

AN EVALUATION OF THE EFFECTIVENESS OF CURRENT  
TECHNIQUES IN VOCABULARY TEACHING TO  
GRADE FOUR STUDENTS

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## Abstract

The purpose of this study was to find out the extent in which techniques such as dialogues and games can be applied in balancing the teaching of vocabulary to elementary grade for students in Addis Ababa.

In order to test this, an experiment was carried out in which 160 subjects were selected from the two schools. The subjects were divided into four sections. Two of the sections formed the control group who were taught by using the text English For New Ethiopia. The other two sections formed the study group and were taught using techniques such as dialogues and vocabulary games together with some selected techniques still in use in the English For New Ethiopia.

A pre-test was given to both the control and study groups to determine whether there was any significant difference between them or not. Statistical results, however, showed that there was no significant difference.

After a duration of eight weeks of teaching, a post test was conducted to both the control and study groups. The scores were analysed and compared. The analysis showed that the mean score of the study group was significantly greater than that of the control group. Thus, it was concluded that the techniques selected in teaching vocabulary were successful.

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## I. INTRODUCTION

### 1.1 STATEMENT OF THE PROBLEM

In Ethiopia, people complain that the English competence of students at any grade level is deteriorating more and more and that this is believed to be the primary cause for most of the students' poor performance in other subjects.

Among other factors, the lack of a good knowledge of vocabulary is considered to be one of the major problem areas in learning a foreign language. Both teachers and students have always felt and understood that vocabulary acquisition is vital for mastering the English language. This being the case, however, students at any grade level often suffer the difficulty of acquiring vocabulary they highly need for communication in or out of the classroom.

Research works have pointed out that lexical problems interfere with communication. There are now a lot of books, journals and articles that could serve as sources of ideas and insights to more effective vocabulary teaching.

In line with this, this paper attempts to assess the applicability of certain techniques in our elementary schools. In order to measure the effectiveness of these techniques, comparisons of results of post tests of performance of sampled students will be made.

To carry out the study, therefore, the following Null & Alternative Hypotheses are established.

H<sub>0</sub>: There will not be a significant difference in

performance among children taught through the techniques, used at present in the English For New Ethiopia and the selected current techniques for vocabulary teaching as measured on a post test administered immediately after the termination of the experiment.

H1: There will be a significant difference in performance among children taught through the techniques used at present in the English For New Ethiopia and the selected current techniques for vocabulary teaching as measured on a post test administered immediately after the termination of the experiment.

## 1.2 PURPOSE OF THE STUDY

Applied linguists and other scholars, after neglecting vocabulary acquisition for decades are currently concerned about its effective teaching. To mention some: Bright & McGreogr 1970, Wilkins (1972), J. Richards 1976, Michael Wallace 1982, & Allen French (1983).

The object of this study is to find out techniques that may serve as a help in enhancing the English language proficiency of the students. The chief techniques to be employed are 'Communicative activities' and 'vocabulary games'.

## 1.3 IMPORTANCE OF THE STUDY

This study is important because it will help in deciding whether the present techniques in vocabulary teaching will

continue in their present form or improve in a way helpful to the teaching learning process.

It is also hoped that it will serve as a base line for further studies.

#### 1.4 SCOPE OF THE STUDY

This research is confined to the investigation of techniques used in vocabulary teaching in grade four of government elementary schools in Addis Ababa.

#### 1.5 ABBREVIATIONS USED

A.E =	'Abyot Ermija' Elementary school
B.B =	'Beherawi Bet Mengst' Junior and Elementary School.
B.G=	'Berhan Guzo' Junior and Elementary school
B.Z=	'Berhan Zarie 'Junior and Elementary school
C.G=	Control Group
D.B=	'DeI Betegle' Junior & Elementary school
D.M=	'Dagmawi Menilik' Junior & Elementary school
E.A=	'Enteto Amba' Junior & Elementary school
E.N.A=	'English For New Ethiopia
Fin=	'Finfinie' Elementary school
H.F=	'Hibret Fre' Junior & Elementary school
H.S=	'Hezbawi Serawit' Elementary school
K=	'Kebena' Junior & Elementary school
K.T=	'Kokebe Tsebah' Junior & Elementary school
M.28=	'Megabit 28' Junior & Elementary school

M.H=	'Mekane Hiwet' Elementary school
M.2=	'Meskerem 2' Junior & Elementary school
MB.1=	'Mesrak Ber' Number 1 Junior & Elementary school
MB.2=	'Mesrak Ber' Number 2 Junior & Elementary school
M.G=	'Mesrak Goh' Junior & Elementary school
M23=	'Miazia 23' Junior & Elementary school
S.G=	'Study Group'
S.N=	'Sibistie Negasi' Junior & Elementary school.
t-cal=	t-calculated
t-tab=	t-tabulated
TS.B=	'Tsehaitu Betul' Junior & Elementary school
Ts.C=	'Tsehai Chora' Junior & Elementary school
T.L=	'Tegil Lenetsanet' elementary school
T.Y=	'Temenja Yaz' Elementary school'
W=	'Wendarad' Junior & Elementary school
Y.T=	'Yeka Terara' Elemetnary school

#### 1.6 SYMOBOLS USED

- Mean of population 1
- Mean of population 2
- Difference assumed to be zero
- Variance of population 1
- Variance of population 2
- Alternative Hypotheses
- Null Hypotheses
- Population size
- Sample size

Number of sample population (used for control group)

Number of sample population (used for study group)

Variance of sample population 1

Variance of sample population 2

Standard deviation

Standard error

## 2. REVIEW OF RELATED LITERATURE

### 2.1 HISTORICAL BACKGROUND

#### 2.1.1 STATE OF VOCABULARY TEACHING IN THE EAST

The old proverb 'what is new is not true and what is true is not new' is particularly relevant to the history of vocabulary teaching. Linguists, philosophers and pedagogues have been interested in the problems raised by words and the understanding of them for centuries. (Carter and Mc Carthy:1988,39).

The great Czech teacher, Comenius, for instance, who lived in the 17th century, established such principles as 'vocabulary selection, the teaching of meaning in context, and the drill' which still are attracting a great deal of interest among modern scholars. (Diller and Richards: 1973, 67) Thomas Prendergast (1806-1896) tried to develop 'a psychological theory of child language acquisition in order to apply it to the teaching of foreign languages. For this purpose, he examined the type of words a child acquires in his first language.

In line with this, Howatt says:

He drew up a list of the commonest English words and although it is based entirely on his intuitions, it is remarkably similar to the frequency based list of the twentieth-century applied linguists (Howatt:1984,158)

After Francois Gouin's (1831-1896) failure to learn the German language vocabularies, by observing his nephew, he discovered his famous 'series' technique. His observation was, Howatt says;

The boy used the language in order to understand and organize his experience and he used his experience in order to control and explore the resources of his language. This dynamic relationship between language and cognition lies at the heart of linguistic development, and Gouin was justified in his recognition of its significance. (ibid.:166)

It should be noted, therefore, that what is being said about vocabulary teaching today had already been raised a long time ago. The difference lies in the fact that today much development has taken place in fields such as linguistics, psycholinguistics and the like, in which language teaching approaches and methods are enjoying improvements.

#### 2.1.2 STATE OF VOCABULARY TEACHING IN THIS CENTURY

##### 2.1.2.1 THE NEGLECT OF VOCABULARY TEACHING

The fact that vocabulary teaching has been neglected during the period 1940-1970 is a commonplace remark in many modern books. This neglect is attributed, by many works to almost the same cause - that linguistics, for decades, gave little room to this subject while pre-occupying itself with other issues such as 'grammatical competence, contrastive analysis, reading or writing which have received considerable attention from scholars and teachers' (Richards: 1986) He further justifies this neglect by saying

The apparent neglect of vocabulary reflects the effects of trends in linguistic theory since within linguistics this issue has only recently become a candidate for serious theorising and model building (Richards: 1986,176)

In similar manner, Wilkins says:

Reflecting the linguist's concern with grammar and the related view that mastery of a foreign language depends upon complete control of its grammatical rules, we find the methodologists' emphasis on the subordination of vocabulary teaching to grammar teaching. (1971:109).

Meara (1980:100) also states: "vocabulary acquisition...has received short shrift from applied linguistics..." And many others give similar reasons for this neglect. All in all, during those decades, the teaching of grammatical competence received much more attention as the basis of successful language teaching due to the influence of structuralists. Vocabulary had merely been restricted to the role of word lists and frequency counts in specifying items to be taught. (see Meara 1982).

Thus, though foreign language teaching has begun to benefit from applied linguistics since early this century, the study of vocabulary has received attention only after the beginning of the 1970's.

#### 2.1.2.2 THE REVIVAL OF VOCABULARY TEACHING

Early in the 1970's Wilkins objected to the neglect of vocabulary in linguistics and its having been treated merely as an exemplification of syntactic structure. He remarked that studies in semantics must assist in the organization of the lexicon to be used in the classroom. His argument is

that by making a fair balance between the teaching of vocabulary and the teaching of grammar, the learning of the target language may be facilitated.

Not all languages perceive reality in the same way. This may be because of differences in culture, place, technology etc. Consequently, more often than not, there is no one-to-one equivalence of words between two languages. In relation to this, Wilkins notes that teachers and students, with their non-linguistic knowledge often assumed that 'all languages have vocabulary systems in which words themselves differ but which refer to' reality in the same way. From this view, they consider that for every word in the mother tongue, there is an exact equivalent in each foreign language' (Wilkins 1972:118) Wilkins considers this a serious problem for vocabulary teaching and reiterates that this should be corrected by applying knowledge from semantic linguistics in describing the meaning of words in terms of their relation with the physical world as well as their relation with one another.

Since then, many works began to forward suggestions concerning the teaching of vocabulary. For instance, Bright and Mc Gregor suggested the teaching of inferencing from context as a strategy which assists pupils in the absence of a teacher or dictionary. They say, "It has never occurred to many of them (learners) that they can understand what a new word means without being told or looking it up" (1970:30)

Twaddell (1972-73) also agrees with the importance of teaching guessing strategies that will enable learners to tackle unknown words and lose their reliance on dictionaries. He argues that this is so because it is impossible to teach learners all the words they need to know. He objects to the view that vocabulary teaching was only a question of selection of items on a criterion such as frequency.

By the end of the 1970's vocabulary's place within language teaching had been asserted; insights from lexical semantics had been brought to bear in the incorporation of notions such as sense relations and collocations into teaching materials; the learner had been brought center stage and the lexicon was beginning to be seen as a resource for the needs of the learners and for strategic use in the gaining of communicative objectives. (R. Carter and M. Mc Carthy:1988,45)

The following years, thus, saw the publication of several works entirely devoted to vocabulary. 1982 and 1983 saw significant publications: Wallace (1982), French (1983). Wallace, in his book entitled Teaching Vocabulary: Practical language teaching, discusses some problem areas of vocabulary teaching, principles of vocabulary teaching/learning and suggests exercises and techniques for a better means of vocabulary teaching. Two of the many bad symptoms of vocabulary teaching or learning he discusses which might be useful to elementary school children are:

1. The inability to retrieve vocabulary that has already been taught. This is the most basic kind of vocabulary fault. The student has been exposed to a vocabulary item at some stage, but can't bring it to mind when he needs it.

2. Using vocabulary in a meaningless way. Children may learn vocabularies but are frequently found to use them in meaningless contexts. For instance, learners may use the target language in answering questions but may not be learning it since, often, no connection is being made between vocabulary and meaning. This can all too easily happen in question and answer routines of a second or foreign language classroom (Wallace 1982:12).

Wallace notes that the classrooms of foreign language learners lack the communicative experience which the native child is exposed to. He, thus, suggests that 'a paler, less realistic version of it usually has to be engineered in some way (p.30).

Wallace believes in the relevance of language games as teaching techniques and gives his reasons as follows:

- 1) First, an increasing emphasis on the importance of motivation and the appropriate kind of positive affective atmosphere in the classroom
- 2) Secondly, an increasing emphasis on the importance of 'real' communication. If a game is working properly, it very often supplies a genuine desire to communicate in the target language, even with the artificial confines of the classroom. Vocabulary, he says, is a teaching topic which lends itself very easily to the games approach, and there are literally hundreds of vocabulary games ranging from elementary to advanced level (*ibid.*,105).

In sum, Wallace stresses as a solution the importance of realizing the learners' needs, the necessity of frequent exposure and repetition, the meaningful presentation of words in contexts and the encouragement of inferencing (guessing) (pp 28-31).

V. French Allen's book- Techniques in Teaching Vocabulary is particularly an important source of techniques for the language classroom. This book is entirely devoted to the exemplification and presentation of practical techniques in teaching vocabulary.

Allen states that scholars, knowing that neither vocabulary nor grammar should be neglected for the purpose of teaching English effectively, are now taking a new interest in the study of word meanings.

While explaining the present emphasis on techniques for vocabulary teaching, she says:

In teacher-preparation programs today, there is more attention to techniques for teaching vocabulary. One reason is this: In ESL classes, even where teachers have devoted much time to vocabulary teaching, the results have been disappointing. Sometimes- after months or even years of English - many of the words most needed have never been learned. Especially in countries where English is not the main language of communication, many teachers want more help with vocabulary instruction than they used to receive. (French Allen 1983:4).

She discusses broadly the problem why children are unable to learn even the very basic and familiar words found in the texts. She believes that such words are hard to learn because ESL or EFL learners have no feeling of need to learn them as their mother tongue satisfies the need for everything they might want to name inside or outside the classroom. The teacher should be able to create a sense of need for these words. In order to create this need, French stresses the Alter

indispensability of considering and making use of certain facts and ways of vocabulary learning in the first language. While explaining how basic vocabularies are learnt in the mother tongue, she says:

Let's imagine what happened years ago, when each of our students was learning words for familiar objects—words in the mother tongue. Quite probably, each word came to the child's attention as part of an experience that had especial importance for him. Perhaps the words for 'window' and 'door' were learned when he heard an adult say, 'Grandma's gone, but we'll go to the 'window' and wave goodbye,' and Daday's here! Let's go to the door and let him in.' Ofcourse we don't know what really occurred on the day when the child learned those words in his own language, but one thing is sure. We do know that he was not told, for example, 'Here are some words to learn. you will need them someday. The first word is window. Window means...' yet that is how vocabulary is often presented in the language class. (ibid.:1983,8).

In short, the point of the above mentioned idea is that based on some of the conditions of vocabulary learning in the mother tongue, we can make the basic words in English necessary for communication among the children. This can be done by engaging students into activities that require them to use those words for the exchange of information or the expression of personal feelings. French describes the following simple techniques that could help students to use new vocabulary for communication:

1. Guessing games in which members of the class are identified by location and by clothing
2. actions that are performed by students in response to commands
3. drawing of pictures by students to match English descriptions
4. discussions of pictures drawn by members of the class. (ibid.:30).

Recent publications include Gairns and Redman (1986), Morgan & Rinvoluceri (1986), and Mc Carthy (1988) each of them again dealing with the same subject, vocabulary.

In general, it can be said that all these works are the fruits of theoretical and practical advances in linguistics and psycholinguistic studies of the lexicon.

## 2.2 PRESENT TRENDS IN FOREIGN LANGUAGE TEACHING

The teaching learning of a foreign language is a complex process. Although different methods have claimed effectiveness and efficiency in foreign language teaching, no one method has yet proved to be the sole successful one. This failure resulted in the continuous dissatisfaction of teachers and learners. Around the 1970's theorists and linguists, more seriously than ever, began to question and react against the concept of teaching language with the help of one method.

These various reactions against the method concept led to different trends of development. Here discussions will be limited to two trends which the writer believes have influenced applied vocabulary teaching.

### 2.1.2 COMMUNICATIVE APPROACH AND VOCABULARY TEACHING

As a reaction to the 'method concept', applied linguists and theorists attempted to take 'fresh approaches' to foreign language teaching. Hence, in applied linguistics, such notions as functional-notional approach, communicative approach were topical issues influencing course books and other teaching materials. The trend now was a shift from the 'method concept' to the communicative approach of language teaching.

This change has apparently had an impact in applied vocabulary studies. The view that words should be taught in a meaningful and natural way was beginning to be the claim of many writers. In short, they argued that words should not be taught simply as lists of lexical items to be presented in certain doses. Brumfit states.

As a result of the work on the analysis of interaction, syllabuses aiming at communicative competence no longer concentrate so much on grammar but look at the nature of meaning and of interactions.

(C.J. Brumfit and J.T. Roberts:1983,85)

The indispensability of teaching vocabulary in a communicative environment not only provides learners with opportunities for interaction but also helps in sustaining their interest and motivation. The question now is how to enable students to become meaningful and communicative. In an attempt to answer this question, scholars have suggested means and ways by which learners are likely to gain

communicativeness. For instance, Brumfit in an article says:

As Rivers points out, young children 'love to imitate and mime; they are uninhibited in acting out roles, and they enjoy repetition because it gives them a sense of assurance and achievement.' This being so, an essentially oral approach is ideal, using patterned activities like games, songs and short dialogues which lend themselves to repetition.

(G. Broughton, et al: 1978;169)

### 2.2.2 EMPHASIS ON THE LEARNER

"Another reaction to the inconclusive teaching method debate of the seventies was to focus more on the learner as an individual and as a person" (Stern: 1983,110) Stern further argues that this focus on the learner may be interpreted as a reaction against the 'method concept' where the teacher plays the major role in the classroom. So in an attempt to get rid of the teacher-centered instruction and the 'mechanical and cold drill techniques', people started to search for other better methods and techniques.

It is worth mentioning here, however, the fact that, despite the reaction against the 'method concept', some new methods have appeared such as 'The silent way (by Gattegno 1972) 'Community Language Learning' (by Curran, 1976) and 'Suggestopedia' (by Lozanov, 1979) which aroused interest among teachers or learners in the seventies. Why these new methods, during the opposition to the method concept' received a warm welcome then was not because they were

conclusive but because they were all focussed on the learner as a person and this for a while helped them to be accepted without opposition.

## 2.3 FRAMEWORK OF THE STUDY

### 2.3.1 THEORIES OF LANGUAGE LEARNING

There were some attempts at formulating theories of language long before this century. For instance, Stern (1983:152) says that Gouin (1892:37) by comparing his repeated failure to learn German and what he observed in the mill "developed a psychological theory of language learning and a linguistic theory of language." Apart from a few exceptions like the above one, the theory of language learning began to receive a prominent place in education around the 1940's.

Stern explains:

Of the schools of linguistics which have exercised a marked influence on language teaching theory, American structuralism is probably the most important.  
(Ibid.:)

This school sees language as a collection of habits. This view originates from a psychological theory-behaviourism. With the help of this theory, the structuralists came about with the audiolingual method. This method focuses on the drilling of learners for a long period followed by positive or negative reinforcement. This constant repetition and reinforcement by the teacher is meant to form the language habit.

As a reaction to the psychological theory - behaviourism cognitive theory emerged. Generative linguists argued that aspects of human behaviour, especially linguistic behaviour could not be formed solely by rote repetition and drilling. In relation to this, Stern says:

A 'rationalist' or cognitive theory emerged in which transformational generative concepts represented the linguistic component and became associated with a 'cognitive' view of the psychology of language learning. (ibid.:169).

Lastly, we have the communicative approach in which its 'practical demands to language teaching ran ahead of existing theory and research' (McCarthy-1988) Although the ultimate aim of this approach to language is communicative, it also considers the linguistic competence of the learners. At this point, it is important to look at the monitor model; a theory developed by Krashen which has something to do with the communicative approach. Krashen made a distinction between language acquisition and language learning. According to him language acquisition is a subconscious process while language learning is a conscious process. These two distinctions are especially important for preparing balanced teaching materials in conscious and subconscious learning activities. Traditional methods of language teaching did not make any distinction between 'acquisition' and 'learning'. Thus, they used to urge students to learn 'consciously items of language in isolation, often unconnected with any real communication situation'. (Jermy Harmer: 1983).

Krashen sees successful acquisition as very much related to the nature of the language input the students receive. Input is a term used to mean the language that the students hear or read. This input should contain language that the students already 'know' as well as language that they have not yet seen. The input should be, in other words, at a slightly higher level than the student is capable of using, but at a level that he is capable of understanding. Krashen calls this 'roughly tuning' and compares it to the way adults talk to children. (ibid.:32).

We know now that no theory is capable of having a full understanding of the complexities of language learning. Behaviourism and cognitive theory are attacked for drawbacks in their claims to language learning. Nonetheless, they have some bearing in understanding the nature of language which may be useful in the teaching - learning process. Language learning primarily consists in forming a set of habits words in simple sentence patterns, and in conscious learning of some common rules which would be useful for later use.

So far, we have looked at some theories of teaching and learning languages in order to determine some conclusions about a methodological approach to the study.

### 2.3.2 METHODOLOGICAL APPROACH

Vocabulary teaching is one aspect of language which is now having a prominent place as a skill in studies and researches of many modern writers. In this study, based on the scholars' suggestions and insights in applied vocabulary

teaching, the methodological approach to be used is an adaptation from the one Jermy Harmer (1983) used in a program for English language teaching.

This methodological Approach which Harmer calls A "Balanced Activities Approach" and others as "communicative Approach" is found to be relevant for this study for three main reasons.

As it was stated in the preceding chapter, vocabulary teaching has only recently been assured a place in the teaching of languages. Although many works have been written on this subject area, still its teaching process is atheoretical (see Meara 1980). Bearing this in mind, therefore, it seems sensible to organize the teaching of vocabulary on the basis of this approach and its theories.

Secondly, this approach is selected because it is not based on 'the method concept'. Rather it includes the merits of varied methods of language teaching.

Finally, this approach is found to be relevant to the study in that it deals with balanced activities which match, at least, the present trends of development in vocabulary teaching and learning.

This being the criterion for the selection of the methodological approach, we now look at the framework of the approach.

In this work, the classroom activities are divided in two main categories: those that give students vocabulary

input - (here students are to learn new lexical items respectively ) and those which encourage them to produce output. The second stage will concentrate on activities that assist the retrieval of these lexical items when they need them.

The category-input-is divided into two sub-categories, namely:

1. Finely-tuned input-(that is language which has been selected for conscious learning, such as the present simple, the past, the language of invitation, etc). Such language is introduced to students at a stage (often called presentation) where repetition practice is used and where students are encouraged to employ the cognitive strategies, &

2. Roughly-tuned input (where students have to deal with language that is at a higher level than they are capable of producing)

The second category-output-can be divided into two distinct subcategories; namely:

1. Practice output (a way of encouraging students to use the specific language they have recently learnt in a realistic way, and often in combination with other less learnt items) and,

2. Communication output (refers to activities in which students use language as a vehicle of communication, and where the students main purpose is to complete some kind of communication task). (ibid: 34).

It should be noted that the the two categories are to be employed keeping in mind the level of the students and classroom situations. Hence, since the children are only beginners and have only been taught English for one year, the second subcategory of output- [communication out put] will be excluded.

A "Balanced Activities Approach" to the teaching of vocabulary in this paper, thus, takes account of input and practice output. It is a balanced activities approach in that it contains components which are not in themselves communicative on the one hand and components which are more or less communicative in themselves on the other.

In this approach, therefore, emphasis is given on a variety of activities which promote both language acquisition and language learning. The input activities that are to be used in this study are taken from the ENE series. The output activities in which students produce language under-semi controlled conditions' are selected from different sources.

#### 2.4 TECHNIQUES IN TEACHING VOCABULARY

The present trend towards successful language teaching is on balancing techniques that aim at both language use and communicative use.

It is not recommended to teach vocabulary using a single method. This is so because this skill is as complex and

intricate as the other skills of language. In this light, apart from looking at vocabulary as merely a selection of items to be taught and as an appendage to the teaching of structure; the view now is to treat it as a skill in which varied techniques ought to be used for its successful teaching.

The techniques in teaching vocabulary vary from level to level. This work, however, limits itself to those that are supposed to help grade four students in Ethiopian elementary schools.

In the methodological approach, it is cited that the activities for the study group are divided into two groups according to the aims they are supposed to accomplish. The first group of activities will aim at fostering the input knowledge of the students while the other at fostering their output.

Here, a general description of the techniques to be used for achieving both aims are stated.

Techniques that aim at fostering the input of the pupils are

1. Demonstration- by showing the object that represents the word, by gestures, by performing the action
2. Pictures-including photographs, black-board drawings, illustrations; and
3. Explanation-through description, synonyms and opposites, defining context and translation. (Curriculum Divison English Panel 1982, 306).

Here, it is worth discussing some preconditions that should be taken before the employment of the techniques.

When presenting new words to elementary school students, we should bear in mind the motivation and interest of the learners. Without motivation of the students, learning is impossible. This has been noted by scholars in general and psychologists in particular.

The needs and interests of the pupils vary from individual to individual and the teacher might not be able to identify them. However, there are some useful ways that might enable the teacher to create a sense of interest among his learners during the lessons. These useful ways are derived from the common characteristics all normal children possess. In relation to this point, Stern explains in an article as follows:

The nature of the very young learner does not appear to vary noticeably from nation to nation and this suggests that the same general psychological and methodological principles hold good for teachers of the youngest children wherever they are. (Stern: 1978,168)

In supporting this comment, he says:

The limited span of attention noted by Ginsberg in her 5-6 year olds learning English in Leningrad is found in all children. Consequently English 'lessons' must be short, though regular, twenty to thirty minutes each day is ideal for children between 5-7, and a longer daily period, up to forty-five minutes for older primary school children. (ibid.: 169).

He further notes that it is advisable to turn every ten minutes or so from one activity to another during the classroom period so as to sustain the interest of children in each activity. He states that ten minutes is the longest time for which elementary children can sustain an interest in one activity.

Knowing what children like and dislike, no doubt, will assist the creative teacher. As Rivers points out:

Young children enjoy learning words and phrases which they can employ immediately in the context of the class or with other children-in the neighbourhood or in the school ground. They also learn through activity: through seeing, hearing, touching, manipulating, and through role-playing. (Rivers:1972,95)

Nation notes: "One of the strongest primary motivations is the desire to understand the meaning of something". (1975:116). Based on this, Nation states that teachers can make use of this primary motivation by keeping the meaning away from the learners for as long as possible. The main point behind this is to make the learners search to find the meaning. If the teacher can keep the meaning of a word away from learners for as long as possible, then there will be many opportunities for significant repetition, and hence successful learning.

Nation suggests some ways of gaining significant repetition when teaching vocabulary:

1. When teaching a new word that can be taught by using a picture, the teacher doesn't draw the picture but draws some dots that give a rough guide to the picture. The teacher says the new word while learners come and try to connect the dots correctly to draw the picture and thus get the meaning.
2. Questioning techniques may be used to arouse interest and gain repetition. For example the teacher asks a question that he knows the learners cannot answer.
3. Puzzles provide a great deal of repetition and are self-motivating. Here is an example that gives practice in fairly simple vocabulary and sentence patterns:  
Edmond is in front of Domenic. Charles is between Bernard and Domenic.  
Alex is behind Bernard.  
Questions:
  1. Who is in the middle?
  2. Who is behind Charles?
  3. Who is in front? etc (ibid.:118)

Stern summarizes the needs and interest of a primary child by saying that the child shows primarily a concern for naming things-nouns-and identifying where things are-prepositions-and doing things to things-verbs- (Stern 1978,171).

Techniques that aim at fostering the output of the pupils will be:

1. communication games
2. communicative dialogues

#### 2.4.1 Communication games:

Games are generally means of creating entertainment and fun. These activities might be used purposefully when teaching vocabulary. Their aim should be, of course, to help the pupils learn the words communicatively and in context. The love of repetition, common to all young children, is a feature of their natural games, stories, and groups which is usefully applied to learning English." (ibid.:171).

Games are now becoming popular as useful teaching techniques. This is so not only because of their entertaining nature but because of their potential for promoting uninhibited communication.

2.4.2 Communication dialogues: These are dialogues that involve learners into communicative activities. Once learners have perceived the meaning of words through naming, repetition and/or miming, the teacher has again to catch their attention by letting them use words learned in communicative activities.

Regarding these activities, Stern says:

There are certain language functions which appeal to children of this age. And unless the language activities allow the learners to talk about what concerns them, English will soon be felt to be irrelevant and boring.

An attempt is made, therefore, to meet the needs and be aware of the level of children in preparing these activities.

### 3. METHODOLOGY

3.1 THE SETTING: There are five school-zones in A. Ababa comprising both government and public elementary schools. According to the information obtained from the A.Ababa schools' office, there are forty eight government elementary schools where a total of 18,977 grade four students are registered for the school year of 1989/90. Table 1 shows the distribution of these grade four government elementary school students into the five-zones.

Table-one: Zone-wise Distribution of grade four students in A.Ababa

ZONE	NO OF SCHOOLS	MALE	FEMALE	TOTAL	PERCENTAGE
1	7	2053	2140	4193	22.00
2	9	1525	1659	3184	17.00
3	14	2366	2511	4877	26.00
4	13	2256	2271	4534	24.00
5	5	1037	1152	2189	11.00
Total		9237	9733	18977	
Percentage		48.70	51.30		100%

Table one indicates that zone-3 and zone-4 schools have the highest percentage of population (i.e 26% and 24% respectively). Due to their representative population, therefore, these two zones were chosen for carrying on the experiment.

The school-wise distribution in each of the two zones indicate that Mesrak Goh and Enteto Amba have representative populations as well as relatively the same distribution of students in sex and age (see the tables in Appendix 1). For the above mentioned reasons, the two schools were selected for sampling the experimental groups.

### 3.2 SAMPLE DESIGN

#### SELECTION OF SAMPLES

A sample population of 1,158 grade four students was obtained from the two schools. Each school has eight sections.

Table-two: Section-wise distribution of population in the two schools

SCHOOL	SECTION	POPULATION
E.A	1	74
	2	75
	3	73
	4	75
	5	75
	6	73
	7	72
	8	73
	Total	590
M.G	1	73
	2	70
	3	71
	4	68
	5	71
	6	73
	7	72
	8	70
	Total	568
	Grand Total	1,158

The sample included 14.10% of the population in Mesrak Goh (hereafter M.A) and 13.50% of the population in Enteto Amba (E.M). Table three shows that the sample units were proportionally distributed to the two schools

Table 3: School-wise distribution of samples

SCHOOL	NO OF SECTIONS	N	n	%
M.G	8	568	80	13.6
E.A	8	590	80	14.1
		1158	160	

N= Population size

n= Sample size

The sample units were also proportionally distributed within each school. (see Appendix 3.).

Using the systematic sampling, technique, subjects were chosen from each section in the two schools. The list was prepared in alphabetical order in each section. Starting at a number randomly chosen, subsequent units were selected by taking every K item from the list where 'K' refers to the sampling ratio, that is, the ratio of population size to the sample size in each sections; symbolically  $K =$

Characteristics of samples

Table 4. Distribution of samples by age

GROUP	Y E A R S								MEAN
	8	9	10	11	12	13	14	15	
C.G	14	22	26	15	3	-	-	-	9.6
S.G	13	18	23	19	5	2	-	-	9.8

Table 4 indicates that the mean ages of the control and study groups are 9.6 and 9.8 respectively. This shows that the differences in ages between the two groups is not significant.

Table 5. Distribution of samples by sex

GROUP			PERCENTAGE	
C.G	S			
	E	MALE	35	43.75
	X	FEMALE	45	56.25
S.G	S			
	E	MALE	37	46.25
	X	FEMALE	43	53.75

Table 5 shows the distribution of sex in the control group and study group as follows: the respective distribution of males and females in the control groups is 35 and 45 and the respective distribution of males and females in the study groups is 37 and 43. This means that there is an almost equal distribution of sex in the control and study groups.

It can be concluded therefore, from the above two tables, that age or sex would not be regarded as variables that could be responsible for any difference of performance that might occur between the study group and the control group after they have taken the post test.

Grouping of Samples

For purposes of the experiment, the sample units were randomly classified into four equal groups consisting of forty subjects each. The control and study groups were decided by lots to the two schools. Hence, sections C.1 and C.2 of M.G. formed the control group and sections 5.1 and 5.2 of E.A the study group.

TEACHERS

Table 6 Distribution of teachers by sex, age, qualification, experience and performance

GROUP		NO	AGE	QUALIFICATION	EXPERIENCE	PERFORMAMNCE
	S					
C.G	E MALE	1	35	11 + 1	13	4
	X FEMALE	1	30	12	6	4
	S					
S.G	E MALE	1	34	12 + 1	10	4
	X FEMALE	1	28	12	6	4

Table 6 makes it clear that the teacher of both groups have almost the same ages, qualifications, experiences & performance. In addition, both groups have an equal distribution of teachers according to sex. This treatment is hoped to reduce differences of teachers in capacity, which otherwise would affect the study negatively.

### 3.3 PREPARATION OF THE TEACHING MATERIAL

#### The Balanced Activities Approach:

The teaching material for the study group was prepared in accordance with the principles of the Balanced Activities Approach. This approach endeavours to give equal treatment to those techniques which enhance students' learning as well as those which enhance students' communicative ability. Talking about the role of the teacher, Jermy Harmer puts it as follows: "A balanced activities approach sees the job of a teacher as that of ensuring that students get a variety of activities which foster acquisition & learning." (1983:37)

Hence, to achieve balance in the teaching materials for the study group, major techniques such as dialogues & vocabulary games were given equal room alongside with those techniques which are supposed to promote learning. Dialogues and vocabulary games are meant to develop & improve the ability of students to communicate.

Sources referred to as a basis for preparing the teaching material are: English for New Ethiopia: Book for grade 4 (1980 by English Panel)

How to use Games In Language Teaching (Shelga Rixon: 1981)  
Teaching Vocabulary (Michael Wallace 1982) Techniques In Teaching Vocabulary (Virginia French Allen 19830) The Practice of English Language Teaching (Jermy Harmer, 1983)  
Games for Language Learning (A. Wright, D. Betteridge and M. Buckby, 1984).

#### The Approach of the text book

The control group was taught with regard to the techniques and methods mentioned in the English for New Ethiopia for grade 4 students. The basic techniques for teaching vocabulary are:

- 1) demonstration-by showing the object that represents the word, by gestures, by performing the action,
- 2) pictures, including photographs, blackborad drawings, illustrations;
- 3) Explanation - through description, synonyms and opposites, defining context and translation.  
(Curriculum Division-English Panel:1982,306)

### 3.4 PROCEDURE FOR COLLECTING DATA

#### Observational Techniques

A check list was used to collect data about vocabulary teaching techniques by directly perceiving the performances of teachers and students in the experimental groups and analysing the information gathered. The writer has in advance prepared the checklist for recording the observation

data. the checklist was divided into two parts. In the first part, there are points that evaluate the teacher's activities and behaviour in line with vocabulary teaching techniques. In the second part, there are points that evaluate the students' motivation, the nature of their interaction and their responses to the vocabulary teaching techniques (see Appendix for the checklist).

### MEASUREMENT

#### Pre-test

A Pre-test was prepared to determine whether or not there is any difference between the two experimental groups. The pre-test was a recognition type which required students to complete the sentences (see Appendix 4 ) It was prepared by consulting teachers of grade four and asking them to comment on it. Besides, other previous tests of grade four students were also referred to in order to make the test as valid and reliable as possible.

The date for the administration of the pre-test for groups was fixed. The tests for both groups were conducted by the respective teachers who taught the respective groups. The test was to take a 35-minute period.

### Post-test

a post-test was administered to both the study and control groups to see if there was any significant difference between them after the lessons had been taught.

The lessons were given for a period of eight weeks. A total of 155 students participated in the experiment throughout.

#### 4. DATA ANALYSIS

##### ANALYSIS OF TEST RESULTS

###### 4.1 PRE-TEST

Before the commencement of the experiment, a pre-test was given to both the control and study groups to find out if there was any significant difference or not in their knowledge of vocabulary. One hundred and sixty students took the test. The test papers were marked out of a hundred. The scores are shown in appendix 7. For purposes of analysis, the marks were categorized into five parts (see table below).

Table 6 CATEGORY OF MARKS OF THE PRE-TEST

POOR	FAIR	GOOD	VERY GOOD	EXCELLENT
20-40	41-60	61-80	81-90	91-100

On the basis of this category of marks, the sum of scores of poor, fair, good and very good children in both the groups were split into their respective categories as shown in the table below.

Table 7. sum of scores in each category

	POOR	FAIR	GOOD	VERY GOOD	EXCELLENT
C.1	667	503	640	-	-
C.2	718	466	565	-	-
S.1	711	470	710	-	-
S.2	598	696	505	-	-

The sum of scores of 'Poor', 'Fair', and 'Good' categories in both the sections of the control group are 1,385,969 and 1,205 respectively. Their respective averages are 31.47, 51, and 70.88. The sum of scores of all categories is 3,559 and their mean is 44.49. children categorized as 'Poor', Fair and 'Good' in the control group are 44 (55%), 19 (23.75%) and 17 (21.25%).

The sum of scores of 'Poor', 'Fair' and 'Good' in both sections of the study group are 1,309, 1,166 and 1,215 respectively. The respective averages are 32.73, 50.70 and 71.47. The sum of scores of all categories is 3,690 and their mean is 46.13. Children categorized as 'Poor', 'Fair' and 'Good' are 40 (50%), 23 (28.75%) and 17 (21.25%) respectively.

when we compare the respective sum of scores of 'poor', 'Fair' and 'Good' of the control group (that is 1,385,969 and

1,205) with the respective sum of scores of 'Poor', 'Fair' and 'Good' of the study group (that is 1,309, 1,166 and 1,215) we see very little difference. In general, a close examination of the raw data, as a whole, shows that the study group slightly exceeded the control group in terms of total sums of scores.

Statistical computations carried out by using the formula

to test the mean difference, however, revealed that the apparent difference was not statistically significant. According to the computations the control group scored a mean ( $X_1$ ) of 44.49. The mean ( $X_2$ ) for the study group was 46.13. and the Z-calculated was found to be 0.61. This result was found to be lesser than Z-tabulated which is 1.96 at 0.05 level of significance. This means that the mean difference between the groups is insignificant. In other words, this confirmed that the control and the study groups were homogeneous in their knowledge of English vocabulary.

#### 4.2 POST TEST

At the end of the experiment, a post-test was given to the groups to find out if there was any significant difference between them. One hundred and fifty two children took the post test. The post test was marked out of a

hundred. The raw scores of the post-test are shown in appendix 8.

The statistical techniques used to treat the post-test were the same as that used in the pre-test.

Table 8 CATEGORY OF MARKS OF THE POST TEST

POOR	FAIR	GOOD	VERY GOOD	EXCELLENT
20-40	41-60	61-80	81-90	91-100

On the basis of the above category of marks, the sums of scores of the two groups were arranged according to their respective categories in the following table.

Table 9. Sum of scores in each category

	POOR	FAIR	GOOD	V.GOOD	EXCELLENT
C.1	435	545	780	-	-
C.2	450	550	820	-	-
S.1	-	525	1525	320	-
S.2	-	610	1415	580	-

The sums of scores of 'Poor', 'Fair' and 'Good' in both sections of the control group are 885, 1095 and 1600 respectively. And their averages are 35.4, 45.62 and 64

respectively. Their respective sum of scores of 'Fair' and 'Good' is 2,695 and their average is 55.

The sum of scores of 'Poor', 'Fair' and 'Good' in both sections of the study group are 0, 1,135, and 2,940 respectively. The averages of 'Fair' and 'Good' categories are 51.59 and 66.82 respectively. The total sum of scores of both categories is 4,075 and their average is 61.74. The sum of scores of the 'Very Good' category is 900 and its average is 81.82.

A close examination of the above analysis makes it clear that the study group has performed quite better in the test than the control group. Table 9 shows that, unlike the control group, the study group has no scores in the 'poor' category. On top of this, the study group, unlike the control group, has scores in the 'Very Good' category. all in all, it can be stated that the study group has shown greater improvement than the control group at the end of the experiment.

To test the mean difference of the two groups, a statistical significance test was carried out by using the formula

thus, the Z-calculated is observed as 7.41. this value is found to be greater than Z-tabulated 1.96 at 0.05 level of significance. This means that the difference between the two

means is statistically significant. In other words, this implies that the null hypotheses which states that there will not be any significant difference in performance among children taught through the techniques used in the English For New Ethiopia text books (ENE); and children taught through the selected techniques for vocabulary teaching as measured on a post test administered immediately after the termination of the experiment is rejected; and, the alternate hypotheses which states that there will be a difference between the techniques of teaching is accepted.

#### 4.3 ANALYSIS OF OBSERVATION

Using a check-list, observation of the experimental groups was personally carried out by the researcher while the actual classroom teaching was going on. The objective of the observation was to assess the applicability of the major techniques such as dialogues and vocabulary games in teaching vocabulary to grade four students.

In relation to this, therefore, the performance of the teachers in applying the techniques was evaluated. Secondly, the students motivation, confidence, and language performance were assessed.

Table 10: Results of the observation checklist for teachers

NO	APPROVAL	DISAPPROVAL	TOTAL
1	62.5	37.5	100
2	75	25	100
3	75	25	100
4	62.5	37.5	100
5	50	50	100
6	50	50	100
7	62.5	37.5	100
A.V	62.5	37.5	100

Table 11

No	Very Satisfactory	Satisfactory	Fair	Poor	V.poor	Total
8	25	75	-	-	-	100
9	25	50	25	-	-	100
10	25	37.5	25	12.5	-	100
11	25	37.5	25	12.5	-	100
A.V	25	50.0	18.75	6.25	-	100

Table 10 shows the percentages of 'Approvals' and 'Disapprovals' for items of one-to-seven of the checklist. From this, it is read that the total average of the 'Approvals' was greater than that of the 'Disapprovals'. Table 11 also reveals that the total sum of averages for 'Very Satisfactory' and Satisfactory is greater than those for

'Very Poor' and 'Poor'. This implies that the teachers were by far capable of applying the techniques of teaching vocabulary.

Table 12 Result of the observation checklist for students

No	Very Satisfactory	Satisfactory	Fair	Poor	V.poor	Total
1	37.5	37.5	12.5	12.5	-	100
2	12.5	50	25	12.5	-	100
3	-	25	50	25	-	100
4	40	60	-	-	-	100
5	25	50	12.5	12.5	-	100
A.V	23	44.5	20	12.5	-	100

Table 12 shows students' performance as ranked by the help of the checklist. When the sum total of averages of categories for 'Very Satisfactory' and 'Satisfactory' are compared with the sum total of averages of categories for 'Very Poor' and 'Poor' for the items one-to-five in the table, it can be generalized that the study group has performed very satisfactorily

##### 5. DISCUSSION AND INTERPRETATION OF THE RESULTS

The analysis of the test results and observation results showed that the study group had performed notably better than the control group. Since the groups' performance on the pre-

test was more or less equivalent, it will be difficult not to relate the superiority of the study group over the control group to the techniques used in this study.

One of the advantages of the balanced activities approach of teaching vocabulary as opposed to the conventional techniques used in the ENE series is that it creates a communicative atmosphere in which learners have the opportunity to interact freely.

Dialogues and games according to V. French Allen (1983) develop a sense of interest in words and encourage students to become confident and willing in the classroom interaction. Learning through such techniques appears to be more or less like acquiring words in the mother tongue. This is important in that it facilitates vocabulary acquisition which is found to be a more effective way of learning a language in the classroom.

In addition, dialogues and games develop the affective domain through the encouragement of participation among students themselves and between the students and the teacher. Using purposeful and entertaining games in teaching are said to help children to learn through playing rather than through decontextualized drills. Involving students into varied activities like for instance the drawing of simple figures by the learners before giving the names of the figures, can draw the attention of the learners and create interest in learning.

### 5.1 Conclusion:

It is possible to conclude, therefore, that the study group in this research has benefited from the techniques used and excelled the control group which was exposed to the practice employed in the ENE series.

The dialogues used in ENE series are very long and difficult for the practical vocabulary teaching in the classroom.

On the other hand, the games included in the same teaching materials are insufficient and seem to serve only as a means of intertainment.

### 5.2 RECOMMENDATIONS

As long as English remains the medium of instruction in the secondary schools and in the higher institutions of learning, the need to improve the students' English proficiency beginning in the early stages seems desirable. This, no doubt, entails the improvement of teaching materials and adopting more up-to-date approaches and techniques. With this opinion in mind the following recommendations are made:

1. Vocabulary games and dialogues which have proved effective in this study should be used in vocabulary teaching

2. Elementary school teachers should be encouraged and trained to use the new techniques.
3. The teaching materials must be improved or enriched by including more applicable dialogues and sufficient games
4. The drills used for vocabulary teaching must be improved so as to facilitate learning.

Appendix 1

School- wise Distribution of population in zone 3 and

Zone 4.

Table 1. Zone 3

SCHOOL	POPULATION		TOTAL	PERCENTAGE
	MALE	FEMALE		
M.G.	269	299	568	11.65
B.G.	131	137	268	5.50
T.B.	94	109	203	4.20
K.T.	236	204	440	9.02
Y.T.	113	123	236	4.84
P.Z.	157	190	347	7.11
M.B.1	161	205	366	7.50
M.B.2	187	174	361	7.4
F.	117	114	231	4.74
A.E.	71	87	158	3.24
T.Y.	93	106	199	4.10
M.28	222	251	473	9.70
S.N.	225	207	432	9.00
W.	290	305	595	12.20
Total	2366	2511	4877	100.2

TABLE 2 Zone 4

SCHOOL	POPULATION		TOTAL	PERCENTAGE
	MALE	FEMALE		
Ts.B.	290	232	522	11.52
E.A.	295	295	590	13.01
D.B.	162	161	323	7.12
T.C.	77	87	164	3.62
M.23	166	115	281	6.20
B.B.	98	115	213	4.70
M.2	158	168	326	7.20
H.S	169	168	337	7.43
M.H.	144	111	255	5.62
H.F.	166	227	393	8.67
T.L.	109	121	230	5.10
D.M.	359	389	748	16.50
K.	63	89	152	3.40
Total	2256	2278	4534	100.08

Appendix 2

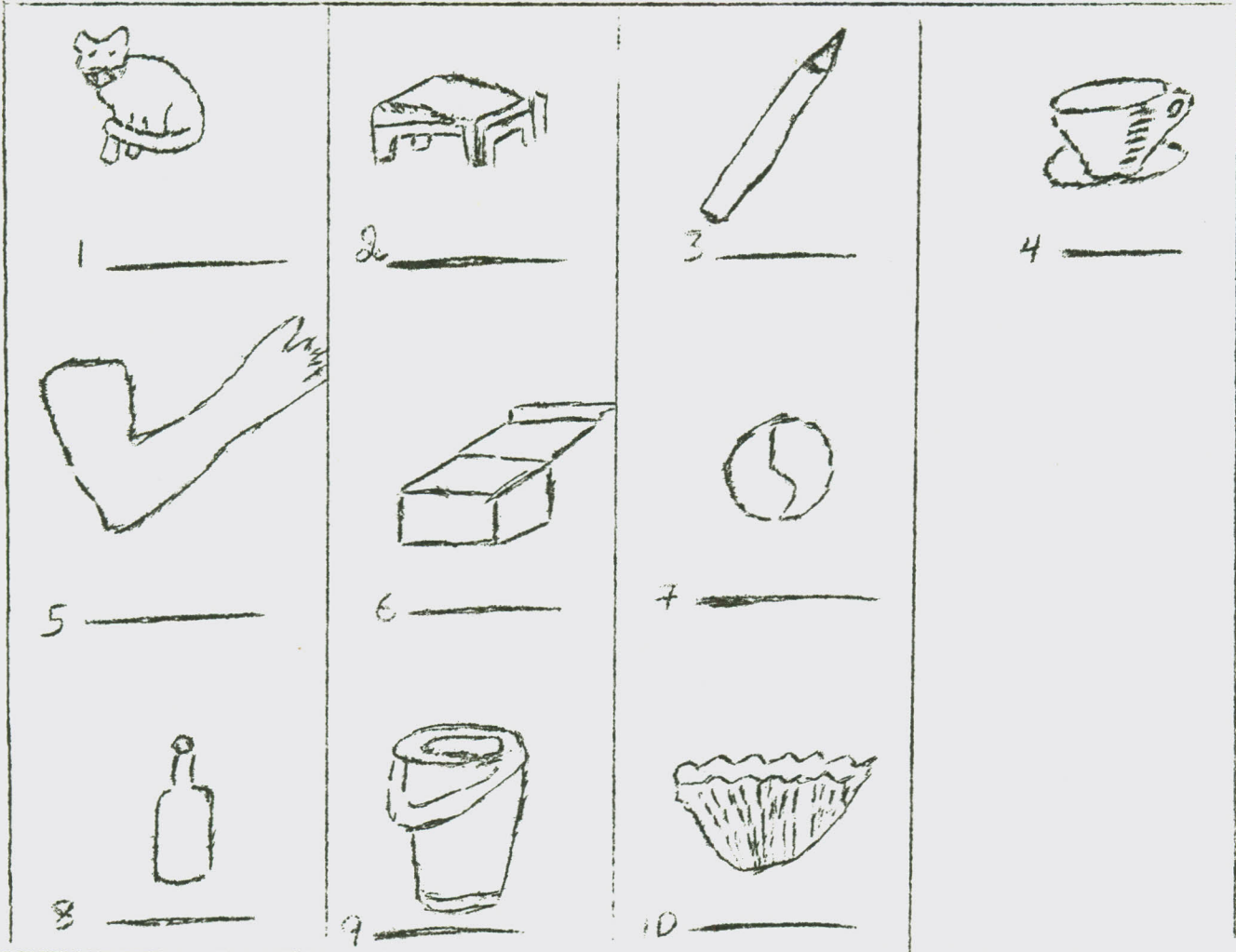
Table 3

Section wise Distribution of sample in each school.

SCHOOL	SECTION	STRATIFIED SAMPLE
E.A.	1	10
	2	10
	3	10
	4	10
	5	10
	6	10
	7	10
	8	10
TOTAL		80
M.G.	1	10
	2	10
	3	10
	4	10
	5	10
	6	10
	7	10
	8	10
TOTAL		80

Appendix 6 \_\_\_\_\_

Pre-Test



PART ONE /ክፍል አንድ/

Match the following names of objects with the appropriate pictures  
የጥላ ስተሰጦትን ስዋቸ ከዚህ በላይ ባሉት ስዕሎች ጋር ለዛምዱ

a. ball

b. cup

c. pail

d. arm

e. bottle

f. cat

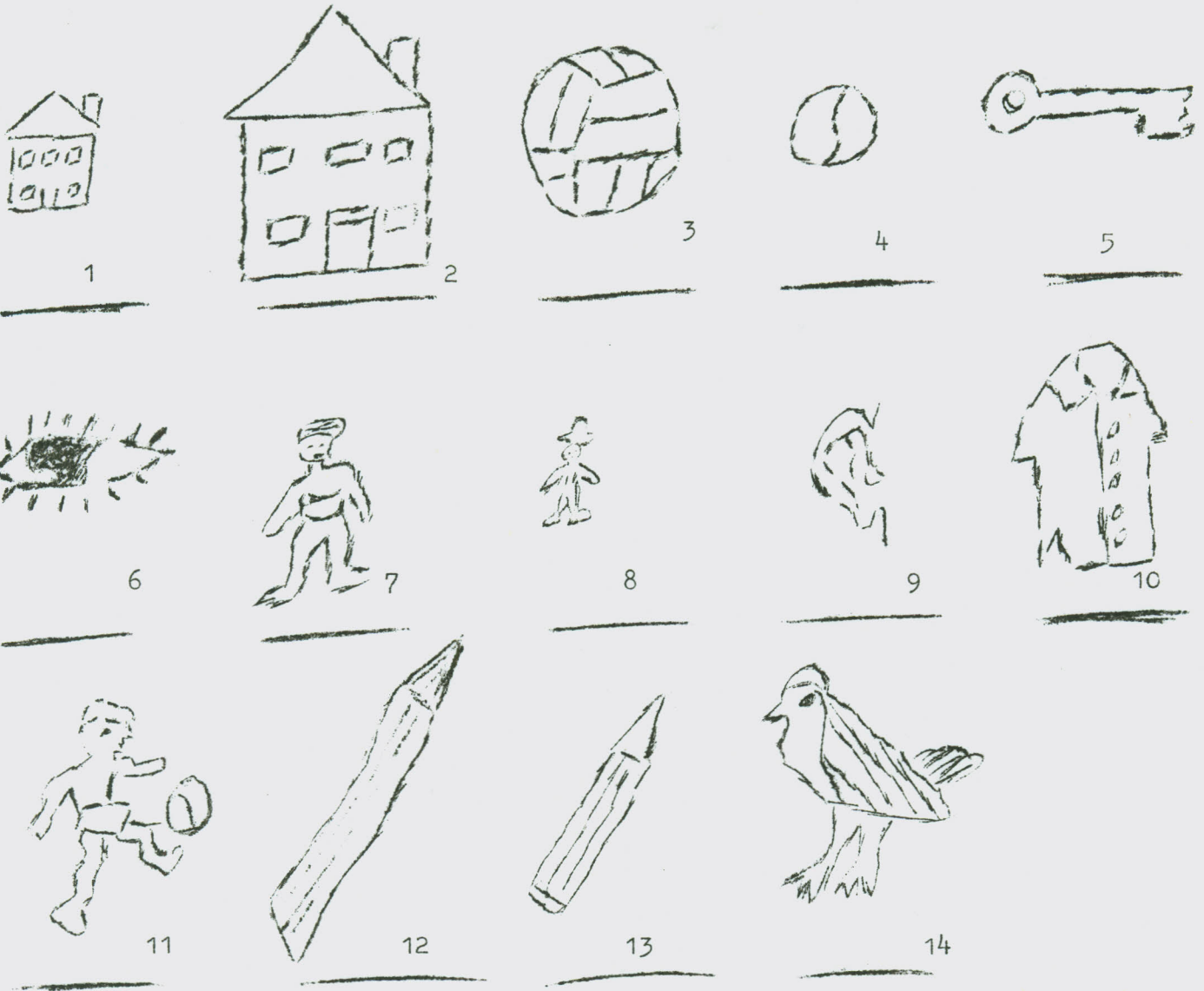
g. table

h. basket

i. box

j. pencil





I. Match the following words or phrases with the pictures. Each Picture has a number. Give your answer by writing the number of your choice in the blank spaces.

ቀጥሎ የተሰጡትን ቃላት ርዕዎ ጠረገ ከሠዕሎቹ ጋር አዛዎቹ :: አያን

ዳንዱ ሠዕል ቀጥር ተሰጥቶታል :: የጠረገኩን ሠዕል ቀጥር በተሰጠው ባዶ በታ ጫላ

- |                    |                                 |
|--------------------|---------------------------------|
| a. an ear _____    | f. a short pencil _____         |
| b. a key _____     | g. a boy kicking the ball _____ |
| c. an eye _____    | h. a small ball _____           |
| d. a bird _____    | i. a big house _____            |
| e. a fat man _____ | J. a shirt _____                |

II. For the following questions, there are three choices. Indicate

your answer by circling the letter of your choice.

ቀጥሎ ለተሰጡት የምርጫ ጥያቄዎች ለአያንዳንዱ ሦስት ሦስት ምርጫዎች

ተሰጥተዋል :: ተክክለኛ የሆኑትን ፊደል ወርጠህ ከጠባ ::

1. Tuesday is the \_\_\_\_\_ day of the week.

a. first

b. second

c. third

2. The boy is ringing the \_\_\_\_\_.

a. table

b. chair

c. bell

3. The man is locking the \_\_\_\_\_.

a. book

b. door

c. floor

4. The blackboard is \_\_\_\_\_ the classroom.

a. at the back of

b. at the front of

c. at the middle of

5. Sunday is the \_\_\_\_\_ day of the week.

a. second

b. last

c. third

III. Oral test

NOTE: Children are tested one by one at the teacher's desk. Students who are at their desks should copy passages from their text into their exercise books.

The teacher keeps score on the students test paper

Example: 1. Show me your face.

2. Touch your right leg.

3. Shake your right hand.

4. Show me your left hand.

5. Touch your head with both hands, etc

Score: 5 points, 1 point for each correct answer

Appendix \_\_\_\_\_

Observation check list

Name of School \_\_\_\_\_

Lesson Topic \_\_\_\_\_

I. Observation Criteria for teachers

A. Showing the meaning of words with

visual aids:

1. Real objects

2. Pictures

3. actions, facial expressions.

B. Techniques used for showing meaning in

context

	Yes	NO

- 4. simple sentences
- 5. drills
- 6. commands  
(performing actions)
- 7. dialogues/v.games (giving & receiving information)

Exce llent	v.good	good	poor	comment
---------------	--------	------	------	---------

C. Teacher's activity

- 8. The introduction of the lesson was
- 9. The effort in following the instructions and procedures was
- 10. His manipulation & control of the teaching techniques was
- 11. His observation of the time limit in each step was

--	--	--	--	--

II. Observation Criteria for students' activities:

- 1. Motivation and interest of the students was
- 2. ability to follow & understand the lesson was
- 3. ability to drill accurately was
- 4. confidence & willingness of students in class discussions & activities was

--	--	--	--	--





Teaching Material for the study groupLesson 40

A. (15 min) Aim: to practise 'Let's' and revise asking questions, using 'where is it,' and 'Is it + preposition + place (for example : Is it on the table?' and making suggestions 'Let's + verb + object + preposition + place (for example : Let's hide the book inside the basket).

Game : Hiding and finding

Note: Before the game is played, the teacher should revise 'asking questions: 'Where is the (object)?' Is it + preposition + the + place?' by putting (object) in different places and help students make appropriate responses.

For example:

Teacher puts a book on the table and asks: 'Where is the book?' and answers: 'it is on the table.'

Teacher asks: 'Is it on the table?' and he answers: 'yes, it is on the table.'

Teacher further practises students by putting the object: under the table, in the basket/bag/box, near the door/window, in front of the room/ the box etc.

Material: a small object that can be hidden

Procedure: Class work

One or two learners should be sent outside the room.  
The class then discusses what small object they would like  
to hide and where it should be hidden,

For example: Class- Let's hide this stone.

Teacher: O.K. Where are we going to hide it?

Class: Let's hide it under the table/ in the bag(etc)

when the object is hidden, call the learners  
in and tell him /her/ them to find the object  
by asking questions. For example:

Teacher: Find the (Object)

Learner: Is it at the back of the room?

Class: No

Learner: Is it at the front?

Class: Yes

Learner: Is it in the bag? etc

#### Lesson 41

C. (10 Min.) Aim: to teach 'silently' and 'aloud', to practise  
'Let's'.

1. Teacher says to class : 'I will read this sentence i.e.

'Seid is giving a ball to her' After reading normally  
(naturally) he says:

'Now, I'll read silently.'

'Seid is giving the ball to her'

(Remember: don't move your lips or speak aloud).

Then teacher to student

1: 'Read this sentence'

student 1 reads normally. Then the teacher tells student one to read silently (he may tell him to do so in the vernacular) After the teacher and the student have demonstrated reading normally and silently, the teacher then practises the class in similar manner.

Teacher to class: 'Let's read the first sentence.'

All read: 'Seid is giving the ball to her.'

Teacher to class: 'Let's read silently.'

All read silently.

2. After the students have considerably practised the meaning of 'silently' the teacher then introduces the word 'aloud' following the same method.
3. The teacher uses gestures and drills the pronunciation of 'silently', and 'aloud'. He checks comprehension of these words in the vernacular.

#### Lesson 42

- A. (15 min.) Aim: to practise possessive adjective /part of the body/ Let's; and to teach 'feet'.
1. It is often preferable to use pictures for practising words that name parts of the body. The best sort of

picture for this purposes is a simple impersonal line drawing

Notice that an arrow has been drawn to each part which is to be named, and each arrow is numbered. Notice also the English names for the parts don't not appear on the drawing yet. The teacher makes a large copy of the drawing on the blackboard. The students are given a minute to look at the drawing and to copy it.

Now they are ready to learn that arrow 1 points to the head. The teacher says the word and writes it above the arrow beside 1. As each part is named, each student writes the English word on the numbered arrow on his copy of the drawing.

2. Teacher touches one foot and says:

'This is my foot'

Then teacher touches both feet and says

'These are my feet.'

class does the same and says

'These are my feet.'

3. The teacher asks one student to come to the front of the room and perform the following commands ( the student standing with his back to the rest of the class)

Touch your foot with one hand.

Touch your feet with both hands.

Touch your ear with one hand.

Put both your hands on your face.(etc).

Later, when the students have learned the meaning, they will be ready for the following game.

Procedure: two selected students from each team come to the front of the class room. The teacher gives different commands quickly which the selected students are required to perform all together. Any student who fails the command will return to his seat. The last student(s) to stay will be the winner(s) to his/their team.

Preparations: Teacher prepares some commands to be used

for the game. For example:

Put one hand on your head .

Put both hands on your face.

Touch the floor with one hand.

Touch your feet with both hands.

Put both your hands on your head (etc).

C. (10 min.) Aim: to revise this week's work.

Game: 'Memory game.'

Note: It is a team game and the teacher has to explain how the game is played.

Procedure: Players are shown a picture or blackboard drawing containing a list of the following items.

desk, garden, field, ball, feet, ears, toes, stones, trees, birds.

Learners are allowed to study the pictures for a few minutes, after which it is removed. The members of each team pool their knowledge to see how many of the items they can remember. Items are written down as a check. The pictures are shown again and the team with the highest items wins.

#### Lesson 45

C. (10 min.) To revise prepositions and to engage students into communicative activities.

Dialogue: Guessing dialogue

Procedure: The teacher introduces a very short dialogue in which members of the class are identified according to their location (near the window/door/clock etc.)

The teacher shows how this dialogue will be used

Teacher: I am thinking of a girl.

She is near the window.

Student: Are you thinking of \_\_\_\_\_?

Teacher: Yes, I am./ No, I am'nt.

First the speakers are the teacher, who is thinking of some girl in the class, and three of the best students. After that, a student is the first speaker, who thinks of a boy or a girl, and the dialogue is used in a similar manner.

#### Lesson 46

A. (15 min.) Aim: to revise adjectives 'fat/thin/short/long/big/small; and to teach clean/dirty/happy/sad

Game: a game 'Visual perception' will be played for the revision of adjectives.

Preparation: A simple pair drawings of the following items.

A fat boy / A thin boy

A short stick / a long stick

Big stones / small stones

A tall girl / a short girl

Procedure: The teacher puts the cards on his desk. The pictures on the cards are not to be seen by the students. He challenges each member of the team whether one of the pair pictures in the card is fat or thin/short or long etc. The one who

correctly answers wins a point to his team.

The team which accumulates ten points first is the winner.

Example:-

If one member of the team draws the card which contains the picture of a short girl and a tall girl, the teacher challenges him by pointing to one picture saying 'Is it a short girl or a tall girl?'

2. Teacher shows a dirty shirt or a piece of paper etc

For example: Teacher holds two pieces of paper one clean and the other dirty.

He points to the dirty piece of paper and says:

'Look at this piece of paper' 'It is dirty'

Then he shows the clean one and says;

'Look at this piece of paper' 'It is not dirty.'

Teacher points to the dirty one and asks: 'Is it dirty?

and answers' yes, it is.'

Class repeats: 'Yes, it is.'

Teacher points to the clean one and says:

'Look at this. Is it dirty?'

Teacher answers: No, it is not.

Class repeats: No, it is not.

Teacher: 'This piece of paper is clean.'

Teacher asks: 'Is it clean.'

Class answers: 'Yes, it is.'

Teacher drills the pronunciation of 'clean' and 'dirty' and checks comprehension of words in the vernacular.

3. For the teaching of the word 'happy' or 'sad', teacher first uses stick figures and then shows real pictures of happy and sad persons.

Teacher draws on the board one of the two stick figures and asks the students to draw it on their exercise books.

For example:-

Teacher points to the stick figure he has drawn and says:

'Look at her.' 'She is happy.'

Then he writes the word happy under the figure and let's them write the word under the figure they have copied.

He then shows them a real picture of a happy girl and says:

'This girl is happy.'

'And that girl is happy' (pointing to the stick figure on the board).

Then teacher drills pronunciation and checks meaning in the vernacular. After this, the teacher draws the

second stick figure on the board. He points to the second stick figure and says:

'Look at him' ' He is not happy.'

Teacher asks: ' Is he happy?'

Class: 'No, he is not.'

Teacher: 'This boy is sad.'

He then shows them a picture of a sad boy and says:

'Look at this boy' 'He is sad.'

Pointing to the second stick figure on the board, he says: 'That boy is sad.'

Teacher drills pronunciation and checks meaning in the vernacular.

C. (10 min.) Aim: to revise any recently learned words.

Game: 'I spy.'

Procedure: The teacher or one of the players makes a mental note of something in the classroom (or on a wall chart etc) and the other players have to guess what it is. He gives them a clue by giving them the first letter of the target word. For example, if the word were 'desk', he would say:

I spy

with my little eye

something beginning with D \_\_\_\_\_

or

One, two, three

What can I see

Something in this room

beginning with D \_\_\_\_\_

Note: The object must be visible in the room or in  
a wall chart.

### Lesson 47

A. (15 min.) Aim: to revise 'Where is the (adj) object?'

prepositions - Is it + prep. + place, making suggestions  
using - Let's + verb + object + prep. + place.

1. Teacher takes pairs of objects (for example a big stone, a  
small stone) and puts them in different places.

Teacher asks: 'Where is the big stone?'

Class answers: 'It is on the table.'

Teacher: 'Where is the small stone?'

Class answers: 'It is under the table.'

Continue putting objects in different positions to show  
near/under/in/on/behind/infront of.

2. Game: Hiding and finding

Material: any object which can be hidden.

Procedure: class work

One or two learners should be sent outside the room.  
The class then discusses what small object they would like  
to hide and where it should be hidden, Example:-

Teacher - What are we going to hide, students?

Class - Let's hide this small stone, etc

Teacher - O.K. Where are we going to hide it?

Class - Let's hide it under the table / in the  
bag (etc).

When the object is hidden, call the learner(s) in and tell  
him/her/them to find the object by asking questions like:-

Learner: Is it at the back of the room?

Class: No

Learner: Is it at the front?

Class: Yes

Learner: Is it in the bag? etc

C. (10 min.) to revise prepositions from part A.

Dialogue: guessing dialogue

Teacher: I am thinking of a \_\_\_\_\_

It is near/on/under/the table.

It is in front of/ behind the chair etc.

Students answer: Are you thinking of a \_\_\_\_\_

### Lesson 51

A. (15 min.) Aim: to revise market words/ asking questions and  
giving answers / to teach expressing doubts.

Game: Feel and think

Preparation: Collect about ten small objects of different  
shapes or sizes. A piece of cloth  
will be required. It must be large

enough to cover four or five of the objects.

Procedure: Make sure that the learners know the names of at least the majority of objects which you have collected. Put four or five of the objects under the cloth on a table without the class seeing which ones you have chosen. Ask a learner to feel one of the objects through the cloth and to tell you what he/ she thinks it is. If correct let the learner remove the object. Ask other learners to do the same for the objects. The language in this game can be restricted.

Example:-

Teacher: What is it?

Learner I: It is \_\_\_\_\_

Learner II: I think it is \_\_\_\_\_

Learner III: I don't know, it could be.

Objects to be used for the game:-

Carrots / sugar / peas / teff / potatoes /  
tea / beans / comb / key / rubber.

Lesson 52

C. (15 min.) Aim: to revise plurals /going to / adjectives of colour.

1. Teacher gives a sentence in the singular and class changes it to plural:

Teacher: 'The boy is going to get up early.'

Class: 'The boys are going to get up early.'

Teacher: 'The man is going to come home late.'

Class: 'The men are going to come home late.'

2. The teacher introduce a dialgue that includes a review of colours and clothing as follows:-

Teacher : I'm thinking of a girl in a blue dress.

Student : Is she near the window?

Teacher : No. She's near the door.

Student: Are you thinking of \_\_\_\_\_?

Teaching material for the Control group

Lesson 40

A. (15 min.) Aim: to practise 'Let's with known verbs

Note: Teacher and class should continue to use gestures and mime the actions as they practise 'Let's \_\_\_\_\_.'

1. Teacher revises 'Let's with the following sentences:

Teacher to class: 'Let's stand up'

Teacher and class do action, saying:

'We are standing up.'

Teacher to Class: 'Let's sit down.'

Teacher and Class sit down saying:

'We are sitting down.'

2. Teacher gives the direction from this table and the class does the action, saying:

'We are \_\_\_\_\_.'

---

eat injera and wat.

dance.

drink water /tea/ coffee.

wash our hands /faces/ arms/ etc.

Let's cook some food.

touch our desks.

play a game.

work.

---



1. Teacher practises the following exercises several times with the class.

Teacher to Class: 'Let's stand up.' (Teacher and Class Stand up.)

Teacher to Class: 'Let's sit down.' (Teacher and Class sit down)

Teacher to Student 1: 'stand up. sit down.'

Teacher to Class: 'Let's stand up.' (Teacher and Class stand)

Teacher to Student 2: 'sit down.' (1 student sits)

Teacher to Class: 'Let's sit down.'

(Teacher and Class sit)

Teacher to Student 3. 'Go out side.'

As student goes outside, the teacher says to the class.

'Let's go outside.'

Teacher and class go outside

Teacher to Student 4: 'Go inside.'

Teacher to Class: 'Let's go inside.'

**Repeat** the above method with: run /touch/ hold/ read/ cut/  
draw.

2. Group Practice: The teacher moves from group to group supervising as the group leaders give commands.

Teacher to Group Leader: 'Point to a window.'

Group Leader to Group: 'Let's point to a Window.'

Group Leader to Individual: 'Point to a Window.'

Teacher to Group Leader: (Sing'

Group Leader to Group: 'Lets' Sing.'

**Repeat** with all groups using different verbs.

C. (10 min) Aim: to teach silently and aloud/ to practise Let's.

1. The teacher says to the class: 'Let's read our books.'

'Let's read silently.' and demonstrates

Read silently : (Remember: do not move your lips or speak  
aloud.)

Then the teacher says: 'Let's read aloud ' and reads the first  
sentence:

Seid is giving a ball to her.'

Then the teacher and class read the sentence aloud.

2. The teacher uses gestures and drills the pronunciation of  
silently and aloud.

He checks comprehension of these words in the vernacular.

3. Teacher practises with class: 'Let's read aloud/ silently.'

Teacher gives command to individuals : 'Read aloud/ Read  
silently:

Note: Use sentences from the reader to practise reading aloud  
and silently.

#### Lesson 42

A. (15 min.) Aim: to practise possessive adjectives parts of the  
body/ Let's to teach feet.

1. Teacher teaches the plural feet.

Teacher touches 1 foot and says: 'This is my foot.'

Students touch 1 foot and repeat: 'This is my foot.'

Teacher touches both feet and says: 'These are my feet.'

Class does the same and says. 'These are my feet.'

2. Teacher drills pronunciation of both foot and feet and practises: '1 foot / 2 feet.'

Students touch their feet and repeat:

' I have two feet.'

3. Teacher uses the table and does each action, making the students do the same.

---

	our heads
	our noses
Let's touch	our ears
	our faces
	our legs
	our feet

---

4. Individual Practise

Teacher asks individual students to make up sentences using

I have and parts of the body.

use the following table as a guide.

---

	2 eyes	2 arms
I have	2 ears	2 hands
	1 nose	10 fingers
	2 legs	10 toes

---

C. (10 min.) Aim: to revise this week's work

NOTE: This part of the lesson is best done outside.

1. Teacher to Class: 'Let's go outside.'

Class repeats: 'Let's go outside.'

Teacher and Class say: 'We are going outside.'

After leaving the classroom, the teacher practises these sentences.

---

	Look at the trees / birds/ garden
	go to the field/ garden/ shop
Let's	listen to the birds.
	play a game.
	run quickly.
	walk slowly.

---

The children say the sentences above and then change them to.

'we are \_\_\_\_\_ing.'

Example: Teacher: 'Let's run quickly.'

Class: 'Let's run quickly.'

Class: 'We are running quickly.'

2. At the end of the period, remember to say 'Let's go inside.'

#### Lesson 45

Have ready: a bell/ a key/ tea/ meat/ money/ chalk

A. (15 min.) Aim: to teach ring the bell, lock the door,  
write/ a word.

1. Teacher shows the class a bell (or takes the class outside to the school bell) and says: 'It's a bell.' What's this?  
'It's a bell.'

Class repeats: 'It is a bell.'

Teacher hits the bell and says. 'I am ringing the bell.'

(Several times).

Teachers asks: 'What am I doing?'

Class answers: 'You are ringing the bell.'

Teacher gives command to several students

'Ring the bell.'

Students say as they ring the bell:

'I am ringing the bell.'

Teacher asks class: 'What is he/she doing?'

Class answers: 'He/she is ringing the bell.'

2. Teacher repeats method with lock the door/ I am locking the door/ He is locking the door.
3. Teacher writes a word (bag or box, for example) on the blackboard and says: 'I am writing a word.'  
Teacher writes several different words:  
Saying each time : I am writing a word.  
Teacher drills pronunciation of word and checks meaning in the vernacular.
4. Mixed Practise: Teacher gives commands to individual students and they do actions.

Teacher: 'Ring the bell / Lock the door/ Write a word/  
Write 2 words.'

Teacher also gives these commands to class and groups;  
the students mime the correct actions.

Example: Teacher to Group: 'write a word'

Students use their finger to write in the air and say: 'I am  
writing a word.'

C. (10 min.) Aim: to revise new words/ to teach floor.

1. Teacher teaches the word floor by using the floor of the  
classroom.

2. Teacher tells students to use their fingers as pens and  
obey the following commands: 'write a word in a book.'

'write a word on the desk.'

'write a word on a piece of paper'

'write a word on the floor.'

3. Teacher to class: 'I am going to ring the bell.'

Teacher pauses, then rings the bell.

Teacher repeats' and asks questions:

'What am I going to do?'

Class answers: 'you are going to ring the bell.'

Teacher brings students forward to practise: 'He/She/  
is/ are going to ring the bell.'

4. Repeat step 3 and revise lock the door.

Example: 'I am going to lock the door.'

'what am I going to do?'

Lesson 46

- A. (15 min) Aim: to revise adjectives fat/thin/short  
long/big/small / to teach clean / dirty / happy/sad.  
Note: Teacher uses real students/ objects/ etc: or draws the  
proper stick figures on the blackboard.

1. Teacher uses students or pictures to demonstrate.

Teacher to Class: 'Look at him. Is he fat?'

Class: 'Yes, he is.' or 'No, he isn't'

Teacher repeats 'Is he fat on thin?'

Teacher answers: 'He's fat.'

Class answers: 'He's fat.'

Repeat several times, using different  
examples for demonstration.

2. Teacher repeats this method using sticks: 'Is the stick  
long or short?'

Teacher repeats using tones: 'Are the stones big or  
small?' Continue with other objects, asking the question  
'Is the (object) \_\_\_\_\_ or \_\_\_\_\_?'. Students  
answer: It's \_\_\_\_\_.

3. Teacher shows a dirt shire / gabi / piece of paper / etc.  
and says 'It's dirty.'

The coat is dirty.'

Teacher repeats with a clean object:

'It's clean. The gabi is clean.'

The teacher drills the pronunciation of clean / dirty and checks comprehension of the words in the vernacular.

4. Teacher brings forward 2 students and tells the first student to smile and laugh and the second student to look sad and cry.

Teacher points to Student 1 and says: 'He is happy:

Teacher points to student 2 and says : 'He is sad'

Teacher drills pronunciation and checks meaning in the vernacular.

5. Teacher gives individual students gabis / Shirts / pieces of paper or cloth to hold and asks the question:

'Is it clean or dirty?

Students answer

Pointing to students or to faces drawn on the blackboard, the teacher asks: 'Is he happy or sad?

Students answer.

- C. (10 min) Aim: to revise: old-new/ tall- short, to teach hot-cold.

NOTE: The teacher may use any convenient

Examples to teach hot - cold. For example: water / a burning match / the wheather outside, The teacher should also use **gestures** to show hot - cold.

1. The teacher uses whatever objects or gestures he he can teach hot, and cold with.

'It's hot./ It's cold.

Teacher asks: 'Is it hot or cold?'

Class answers: 'It's hot.' or 'It's cold.'

2. Teacher brings forward a tall student and a short student.

Teacher points to the tall one: 'He's tall.'

Teacher points to short one: 'He's short.'

Teacher points to a student and asks:

'Is she tall or short?'

Students answer correctly. (Repeat with several students.)

3. Teacher uses the same method to teach old and new using whatever objects available. 'Is the shirt old or new?'

4. Repeat this method with all the adjectives used in this lesson.

'It is \_\_\_\_\_ or \_\_\_\_\_.'

#### Lesson 47

A. (15 min) Aim: to teach where is the (adj.)

(object)? to revise prepositions.

1. Teacher brings forward 2 students, tall, short.

Teacher to class: 'Abebe is a tall boy.'

'Sissay is a short boy.'

Teacher: 'a tall boy'

Class: 'a tall boy'

Teacher: 'a short boy'

Teacher repeats using: a big stone,

a small stone, a clean shirt,

a dirty shirt, a long stick

a short stick.

2. Teacher takes pairs of objects (for example a big stone and a small stone) and puts them in different places.

Teacher asks: 'Where's the big stone?'

Class answers: 'It's on the table.'

Teacher asks again: 'Where's the small stone?'

Class answers: 'It's under the table.'

Continue, putting objects in positions to show near / under / in / on / behind / infront of

3. Teacher tells students in the vernacular to ask him the question as the puts the object in a place.

Example: Teacher puts a dirty shirt in the bag?

Continue using all the new vocabulary of this week.

- C. (10 min.) Aim: to teach pocket

to revise prepositions from part A.

1. Teacher points to or touches his pocket and says:

'This is a pocket.'

Teacher touches pocket in student's trousers / dress and says: 'This is his pocket./

'This is her pocket.'

Class practises the pronunciation of pocket.

2. Teacher gives commands: 'Put a pencil/ pen/ ruler in your pocket.'

Students do actions saying: 'I am putting a pen/ pencil/ ruler in my pocket.'

Class repeats: 'you have a pencil in your pocket.'

3. Teacher revises prepositions and adjectives by practising sentences from the following tables.

---

	tall girl / boy?
Teachers asks: Where is the	short girl/ boy?
	small stone/book?
	big stone/ book?
	clean shirt/ coat?
	dirty shirt/ coat?

---

- S Students give answers as the teacher moves the objects about.

---

	standing on the table/ chair
He is	sitting on the table/ chair
	standing near the table/
	blackboard/ window.

---

	on / under / near the table.
It is	in front of / behind the chair
	desk / bag / basket / etc

---

Lesson 50

C. (10 min.) Are you going to \_\_\_\_\_?/ Game

1. Teacher explains in the vernacular that some students will come to the front of the room and make sentences using

going to. Then students sitting in the class will ask each student:

'Are you going to \_\_\_\_\_?'

If the student from the class is correct in his question, he takes the standing student's place.

Teacher calls 7-10 students forward and tells each of them to make a sentence using going to.

Teacher points to 5.1 and asks the class:

'What's he going to do?'

Teacher chooses a student from the class who asks:

Student 5.1: Are you going to \_\_\_\_\_?' If the student asked the correct question, 5.1 answers: 'yes, I am' and does the action, and then sits down. The student who asked the question takes his place. If the student did not ask the correct question. 5.1

answers: ' No, I am not.' and remains in the front of the room. The game continues this way.

### Lesson 51

A. (15 min.) Aim: to revise going to and market words.

1. Teacher places a student behind the table and explains in the vernacular that he is going to sell things. Teacher arranges objects on the table.

2. Teacher to individual: 'Are you going to buy carrots today?'

Student answers: 'yes, I am'. /'No, I am not'

If the student answers No, the teacher asks:

what are you going to buy?'

Student: 'I am going to buy peas.'

Student goes to the table and 'buys' peas (use money for a more realistic activity).

Teacher: 'what are you doing?'

Student: 'I am buying peas.'

Repeat this method with many other students.

3. Teacher draws a ? on the board and asks:

'who is going to play a game today?'

Teacher answers: 'Abebe is going to play a game today.'

Teacher repeats and class repeats.

Teacher checks comprehension in the vernacular.

4. Substitution Drill

Teacher and class practise these questions:

---

Who is going to

lock the door?

ring the bell?

draw a picture?

write in his book?

sleep?

..... etc

---

5. Teacher to student: 'who is going to cook/ sing/ etc.'

Student names someone in the class'

'\_\_\_\_\_ is going to \_\_\_\_\_.'

Lesson 52

C. (15 min.) Aim: to revise plurals / going to

1. Teacher gives a sentence in the singular and Class changes it to plural.'

Teacher: 'The boy is going to get up early.'

Class: 'The boys are going to get up early.'

Teacher: 'The man is going to come home late.'

Class: 'The men are going to come home late.'

Use class and groups with work / woman / child / friend /etc.

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