (prepositions), b4.6 (identify parts of speech) B6.11 (forming comparisons), etc.

From this, one can notice that a word grammar tasks are included which is important in enhancing students' word power.

## **4.2 Analysis of Data from Classroom Observation**

As it was mentioned in the research methodology section 3.6.2 the other data gathering tool used in the study was observing vocabulary lessons while they were being taught in classrooms. The purpose of the classroom observations in this study was to check the responses which were given by the teachers and students in the interview and questionnaire respectively. The school selected for classroom observation was that was selected for the administration of teachers' interview and students' questionnaire.

During the classroom observation, the researcher sat at the back desk and took short notes only on the actual implementation of vocabulary practice.

Scholars in the field of vocabulary stated a variety of techniques which are proven effective for teaching of words (discussed in chapter two). Teachers were observed whether these teaching techniques are used in their English classes.

The analysis and presentation of the data collected through classroom observation is presented below. The data based on the requirement of the classroom checklist (see appendix III) were collected and discussed as follows.

The data obtained from classroom observation revealed that two out of the three teachers do not introduce the objective of the lesson. They simply greet them let them do activities like giving, contextual meaning, matching and writing sentences using a certain words. One out of the three teachers introduced the objectives of the lesson.

Teacher one

The class observed was 9 section 13 in Kokebe Tsibah secondary and preparatory school and the topic of the lesson was a reading passage entitled as "A successful enterprise."The teacher cleaned the Blackboard and introduced the lesson of the day. He made aware of students the objective of the lesson and what students are going to accomplish in the lesson. Students were

expected to read the passage and work out the meaning of words that are underlined in the passage and share their ideas with each other. He wrote words like commodities, ambitious, assembly, impoverished and transported. While the students were reading the passage and give meaning of words according to the passage, the teacher were moving around and help students when they asked.

As the classroom observation result indicated majority of the strategies expected to be implemented and practiced by the teachers were not observed. Most of the time teachers were frequently using contextual strategy of teaching of a word from a reading or listening passage. Lists of words were given to the students to give contextual meaning. For instance, teacher three, orders/commands students to read a passage about 'Festival in Ghana' and give some festival words to identify their meaning words like declare, celebrated, palanquin were written on the board. And students are expected to give contextual meaning. After they have read, the teacher ordered the students to give the meaning of the words by raising their hands. Only few students raised their hands and the teacher gave chance to respond. For instance, the teacher called "yes, Yonas ,what does the word declare means according to the passage and the student responded "to announce and the teacher said excellent. On the other day, he commands the students to read a paragraph about "Folklore and traditional religion" and give meaning of words like emerged, destroy, strange, etc. The teacher ordered the students to read the paragraph within ten minutes and give the meaning of the words and shared with each other.

The other strategy that was frequently used was spelling. Teachers were frequently using spelling as vocabulary teaching strategy. For instance, teacher two commanded students to practice spelling of words. The teacher said "Zelalem could you write the word dwellers on the blackboard? The student spelt it 'dwellers' and teacher said is that the correct spelling ? Some of them said no .The teacher herself wrote the correct spelling. Furthermore, students called Selam and Ashenafi spelt the words prominently as 'promintly and beautiful as beatiful respectively.

Furthermore, teachers were used synonymy sometimes, but teachers were not observed using other sense relation activities. For instance, teacher one, gave words like resolve, conservation, purification to give a synonym of each words. And the teacher was moving around and looked to

the answer of some students. During the observation sessions attended, teachers did not use pictures or any other realia for their students.

Besides, during the observation session was attended, the teachers did not use word formation activities like prefixes and suffixes. Opportunities for word use activities like metaphors, collocation, idioms, etc have not been observed.

After the observation, the researcher discloses the fact that teachers sometime communicate and interact with their students. It has observed that sometime a chance was given to students to communicate with their teachers. Furthermore, during the observation, it has been noticed that teachers sometimes use 'students to share what they already know about the meaning of new words. For instance, students were asked to make sentences of their own and share with their friends as well as giving spelling test to their partner. Besides, it has been observed that teachers were frequently used the students native language in explaining a new word in the classroom. In other words, the result that has come from the observed classes confirmed that the teachers use native language in classroom. There were instances that teachers were used native language of ,forexample,teacher two said "what does ring road means." And the teacher equivalently translated the word in to Amharic saying" yekelebet mended."

The result gathered from the analysis of the classroom observation allowed to draw a conclusion that teachers do not use various vocabulary learning strategies to empower students' word power. It has been found that teachers tend to use a limited range of methods to teach vocabulary in classrooms.

#### **4.4 Data from the Teachers' Interview**

The other instrument employed in this study was interview. This tool was chosen in order to collect additional information which could not gather by the other tools which were discussed so far. This tool was primarily used to gather data from four teachers who were observed while teaching and conducting vocabulary tasks in different sections.

As it was in the students' questionnaire, the items in this interview were organized to analyze teachers' attitude presented in the textbook. This semi-structure interview was supported by

follow-up questions. The results of the interviews and their analysis will be presented in themes as follows.

**Item 1:** Teaching experience of teachers English as a foreign language

Teachers were asked to know their personal experience in teaching English as a foreign language. Most of the teachers in the study had an experience in teaching; three out of four teachers have taught English for more than eight years and all the teachers have first degree in English language. For instance:

Teacher one has said, " I have thought English in secondary school for twelve years." And teacher four said, " I have been teaching English as a foreign language for ten years."

**Item 2:** The vocabulary learning objectives

As it was learnt from the four interviews, the objectives of the vocabulary tasks were found to be clear only for teacher one, but three of the teachers does not share the same feeling. They said that most of the objectives were not specific and hard to understand. They sometimes modify them in their weekly lesson plans or discuss with other colleagues to make them understandable. Teacher three, for instance, claimed that vocabulary learning objectives are not clearly stated. This supported by teacher one who said " the vocabulary objectives are not written separately and they are written in combination with the other skills objectives. So they are difficult to understand."

The above responses of teachers about the objective of the vocabulary tasks were found to get along with the results obtained from the task evaluation. The objectives do not clearly indicate how the students need to pass through and do the tasks.

**Item 3:** Attitude towards the importance of teaching vocabulary

Four of the teachers interviewed agreed the importance of teaching vocabulary. All the participants agreed that vocabulary is important because it serves as a tool for communication and for language learning. They further explained it boosts students' confidence in using English language. It is found that all the teachers have a positive perception towards the importance of teaching vocabulary. For example,

Teacher one said, “It is interesting .It helps them develop their communication ability .If students do not have enough vocabulary students will not be able to communicate. Furthermore, teacher two said “It is very important because it helps students construct sentences, enable them rich in words, enable them guess contextual meaning of words and enable them to apply in communication.” However, this doesn’t show consistency with the classroom observation. Teachers were not observed practicing various ways techniques of teaching vocabulary.”

**Item 4:** Attitude towards the vocabulary tasks in motivating and create interest for students

When asked to the teachers most o them disagree with this idea. They claim that most of the tasks are bulky and boring to motivate. For example, teacher three said, ”No there are tasks which are bulky and does not motivate students to work on.”

**Item 5:** Attitude towards the vocabulary tasks in the textbook for group and pair work

Three out of the four teacher interviewed agreed that the tasks are suitable for the classroom. They said that most of the tasks require the students to work in pairs and that is suitable for the vocabulary teaching. However, there were points that they raised towards the effectiveness of doing vocabulary tasks in pair and group. They said that it was time consuming and created disturbance and students will divert their attention rather than doing the activities. Furthermore, the class size has also its own factor. Therefore, they do not usually allow students especially to discuss in pair and group works. Teacher one and teacher four, for instance, agreed that yes there are tasks that call for pair and group work; however, due to large class size, and the limited time (45 minutes ) for a period makes it hard to implement.

**Item 6:** Attitude towards the vocabulary tasks whether they are presented in variety of way of vocabulary strategies

In response to the general reaction towards the vocabulary tasks in grade 9 textbook, three of the respondents responded that most of the vocabulary tasks are driven from a passage. The tasks and activities in the textbook do not enjoy enough variety which requires students to use new words and to enhance communication. The tasks are filling in blank spaces, matching and giving definitions. They do not seem interactive or communicative. Teacher two idea, for instance, was taken as a sample. ”Teaching words from passages is the most common method in the textbook.

There are no enough activities that require students to use wide varieties of teaching vocabulary.” This has consistency with the results of evaluation.

**Item 7:** Attitude towards vocabulary tasks to use different language skill

Most of the vocabulary tasks don't help students to use different language skills. Most of the activities are not interrelated to the other skills, but it cannot be undermined that there are activities from reading and listening passages and with grammar like identifying parts of speech and others. Here , teacher four's idea is taken for sample ”Of course ,there are activities related to reading and listening passages that lets students give meaning of words from the context and sometimes there are situations that vocabulary activities related to grammar. But integrating with other skills are limited.”

**Item 8:** Attitude towards the vocabulary tasks to encourage meaningful language use

Most of the teachers responded that majority of the vocabulary activities and techniques used in grade nine English do not seem to be effective in facilitating meaningful language as they are not various. Furthermore, they have responded that there are insufficient topic lessons of vocabulary teaching strategies in the textbook. Most of the vocabulary tasks don't incorporate activities that can give students the opportunity to develop the skills of production. Most of the vocabulary tasks are presented separately though there are conditions that vocabulary tasks driven from reading passages (contextual meaning) which are most of them matching and ordering students to give meaning according to the context. And occasionally students are asked to write a sentence using the given words and identify their part of speech. According to the results of the evaluation, and observation too, the teachers were teaching without integrating to other skills. And this will not encourage meaningful language use.

## CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

### 5.1 Conclusion

In this study an attempt has been made to examine the design and implementation of grade nine English textbook in light of the various ways of vocabulary teaching tasks.

To carry out this study, content analysis, observation and interview were used. The subjects of the study were four English language teachers' and 130 grade nine students of Kokebe Tsibah Secondary School. The researcher used the checklist in order to evaluate the components of vocabulary tasks and their implementation of the tasks in classroom.

An attempt has been made to bring the theoretical aspects of various ways of vocabulary learning tasks to evaluate and observe their implementation. Based on the major findings of the study, the following conclusions are drawn.

- Vocabulary is not yet given the attention it deserves in grade nine English textbook. This justified by the results from the content analysis, i.e. the amount and kind of activities included in the textbook. An attempt has been made to cover various vocabulary teaching strategies which is definitely a strength; however, there are strategies that are not included and marginalized, forinstance, activitieslike affixes, metaphor , register idioms and register are not icluded.
- Most of the vocabulary lessons are driven from reading or listening paragraph/passages and spelling.Wallace (1981) stated that, authors should first decide on which aspect of vocabulary they are set out to teach. Vocabulary lessons seems as an appendage to reading and listening lessons.
- According to information from the evaluation and teachers, the vocabulary learning objectives are not clearly and separately written.
- According to the information from the content analysis, and teachers' interview, the context give for students to work with vocabulary tasks are not authentic and didn't encourage meaningful language use.
- Vocabulary teaching practices through various vocabulary learning tasks at Kokebe Tsibah secondary school is very limited. Even though teachers has made attempt, it was

has been found that teachers tend to apply a limited number of vocabulary learning tasks. They focused on contextual strategy, spelling and matching words with definitions which were the most dominantly practiced strategy compared to other aspects of vocabulary teaching strategies.

## **5.2 Recommendation**

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

- Additional vocabulary tasks should be introduced to cover aspects of vocabulary that has not been treated in the textbook so that learners can experience the use of vocabulary in its full range. In other words, textbook writers should include various ways of vocabulary learning tasks.
- Some of the vocabulary tasks should be redesigned to prioritize vocabulary education and to prevent it from being over shadowed by other skills such as reading and listening and to aid faster and more efficient vocabulary development though the advantages of reading and listening is not undermined.
- Vocabulary learning objectives should be clearly stated.
- Authentic materials should be introduced for vocabulary practice activities and to prevent vocabulary teaching from being artificial.
- Teachers should introduce and practice various vocabulary learning tasks in English classrooms to let students empower their word power.

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# Appendix

## Appendix I

### Checklists to evaluate vocabulary tasks

1. Objectives
  - Are the vocabulary learning objectives clearly stated
2. Meaning based tasks
  - a. Contextual meaning
  - b. Literal meaning
  - c. Sense relation
    - a. Synonym
    - b. Antonym
    - c. Hyponym
    - d. Homonym
    - E. Polysemy
    - F. Compounds
    - G. Word network
3. Word use
  - a. Metaphor
  - b. Idioms
  - c. Collocation
  - d. Style
  - e. Register
4. Word-formation tasks
  - a. Parts of speech
  - b. Affixes (prefix and suffix)
  - c. Spelling
  - d. Pronunciation
  - e. Word games
5. Word grammar tasks

Adapt from Wallace (1982)

## **Appendix II**

### **Students Questionnaire**

#### **Section I: General Information**

This questionnaire is an attempt to gather information about “An evaluation of the Vocabulary Tasks and their Implementation”. The researcher is interested only in investigating your vocabulary practice and your attitude towards the vocabulary tasks that you have done so far in your textbook. Your ideas are highly valued and your cooperation genuinely appreciated.

The data thus collected only serves to this particular research and will remain confidential. Please feel free to share your opinions and report frankly your real attitude when filling the following items.

**Thank you in advance**

**Section II: Students' practice and their reaction towards the vocabulary tasks**

Please read each statement and decide whether you agree or disagree with the statement by putting a tick (✓) mark in column of that matches your position most, according to the following five responses.

SA- Strongly agree      A- Agree      U-Undecided      D-Disagree      SD-Strongly Disagree

No	Statements Practice during the Vocabulary Activities	Scale				
		Strongly agree	Agree	Undecided	Strongly disagree	Disagree
1	Most of the vocabulary and tasks are interesting and motivating while doing in classroom					
2	The vocabulary tasks that I practice in classroom helps me to use words outside the classroom					
3	The vocabulary tasks in the textbook makes me to work in pair and group					
	Attitude towards the vocabulary tasks					
4	The vocabulary tasks in the textbook makes me to communicate with other students in vocabulary class					
5	I like doing the vocabulary tasks					
6	Most of the vocabulary tasks in the textbook are interesting to me; therefore, I pay attention on learning vocabulary lessons					
7	Most of the vocabulary task in the textbook help me think more about my vocabulary and communicative development because they help me to use them outside classroom					
8	Most of the vocabulary tasks are presented in a variety ways of vocabulary learning strategies					
9	Most of the vocabulary tasks are presented in a context that is understandable so that I can retain new vocabulary					
10	There are interactive and task oriented activities that require students to use new vocabulary to communicate					
11	The vocabulary tasks helps me to use different language skills					
12	The topical nature of vocabulary tasks are meaningful to me					
13	The vocabulary tasks engage in meaningful language use					

Adapted from IOSR Journal of Research and Method in Education Volume 1, (2013, Pp. 55-70) and Tariku M. (2013)

**አዲስ አበባ ዩኒቨርሲቲ**  
**የቋንቋዎች ጥናት ተቋም**  
**የድህረ ምረቃ ትምህርት ቤት**  
**የእንግሊዝኛ ቋንቋ ትምህርት ክፍል**

**በተማሪዎች የሚሞላ መጠይቅ**

የተከበራችሁ ተማሪዎች ይህ ቃለ መጠይቅ የተዘጋጀው “በዘጠነኛ ክፍል በእንግሊዝኛ ቋንቋ መፅሐፍ ውስጥ የሚገኙት የቃላት መልመጃዎች አዘገጃጀትና አተገባበር በኮከበ ፅባሕ ሁለተኛ ደረጃ ትምህርት ቤት ለሚውለው ጥናታዊ ጽሁፍ መረጃ ለመሰብሰብ ታስቦ የተዘጋጀ ነው። በተለይም የቃላት መልመጃዎች (Vocabulary Tasks) ለአንተ/ቺ የሚሰጡህ/ሽን አጠቃላይ አገልግሎታቸውን እንድትገመግም/እንድትገመግሚ ታስቦ የተዘጋጀ ነው።

የጥናቱ ውጤታማነት እናንተ የቃላት መልመጃዎች ላይ በምታምኑበት፣ በምታውቁት እና በምትሰጡት እውነተኛ መረጃ የተመሰረተ ነው። ስለዚህ በመረጣችሁት (✓) ምልክት ያድርጉ። ለዚህ ጥናት የምትሰጡት መረጃ ሙሉ ለሙሉ ጥናቱን በሚያካሂደው ግለሰብ ብቻ ጥቅም ላይ የሚውል መሆኑን እና ሚስጥራዊነቱ የተጠበቀ እንደሆነ ልገልፅላችሁ እወዳለሁ። ለዚህም ስማችሁን መፃፍ አይጠበቅባችሁም።

**ስለትብብርህ/ሽ እጅግ በጣም አመሰግናለሁ!**

ተ. ቁ	የተማሪዎች አመለካከት/ሁኔታ በመፅሐፍ የሚገኙ የቃላት መልመጃዎች	ሀሳብ	ሀሳብ	ሀሳብ	ሀሳብ	ሀሳብ
	<b>የቃላት መልመጃዎች ስሰራ</b>					
1	የቃላት መልመጃዎቹ የሚያነቃቁና አበረታች ሆነው አግኝቻቸዋለሁ					
2	በክፍል ውስጥ የምሰራቸው የቃላት መልመጃዎች የተማርኳቸውን ቃላት ከክፍል ውጪ እንድጠቀምባቸው ያስችሉኛል					
3	በመማሪያ መጽሐፍ ውስጥ ያሉት ቃላት ለጥንድና ቡድን ስራ ትምህርት አመቺ ናቸው					
	<b>በመፅሐፍ ላይ የሚገኙ የቃላት መልመጃዎች ያለዎት አመለካከት/ሁኔታ</b>					
4	የቃላት መልመጃዎች ከሌሎች ተማሪዎች ጋር እንድወያይ ምቹ ሁኔታን ይፈጥራልኛል					
5	የቃላት መልመጃዎቹን መስራት ያስደስተኛል					
6	የቃላት መልመጃዎቹን አነቃቂ ሆነው ስለማገኛቸው የቃላት ትምህርት ክፍለ ጊዜያትን በትኩረት እከታተላለሁ					
7	በመማሪያ መጽሐፍ ውስጥ የሚገኙት የቃላት ትምህርት መልመጃዎች ቃላቱን ከክፍል ውጪ እንድጠቀምባቸው ስለሚያግዙኝ ስለቃላት ትምህርት እና ቋንቋ እንዳስብ ያደርጉኛል					
8	የቃላት መልመጃዎቹ በተለያዩ ቃላት የመማሪያ ዘዴዎች የቀረቡ ናቸው፡፡ ለምሳሌ ተመሳሳይ ትርጉም፣ ተቃራኒ ትርጉም፣ የስነ ፍቺ ጥናት (Semantic Meaning)፣ ከምንባብ የወጡ የቃላት ትርጉም (Contextual Meaning)፣ ፍቺ (Definition)፣ ተመሳሳይ (ከትርጉም በስተቀር) (Homonym)፣ ቅድመ ቅጥያ እና ድህረ ቅጥያ (Prefix and Suffix=Word Formation)፣ የቃላት አጣጣል ዘዴ (Pronunciation)፣ ዘይቤአዊ አነጋገር (Metaphor)፣ የቃላት አፃፃፍ (Spelling)፣ ፈላጊዎች አነጋገር (Idioms) ወዘተ					
9	ቃላቱ ለመረዳት ቀላል በሆኑ አውዶች የቀረቡ በመሆኑ አዳዲስ ቃላትን ለመማር/ለማስታወስ ያስችላሉ					
100	በመማሪያ መጽሐፍ ውስጥ ተማሪዎች ለመግባባት አዳዲስ ቃላትን እንዲጠቀሙ የሚገፋፋ (የሚያስገድዱ) አሳታፊና ተግባራዊ መልመጃዎች ይገኛሉ					
11	የቃላት መልመጃዎቹ የተለያዩ የቋንቋ ክህሎቶችን እንድጠቀም ይረዱኛል					
12	የቃላት መልመጃዎቹ ርዕሳዊ ይዘት ትርጉም ይሰጠኛል					
13	የቃላት መልመጃዎቹ ተገቢ (ትርጉማዊ) የቋንቋ አጠቃቀምን ያበረታታሉ					

### Appendix III

#### Classroom observation checklist

No	Vocabulary instruction	Scale			
		Frequently observed	Usually observed	Some time observed	Never observed
1	The teacher introduces the students know the objective of the lesson				
2	The teacher motivates students to read or listen carefully as much as possible and give the meaning of words from the context				
3	The teacher gives students word formation activities				
4	The teacher used sense relation tasks like synonym, antonym, hyponymy, polysemy compounds, and word networks strategies to determine meaning				
5	The teacher used word use activities like metaphors, collocation, idioms, etc				
6	The teacher gives a chance to his/her students to communicate with him/her in English to develop their vocabulary				
7	Students are asked to do in pair and group to share what they already know about the meaning of words				
8	The teacher uses the native language in explaining new word in the classroom				
9	Teachers use pictures and other realia for students to make connection between words and the associated objects				

Adapted from Sana K. (2015)

## **Appendix IV**

### **Interview**

#### **Teachers' Interview**

This research aims at investigating the vocabulary tasks and their implementation presented in grade nine English textbook. And the researcher wants to know your attitudes on these tasks. Thanks you in advance for your cooperation.

1. How long have you been teaching English as a foreign language?
2. In your opinion, are the vocabulary learning objectives clearly stated?
3. In your opinion, to what extent teaching vocabulary is important?
4. Do you think most of the vocabulary tasks are interesting and motivating and help students to use words outside the classroom?
5. Do you think the vocabulary tasks in the textbook make students work in pair and group and make them communicate with each other?
6. Do you think the vocabulary tasks are presented in a variety of ways of vocabulary learning strategies?
7. Do you think the vocabulary tasks help students to use different language skills?
8. Do you agree the vocabulary activities encourage meaningful language use?
9. In your opinion, does the vocabulary tasks presented in a context that is understandable and so that they can retain new vocabulary?

Adapted from Sana K. (2015)

## **DECLARATION**

I, the undersigned, graduate student hereby declare that, this thesis is my original work, has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

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