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(GRADUATE PROGRAMME)**

**A STUDY ON THE EFFECTIVENESS OF TEACHING-LEARNING  
VOCABULARY IN THREE SECOND CYCLE ELEMENTARY  
SCHOOLS IN ADDIS ABABA: GRADE EIGHT IN FOCUS**

**BY**

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*June 2008*

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**Institute of Language Studies**  
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**(Graduate Programme)**

**A Study on the Effectiveness of Teaching-Learning  
Vocabulary in Three Second Cycle Elementary  
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## ABSTRACT

*The objective of this study was to investigate the effectiveness of teaching and learning vocabulary in three second cycle elementary schools of Addis Ababa (grade eight in focus). This is because the present day high school students' poor language proficiency is assumed to result particularly from the absence of effective vocabulary teaching techniques and learning strategies at second cycle elementary school level. Hence, the writer decided to examine how effectively vocabulary was taught and learned just before learners started their high school English course.*

*Before the actual process of data collection began, preliminary survey was conducted on some of the common vocabulary teaching techniques prescribed by linguists and language experts. A brief review was also made on the complex nature of vocabulary knowledge. Because teaching alone doesn't guarantee successful learning, there aroused a need to explore the type of learning strategies learners employ to acquire sufficient English vocabulary.*

*Then data were collected from 90 systematically chosen students and 6 teachers through questionnaire, interview and observation. The textbook was also analyzed to see the extent it encourages to implement a range of vocabulary teaching techniques and learning strategies.*

*Consequently, the results seemed to indicate that teachers, unlike students, believe vocabulary is not such a prominent component of language learning to be given more considerable emphasis during teaching English compared to other aspects. It was also obtained that among a wide range of techniques of vocabulary instruction, teaching vocabulary through reading texts, synonymy, translation and definition were the most commonly used techniques. However, a close inspection of the actual application of these techniques did not imply effective vocabulary instruction in the subject schools.*

*Although students appeared to be relatively interested in learning vocabulary, practically they were less effective in their effort as they were not able to use a variety of vocabulary learning strategies. Among the major strategies of learning vocabulary, determination strategies (guessing from context and using dictionary) seemed to be used better than social strategies (asking people). However, strategies that promote memory of the previously learned words (memory, cognitive and metacognitive strategies) were not used efficiently. Hence, it was unlikely that students had successfully acquired most of the 512 vocabulary items designed in their textbook.*

## **CHAPTER ONE**

### **1.1 INTRODUCTION**

English being an international language serves as a language of diplomatic relations, trade, research, publication of educational textbooks, reference materials and medium of several distinguished world media.

In Ethiopia too, the English language plays a significant role in the socio-economic and political system of the country. It is used at least as a means of written communication in both governmental and non-governmental organizations. In this regard, Abebe (1997) has written that English is used in governmental organizations, banks, insurance corporations, hospitals, airlines and so on.

There are also a couple of governmental and private newspapers published in English, some of which include Herald (governmental), Capital, Fortune, Reporter, the Guardian, etc. Furthermore, there are daily English programmes broadcast by the country's television and radio stations.

More importantly, English has retained its uncompromising position in the Educational policy of the country for the last four or five decades. It is taught as a subject in both private and government schools from grade one (perhaps kindergarten in the case of private schools) to colleges and universities. In most of these colleges and university, there is a department of foreign languages of which English is dominantly offered as a major, minor and always as a common course to hundreds of students.

Not only this, but also its incredible value in the educational system is reflected in the fact that English is a medium of instruction from grade seven (with some variations of time and place) to university level. This certainly requires students to read books written in English to adequately respond to

the educational requirements. All what has been said directly or indirectly signifies the key role played by the English language in the country.

However, in spite of these fundamental social, economical, political and educational functions of the language, it is generally maintained that high school students and teacher trainees are poor in their English language proficiency. It is commonly heard criticism of teachers that students' language proficiency is terribly low although there is again an equal dissatisfaction of students about their teachers' ability of the English language. There is a public reality in both criticisms in that the communicative use of the language either in the class or outside is low. Most teachers do not feel confident about their English ability and fail to constantly use it for effective instruction. It is a normally observed phenomenon that teachers frequently shift to Amharic during teaching though English is in principle the medium of instruction.

## **1.2 Statement of the Problem**

The writer, therefore, believes that this stern limitation of using the language for communication at a desirable level of accuracy and fluency has resulted mainly from lack of effective vocabulary teaching techniques and learning strategies in schools. The objective of teaching and learning a foreign and a second language (FL and SL/L2 here after) is to achieve an effective communication in the target language at the end of the day. In order to communicate, therefore, there must be knowledge of sufficient amount of its vocabulary with out which communication is almost impossible. Catford (1967), scholar of linguistics and translation, states that communication is a function of three components of a language: grammar, vocabulary and conjunctions. He metaphorically explains that grammar is the 'skeleton', vocabulary is the 'flesh' and conjunctions are the 'tendons' that firmly attach the bones to the flesh to have an erect human body. Similarly, for accurate

and fluent communication to occur there must be a reasonable degree of mastery of grammar and vocabulary of the language.

However, the comparative necessity of vocabulary for the communicative function of a language is best explained by Wilkins (1972: 111) cited in Carter and McCarthy (1988) as: “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” In this connection, one may not argue against the claim made by Wilkins as long as there is no other way to express one’s own thought without words except recourse to the old saying ‘actions speak louder than words’.

Similarly, Wallace (1982:2) equates vocabulary learning exclusively to language learning when he writes “learning a foreign language is basically a matter of learning the vocabulary of the language”. The intent of all these arguments requires retrospection of the extent to which vocabulary was prioritized in the history of FL teaching.

Unfortunately, vocabulary teaching, in spite of being one of the single most important elements in the process of language acquisition, used to be given scant consideration in language teaching. Gairns and Redman (1986:1), for example, state the issue in the following manner. “In recent years, vocabulary has not received the recognition it deserves in the classroom.” The researcher too believes that this is also true in the Ethiopian context where grammar based language teaching has been dominating the English classes which might have resulted in the present low language proficiency of students.

According to Carter and McCarthy (1988:40), the first and the most essential aspect in language learning and teaching is not vocabulary but the mastery of the sound of words and structure of the language. Nevertheless, the incomparability of vocabulary to grammar for the communicative function of the language is recently explained by McCarthy (1990:81) as follows:

*The single, biggest component of any language course is vocabulary. No matter how well the students learn grammar, no matter how well the sounds of L2 are mastered, without words to express a wide range of meanings, communication in L2 cannot happen in any meaningful way.*

In this regard, therefore, it wouldn't be right to assume that the basic problem which hinders students to use the language for communication is lack of sufficient and appropriate words at the needed time and situation. As Wallace (1982:9) explains "not being able to find words to express yourself is the most frustrating experience in speaking another language". By extension, a hypothesis can be made as the inhibition of the communicative use of the language among our students arises from the inability to access suitable words under suitable circumstances.

According to the researcher, this problem is assumed to come from, among other things, poor vocabulary teaching techniques, lack of learners' use of vocabulary learning strategies and absence of sufficient vocabulary coverage in the syllabus. It is particularly maintained that students are not aware of the importance of learning strategies to enrich their word power. Vocabulary learning strategies, Oxford (1990), are essential as they are the means for active and self-directed engagement in the process of learning.

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

As it has been said earlier, the ultimate purpose of teaching and learning FL/SL is to be able to use it for communication. Effective communication is possible when the learner is able to use the right words in the right context. The major objectives of this study are, therefore, to investigate the effectiveness of vocabulary teaching and the extent to which the basic teaching techniques are reflected in the sample schools (three grade eight

schools in focus). It is also aimed at exploring the type and variety of vocabulary learning strategies employed by the sample population.

In addition to the primary objectives, the study is also intended to address some related issues which include the assessment of the efficiency of vocabulary coverage and usefulness of presentations made in the currently used material of grade eight. In relation to this, an attempt is made to analyze the degree to which recycling of the vocabulary items have been emphasized to reinforce the chance of consolidating the previously learned words. In general, the study will try to respond to the following questions:

2. Do teachers present vocabulary lessons efficiently?
3. What techniques do teachers employ to present new vocabulary items?
4. Which techniques are more effective?
5. What are the major vocabulary learning strategies learners use?
6. Which ones are more effective?
7. To what extent the textbook lends itself to use different vocabulary teaching techniques and learning strategies?

To the researcher's knowledge, no study has been conducted looking at these three areas at the same time: techniques of teaching, strategies of learning and vocabulary content converge of the teaching material. However, it should be disclosed that some studies were conducted on related areas. For instance, Dessie (1988) made a study on the evaluation of the modern vocabulary teaching methods on third year Addis Ababa University students through experimental method. Similarly, Jeylan (1999) and Abebe (1997) carried out studies on vocabulary learning strategies used by grade 11 and first year Addis Ababa University students respectively. Mekonnen (1984), too, conducted an evaluative study of vocabulary presentations in the 'English for the New Ethiopia' series of grade 9-12 textbooks. The present study, however, is concerned with examining the efficacy of techniques of teaching and strategies of learning vocabulary from the perspective of

teachers' and students' effort respectively at a different setting-second cycle elementary schools.

#### **1.4 The Scope of the Study**

Although the study is relatively comprehensive for it considers both teaching and learning at the same time, it is delimited in some ways with respect to size and depth. First and foremost, the study would have been more inclusive if the nature of vocabulary testing had equally been assessed in terms of comprehensiveness, validity and reliability. This is because in the case of formal education where the promotion of students from one grade level to the next is highly intended, testing is an inevitable component of teaching and learning. But because of limitation of time and manageability of the large data size which would be obtained, vocabulary testing is intentionally excluded.

Similarly, the study does not exhaustively explore all the techniques of teaching but concerned with only the most commonly used ones relevant to the level of the sample population. Besides, the study would have been more significant if it had been possible to identify successful and unsuccessful learners in terms of their respective learning strategy use. In spite of this, the study follows a holistic approach and attempts to analyze the type and range of strategies used by the target population.

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

As Wallace (1982) claims no matter how well learners master the system of a language, sound and structure, they can not communicate if they lack the words needed. Hence, in order to improve the communicative competence of language learners, this study is thought to provide with a couple of insights on the principles, techniques and strategies of vocabulary teaching and

learning to teachers, teacher trainees and graduate students. It would also serve as a reference material for people who wish to conduct a further study aimed at enhancing learners' vocabulary acquisition in particular and the development of communicative competence in general.

Furthermore, as French (1982), Carter and McCarthy (1988), Mera (1982), and Morgan and Rinvolutri (2003), explain learners themselves reported that they encounter considerable difficulty in learning vocabulary. In other words, once they have attained the initial stages of acquiring their FL or L2, most learners reported that the acquisition of vocabulary is their major source of problems. The writer optimistically contends this study would indicate some useful vocabulary learning strategies which may simplify the complicated problems pertinent to vocabulary learning. Last but not least, material writers could obtain new directions of designing vocabulary lessons in textbooks. They may reconsider existing materials whether they reflect the common vocabulary teaching techniques and encourage the use of various learning strategies.

## **1.6 Limitation of the Study**

It should be stated that the study had gone through some limitations due to time, money and other resource constraints. It is believed that the study might have been more reliable if it was possible to increase the size of the sample population and the number of the subject schools since the larger the sample size is the better the reliability. It was also impossible to conduct frequent observations of the actual instructions for a couple of factors such as lack of time, absence of teachers' willingness and interruption of the classes due to semester mid exams. It was also financially unaffordable to involve larger number of students and teachers at the existing reality of the researcher. However, an effort was made to ensure the reliability of the study in spite of these limitations.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

#### **2.1 The Concept of Teaching and Learning**

Teaching and learning can be described as the two sides of a coin. In the context of formal education, teaching and learning are inseparable phenomena in that teaching, regardless of other things, entails learning. In other words, teaching and learning are not mutually exclusive; for example, when we talk about learning, there is an inherent concept of teaching and when we speak about teaching, there is an implied meaning of learning.

The fact that teaching and learning are interfaced can be observed from the following definition by Brown (1994:7). Teaching is defined as “showing or helping someone to learn, how to do something, giving instruction, guiding the study of something, providing with knowledge, causing to know or understand.” A close investigation of this definition provides some clues of learning. Similarly, learning is defined as “acquiring or getting knowledge of a subject or a skill by study, experience or instruction.” This definition expands the opportunity of learning in that learning is not confined to classroom instruction only but it can be gained, apart from teaching, through experience, self-study and interaction with the immediate surrounding which is particularly essential for language learning.

From the above definitions, the following four principles are drawn and it is under the framework of these principles that the rest of this chapter is organized.

- a) Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.
- b) Learning is acquisition and retention of information; retention implies storage systems, memory and cognitive organization.

- c) Learning involves active, conscious focus on and acting up on events.
- d) Learning is relatively permanent but subject to forgetting.

## **2.2. Historical Background of Vocabulary Teaching**

The teaching of vocabulary has passed through several unsettled periods in the different methods of foreign language teaching. Sometimes it used to be given a pride of place and other times it was forgotten. As to French (1983), vocabulary teaching had been a great deal of concern in the 1930s (vocabulary control movement) before it became a neglected aspect of foreign language teaching programmes in the 1940s, 1950s, 1960s and early 1970s (Carter and McCarthy 1988: 40). None of those language teaching methods which came into existence succeeding one another from the Grammar Translation Method to the Communicative Approach (GTM and CLT here after) provided vocabulary teaching a place of recognition it must have deserved.

The GTM aimed at fostering accuracy and mastery of explicit grammatical rules left “students to learn the necessary vocabulary themselves through bilingual word lists, which made a bilingual dictionary an important reference tool” Schmitt (2000:12).

The Direct Method too was characterized by having no interest in the importance of vocabulary teaching. The proponents used to believe that vocabulary would be acquired naturally through interactions during the direct manipulation of the language in the classroom (ibid). This seems to discredit the necessity of explicit vocabulary teaching at all.

Similarly, the Audio-lingual method concerned with the teaching of structural patterns through drills need to include vocabulary only when it was felt necessary to sustain the drills. The pretty assumption, (Coady 1993:4), that “good language habits, and exposure to the language itself,

would eventually lead to an increased vocabulary” reflects lack of clear method of vocabulary teaching.

The emergence of CLT methods in the 1980s marked the paradigm shift in the history of language teaching from structure-based (grammatical accuracy) to meaning-focused (fluency) approach. At this time it could be reasonable to expect that vocabulary would be given a major place of interest in language teaching, because words, not grammar, are basically carriers of meaning. The same line of thought was also maintained by Richards and Rodgers (2001:132) in that “the building blocks of language learning and communication are not grammar ... but lexis, which is words and word combinations...” The old misconception that vocabulary would take care of itself seems to be improving if not forgotten at all. Nation (2001) also comments that vocabulary seems to come back once again on the agenda of foreign language teaching which was arguably neglected for a number of years. The following section, therefore, deals with some of the common techniques of vocabulary teaching which were borne by the revolution of language teaching.

### **2.3. An Overview of Techniques of Vocabulary Teaching**

An effective vocabulary teaching programme involves two approaches: intentional and incidental instructions. In a comprehensive review of research on incidental vocabulary teaching mostly in the first language context, Krashen (1989) concluded that incidental vocabulary teaching achieves better results than explicit or intentional vocabulary teaching. However, when it comes to an FL/SL teaching and learning, it tends to be less effective in that learners have limited exposure to the target language. In the process of L1 vocabulary acquisition where learners have rich source of the language data, incidental learning with no uncertainty plays a fundamental role in helping learners pick up new words every day. But it is

less significant for FL vocabulary learning particularly for beginners and pre-intermediate students whose reading ability and experience is very low.

In this connection, Nation (2001:149) and Schmitt (2000: 151) concluded that only small amount of incidental vocabulary learning occurs from reading. Gu (2000:35) also specifies incidental learning to be more effective for native speakers and intermediate and advanced L2 learners who have acquired the receptive skills of reading and listening. Even for these learners, the usefulness of incidental learning does not exclude the use of intentional learning strategies.

Hence it may be argued that both approaches, incidental and intentional, are more effective than either of them. Recent studies of L2 learners, Parry (1997), Paribakht and Wesche (1997), Schmitt (2000), Zimmerman (1994), generally indicated that a combined approach is more essential than incidental vocabulary learning alone.

The next part of the paper explores some of the basic techniques of vocabulary instruction in terms of these two approaches.

### **2.3.1 Definition plus Collocation**

Definition and collocation are both essential techniques of vocabulary teaching. Definition is the commonest way of communicating meaning during speaking and writing. A study of sixteen Biology and Chemistry lectures by Flowerdew (1992), cited in Nation (2001), reflected that about twenty definitions per lecture were made. This study shows that definition is a major technique of conveying the meaning of words and terminologies not only in language classes but also in other disciplines too. French (1983:46) also stated that: "Defining words by means of other words is a technique needed by teachers." To meet its purpose genuinely, however, researchers such as Ellis (1995), Chaudron (1982), and Mckeown (1993) in Nation

(2001), recommended that definition has to be specific, direct, unambiguous and simple. Definition composed of words and phrases as difficult as the target vocabulary item to be defined may be counter productive. It is, therefore, a technique that requires skills and expertise of teachers.

While definition is concerned with establishing a single word's meaning, collocation takes definition for granted and is concerned with the words that typically appear together with the target vocabulary.

Words are not randomly put together to form strings and phrases. There is always a choice of one lexical item over the other in terms of its collocability. McCarthy (1990:13) explains the importance of collocation as: "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." When our focus is on definition, for example, we may explain the word 'dream' as: 'A dream is like a film in your head that you have sometimes when you are a sleep'. When learners hear such definition, their main purpose is to decode the stream of words and match an L1 equivalent translation to the word being defined. But they are less likely to notice and retain collocating verb 'have' and collocating adjectives 'bad, recurrent, sweet', etc.

Hence, the inclusion of collocation enables learners to make use of the word dream and say: 'I had a dream about ...; I had a bad /recurrent dream or sweet dreams!'

Therefore, it can be concluded that definition followed by collocation provides meaning and how the word is used in productive skills (writing and speaking).

### **2.3.2. Sense Relation**

Basically, vocabularies of a language are not isolated entities. They are naturally related to each other in different systems. Morgan and Rinvoluceri (1986 and 2003) believe that vocabulary learning is a matter of realizing this relationship. A large number of words in any language share significantly different types of semantic relationships, and the mental lexicon are believed to function not in the form of word lists but as networks of these relationships. Due to this, vocabulary teaching in terms of these meaning relations is maintained to promote the storage, memory and retrieval of words for actual use. The typical relationships of words discussed below are: synonymy, antonymy and hyponymy.

#### **2.3.2.1 Synonymy**

According to Gairns and Redman (1986), McCarthy (1990), and Carter and McCarthy (1988), synonymy is sameness of meaning between two or more words of the same grammatical category. Particularly as to Gairns and Redman, synonymy is a fast and effective technique of explaining the meaning of new words. Carter and McCarthy also argue that teachers and students employ synonymy as a convenient means of communicating the meaning of words because the words are highly interchangeable.

Synonymy as a teaching technique may enhance effective communication and prevents communication breakdown for the fact that it provides rich source of vocabulary to talk about specific issues. In the real situation, when a student fails to remember the required word during communication, either communication ceases to proceed or he/she strives for continuing the speech by paraphrasing, which Wallace (1982:9) refers to it as 'repair strategy', in a relatively understandable manner. But unable to retrieve the right word will put the learner in a state of stress and confusion. As it was noted in chapter one, Wallace (1982) expressed this inability to remember

words one needs to communicate his/her feelings as the most threatening experience to the learner.

Therefore, the argument is that the teaching of vocabulary has to be oriented in the way it enables the learner to have a rich and automatic access of words during actual communication (the road to fluency).

One of the ways, perhaps the most common one, to help this immediate memory of words, Schmitt (2000:132), is grouping words together based on meaning similarity. The underlining principle is that the previously learned vocabulary item which is already part of the learner's mental lexicon will serve as a hook to the fresh word so that it will not be forgotten. Newly learned words lacking this connection, however, are prone to forgetting.

In spite of the prime importance of organizing lexical items based on sameness of meaning (synonymy) has some limitations and a caution has to be made against. It is certain that pairs or group of words such as: begin/start, below /beneath/ underneath, toilet/ lavatory, to mention some, are good examples for synonymy. However, linguists like Carter and McCarthy (1988) believe that absolute interchangeability of two synonymous words is rare. For example, when it is right to say: 'The baby began /started crying', it is unacceptable to say: 'I couldn't begin my car; battery is low'. The implication is that two words with the same meaning cannot be interchangeably used in every context. Hence, students too should be aware of this limitation.

### **2.3.2.2 Antonymy**

Antonymy, defined as oppositeness of words, is another way of organizing vocabulary items. The meaning of words in addition to sameness of meaning can be determined by other words with opposite sense. In this regard, Nation

(2001) argues that words can be organized in to a specific lexical category by the semantic relation of antonymy.

It has to be stressed that the objective of treating words under any organizing principle is to promote the learners' understanding of meaning and memory of words better and easier. The study of isolated lists of words puts the learner into a more mechanical and artificial situation where memory is hardly easy. However, when pairs of words such as: hot/cold, tall/short, sweet/sour,/sad/happy, thin/fat, etc. are presented, the learner would be benefited in that an attempt to recall one side will result in the memorization of the other.

In dealing with pairs of words with opposite meaning, there must be a good deal of attention to the point of degrees of oppositeness. In this connection, linguists studied four classes of antonymy: gradable, un gradable, converseness and directionality (see Carter and McCarty 1988:23-4). Gradable antonyms (e.g. hot/cold and big /small) are characterized by having intermediate terms in between and in fact out side the given pairs such as cool/warm and tiny/huge respectively. There fore, oppositeness can be relative and context dependent from this point of view. However, ungradable antonyms, also called complementariness, truly represent oppositeness in that no middle ground is exhibited. For example, antonyms like dead /alive, male/ female, man/woman reflect that if one is true the other is absolutely false; they are mutually exclusive.

Converseness, on the other hand, refers to the two way relationship between words as in parent/child, husband/wife, buy /sell, etc. There is a reciprocal or reversible relationship in such antonyms. The last type of oppositeness, directionality, exists between in pairs such as: up/down, arrive/depart, come/go, take/ bring in which case a sort of direction is embedded.

In short, the ability to realize and determine the degree of oppositeness between words would help the learner to be more concerned in investigating sense relation.

### **2.3.2.3 Hyponymy**

In addition to the sense of sameness and oppositeness, words can be studied in terms of the relationship of inclusion. Some specific words (e.g. green, blue and red) can be viewed in relation to other general term, colour or still more general one, painting (Ur 1996). The idea is that part of the meaning of specific words is contained by the general term, technically called super ordinate word. McCarthy (1990) states that many course book writers directly or indirectly use this frame work as a strategy of organizing vocabulary items (see p.19 for details).

These techniques discussed under sense relationship of words (synonymy, antonymy and hyponymy) are only some of the strategies by which the meaning of one word is explained in terms of other words. Although other types of sense relations exist (e.g. polysemy = the relationship of a word to many different meanings, meronymy = whole-part relation), synonymy, antonymy and hyponymy are by far the most frequently used ones by teachers and textbook writers (McCarthy 1990, Nation 2001). The last vocabulary teaching technique, perhaps a more advanced form of sense relation, we need to see is vocabulary network.

### **2.3.3 Vocabulary Network**

The principle of vocabulary network, also known as word web, word map, mind map, word association, explains that beyond sameness, oppositeness and inclusion of meanings of words, there is an intricate and complex interconnection or network among group of words. McCarthy (1990) writes

that semantic relationship in terms of synonymy and antonymy tends to simplify the complex nature of the mental lexicon.

According to Schmitt (2000), words are not stored in the mind in isolated pattern, but in an organized and systematic manner. That organization is conveniently explained as association or network. The mental lexicon, how words are stored in the mind, is metaphorically described as “a dictionary, a thesaurus, an encyclopedia, a library, a computer” all of which refer to a principled organization of facts (McCarthy 1990:34).

In making use of vocabulary network technique, Harmer (1990:165) suggests that a word item, for example, ‘HOUSE’ is selected and given in a box at the centre of a sheet of paper and students are encouraged to build a network of arrows connecting it to many possible words that have semantic association in any way. See a more complicated network for the word ‘BEDROOM’ in Gairns and Redman (1986: 97). Below is given a simple example of word network (Ur 1996: 69).

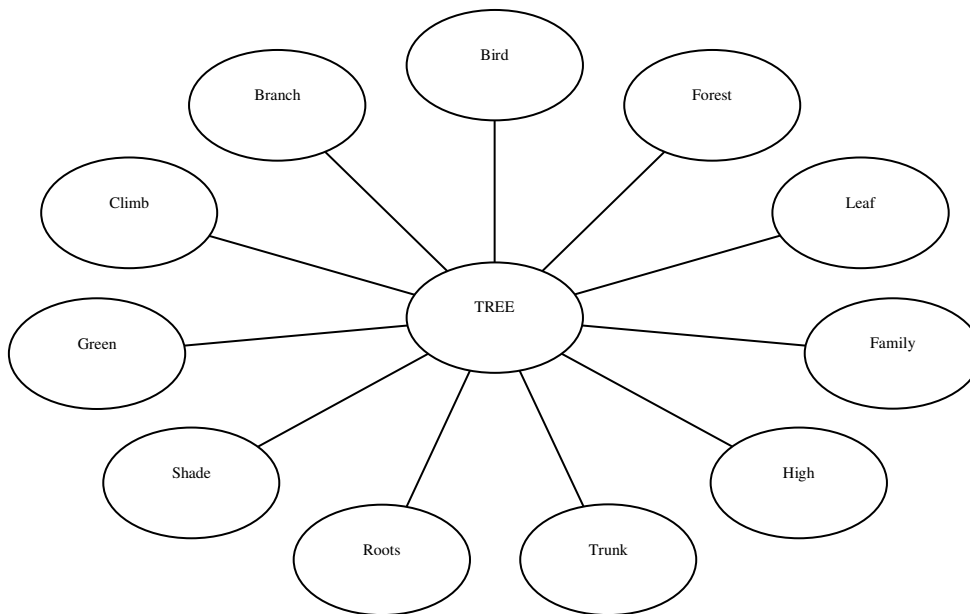


Fig 2.1: Diagram showing word association /Vocabulary network

The vocabulary network technique is believed to function as a convincing framework of organizing lexical items. Carter and McCarthy (1988:441) state: “knowing a word means knowing its place in a network or associations with other words in a language.” In a study of vocabulary learning strategies, Ellis (1994:553) generally concluded that “any attempt to form an association involving the target word aided retention.”

## **2.4 The Complex Nature of Vocabulary Knowledge**

The common conception of FL/SL learners is that learning a word is calculated as learning the form plus the meaning of the word. In spite of this simple calculation, Schmitt (2000:5) warns that “the potential knowledge that can be known about a word is rich and complex.” From an exploration of different literatures, Nation (2000:3), Nation (2001:27), Schmitt (2000:5), Wallace (1982:271), the following aspects are generally identified as elements of word knowledge. These include: meaning, spelling, pronunciation, grammar, collocations, register, associations and frequency.

Basically it is realized that to be able to say ‘I know a word,’ one has to master all these components of word knowledge. However, practically the acquisition of all these components appears to be too difficult. Of course, Cook (2001: 62) writes that “nobody completely knows every aspect of a word.” It should be stressed that at least they cannot necessarily be learned at the same time. The acquisition of all aspects is perhaps possible only through a long time of practice and interaction with the language. In relation to this, Schmitt (2000:5) writes “vocabulary acquisition must be incremental.” Moreover, lack of the knowledge of all aspects does not seem to completely hinder the use of a word at least in receptive skills (listening and reading skills).

Nation (2000:35) appears to simplify the learning burden of a word when he summarizes all those aspects into three dimensions: meaning, form and use. It could be for this reason that textbooks and classroom instruction of vocabulary tend to emphasize on these variables. And more narrowly, Schmitt (2000) notes “meaning is the most obvious kind of word knowledge.” However, the stress on meaning should not be at the expense of overlooking the vitality of form (written and spoken) plus the actual use of the word.

The basic question that inevitably comes to our mind is, therefore, how learners manage to acquire FL vocabulary in spite of this complex nature. The proceeding section of this chapter deals with the different types of vocabulary learning strategies employed by learners.

## **2.5 An Overview of Vocabulary Learning Strategies**

It should be noted that to whatever extent the practice of teaching is marvelous in the classroom, there is no evidence to believe that learning has taken place at a satisfactory degree. The mere inseparable nature of teaching and learning does not ensure that learners have gained the intended knowledge. In this regard, Waring (2002:25) claims that teaching a word doesn't mean students have learned it, and the fact that students have finished a unit should not mean they have mastered all the words in it. As a result, besides the effort of maximizing the efficiency of teaching, there should be an equal or even more investigation of the nature of the learning process the learners undergo. Because learners are the most responsible bodies to enrich their word power, it is essential to highlight the importance of learning strategies.

Researchers do not seem to be interested in defining the term ‘learning strategy’ for different reasons. First, there are no universally best strategies equally suitable for every learner. Second, the effectiveness of strategies

depends on many other factors such as the nature of the learning task, the learners' motivation, attitude, prior knowledge, the learning environment and so on. Thirdly, the application of a wide range of strategies is more useful than using fixed ones. Lastly, strategies found to be useful one time may not be useful other times (Pavicic 1999, Schmitt 2000, Nation 2001, Gu 2003).

However, a common perception held by these writers entails that learning strategies involve conscious, self-initiated, selective and series of actions the learner takes to facilitate the act of learning, retaining and recalling new words. Likewise, Oxford (1990:1) writes that:

*Learning strategies are steps taken by students to enhance their own learning... they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence.*

The concept of selection and appropriateness of strategies implies the availability of numerous strategies for the learner to choose from with respect to suitability and individual preference.

## **2.6 Taxonomy of Vocabulary Learning Strategies**

With regard to language learning strategies, Oxford (1990:16) established two general categories namely, direct and indirect strategies each consisting of three subclasses. Direct strategies are composed of memory, cognitive and compensation strategies. Indirect strategies in turn comprised of metacognitive, affective and social strategies. This is a comprehensive classification suitable for language learning in general for which strategies to sustain communication (compensation strategies) are extremely useful.

However, Schmitt (1997 and 2000), set up five classes of vocabulary learning strategies under two principles: strategies used to initially

discover meanings of words (determination and social strategies) and strategies used for remembering words once meaning is recognized (memory, cognitive and metacognitive strategies).

### **2.6.1 Determination Strategies**

As to Nation (2001), although productive skills (writing and speaking) require the knowledge of several aspects of a word, meaning is the principal aspect that learners are most concerned with. Hence, to learn the meaning of a word for the first time, learners use various strategies. Some especially advanced learners analyze affixes and roots (word formation clue), some others go for contextual clues to work out meaning (guessing from context) and still others lookup a word in a dictionary for the correct meaning. Of course, there are more ambitious and determined learners who are able to make use of the combination of all instead of recourse to another person's help.

Guessing from context (incidental learning) and dictionary use (intentional learning) strategies are particularly relevant to this study and are discussed in some details as follows.

#### **a. Guessing from Context**

Life is short but the vocabulary of any language is very huge and its acquisition process takes time. Worse than this is that class time is terribly small that students cannot obtain the required amount of words sufficiently. Therefore, the need to develop self-directed learning is undeniable. Beglar and Hunt (2005) write that the ability of guessing meaning from context is an essential strategy enhancing vocabulary acquisition and commonly used by successful language learner. Schmitt (2000) too argues not only intermediate and advanced learners but also beginners with limited vocabulary knowledge can benefit from reading, because compared to the

spoken language, written language provides a better opportunity to acquire a wide range of vocabulary items based on calculated estimation of meaning.

Some writers, for instance Nation (2001), underlined although guessing is a key vocabulary learning strategy, practically it can be a complicated process for a number of reasons : absence of sufficient clues, limited exposure of the word across the text, level of text difficulty, familiarity of the topic, learners' background knowledge and interest to mention some. Due to these limitations, scholars such as Coady and Huckin (1997), Nation (2001), Schmitt (2000), Carter and McCarthy (1988) suggest additional explicit independent word learning strategy, the use of dictionary. Research also shows that learners who employed dictionary together with guessing from context not only learned more words immediately but also recalled better after several weeks compared to those who used inference strategy alone (Laufer and Hadar 1997, Laufer and Hill 2000, Laufer and Kimmel 1997 in Gu 2003).

### **b. Dictionary Use and Vocabulary Learning**

The use of dictionary is the second major self learning strategy learners go for discovering the meaning of new words. Research indicates definition and examples about the actual use of a word in a dictionary enable learners to successfully use new words in their own sentence meaningfully (Gu 2003). Apart from meaning, a good dictionary obviously provides a lot of information about a word including spelling, pronunciation, synonymy, antonymy, collocation, etc. Scholars also recommend, Laufer and Hadar (1997) in Gu (2003), Beglar and Hunt (2005), Gairns and Redman (1986), that monolingual dictionaries are more useful than bilingual dictionaries. Therefore, students have to be trained how to use a monolingual dictionary effectively.

### **2.6.2 Social Strategies**

Social strategies refer to the interaction of the language learner with his/her classmates and teachers to obtain word meaning. Language being a social behavior requires two or more people to communicate and communication is a function of the active participation of the communicators. Language learners very often use social strategies namely, asking questions, cooperating with peers, interacting with more proficient users of the language and native speakers when the opportunity is obtained (Oxford 1990 and Schmitt 2000).

Informants usually explain meanings in terms of synonymy, paraphrase or L1 translation. Social strategies, for example, discussing word meaning in a group, are important not only to determine initial meaning but also to consolidate word knowledge (Schmitt 2000).

### **2.6.3 Memory Strategies**

As the name explains, memory strategies are used to support recalling and retrieving words once they are learned. One of the major problems FL learners encounter, Gu (2003), is how to make words accessible to memory after they are learned. Likewise, Oxford (1990:39) painfully explains: "Though some teachers think vocabulary learning is easy, language learners have a serious problem remembering the large amounts of vocabulary necessary to achieve fluency." Memory strategies, therefore, assist learners to ease this problem.

#### **a. Semantic Mapping**

Semantic mapping strategies range from classifying words in terms of parts of speech (nouns, verbs, and adjectives), sense relationship (synonymy, antonymy, and hyponymy), and connecting new vocabulary to concepts in

memory through visual images to building complex vocabulary network. These are strategies of meaningful manipulation of words and reflect how words can relate to each other in various ways (see Oxford 1990:39-40 for details).

#### **2.6.4 Cognitive Strategies**

Cognitive strategies are particularly fundamental for language learners because practice and manipulation of the target language, typical language learning principles, are the major components of these strategies (Oxford 1990, and Schmitt and McCarthy 1997).

##### **a. Repetition**

Repetition, a form of practice, is saying or writing new words and their meanings again and again until they are easily remembered. Studies identified, (Nation 2001:76), that most of the forgetting occurs immediately new information is learned and the rate of forgetting decreases as time passes on. Hence, it is recommended that repetition should occur as soon as words are first learned then after it can be spaced further. Moreover, research with varying degree also shows that on average 5-7 repetitions are needed to consolidate words into long term memory (Crother and Suppes 1967 in Gu 2003 and Nation 2001, Kachroo 1962 and Tinkham 1993 in Nation 20001).

The notion of repetition entails the importance of recycling vocabulary items in textbooks and classroom instructions. Recycling previously met words helps to consolidate them in long term memory. However, Hunt and Beglar (2005) explain that because of time limitation to cover a large portion of materials, words learned at the beginning are not systematically recycled.

## **b. Note Taking**

Note taking is an act of processing or manipulation of vocabulary items to facilitate conceptualization and organization into a mental lexicon. When learners meet a new word, they take notes about it in their vocabulary notebook or simply write along the margins or between the lines. McCarthy (1990) writes that learners differ in what they do in note-taking, when they take notes and how they take notes. Among other things, these differences may distinguish the good from the poor learner. Similarly, Sanaoui (1995) and Hunt and Beglar (2005), identified learners as structured and unstructured based on the way they approach vocabulary learning.

Unstructured learners were found to be dependent on class materials, took less initiative and did less regular review. Structured learners, on the other hand, were better organized and systematically carried out independent study, self-initiated activities, regularly recorded new words in notebooks and reviewed them and seek for opportunities to use previously learned words. As a result, it can be recommended that learners have to use efficiently the different learning strategies in general and cognitive strategies in particular to improve their word knowledge and language proficiency as well.

### **2.6.5 Metacognitive Strategies**

Metacognitive strategies, Oxford (1990:81), “help learners to regulate their own cognition and to focus, plan, and evaluate their progress.” To use metacognitive strategies demands learners to be more conscious and ambitious of their learning. Schmitt (2000:136) also writes these strategies “involve a conscious overview of the learning process and making decisions about planning, monitoring or evaluating the best ways to study.”

Effective learners are experts of implementing metacognitive strategies; they know how to access to rich vocabulary input, decide which methods are the most efficient to follow, test their progress and determine which words are worth studying and which are not. Besides they record words which they have chosen to study. In this connection, Chamot and O'Malley (1994) also maintain that more proficient learners use a great variety of strategies and often switch from one strategy to another when necessary. Moreover, learners who intelligently decide when to make guessing from context, refer to a dictionary or negotiate with other people or combine all of these are far more successful in enriching their word power and improve their language proficiency than their counter parts.

To sum up, in this chapter an exploration has been made on the common techniques of vocabulary teaching as prescribed by different linguists, researchers and language experts. In addition, the complex nature of vocabulary learning as well as the different aspects of word knowledge which contribute to that complexity is summarized. More importantly because much of the responsibility of learning lies on the shoulder of learners, basic vocabulary learning strategies commonly used by learners across the world are reviewed. The extent to which these techniques of teaching and strategies of learning are reflected in the subject schools of this study will be presented in chapter four. The following chapter focuses on the description of the population of the study, instruments and methods employed to gather the required data.

## **CHAPTER THREE**

### **3. METHODOLOGY OF THE STUDY**

#### **3.1. The Sample Population**

The total number of population involved in the study is 90 students of grade eight in Addis Ababa. First, three schools in Gullelie sub city were purposefully selected. The underlying premise of the selection of the schools, Jerusalem, Tsehay Chorra and Dill Betigle second cycle elementary schools, is the relative proximity of the location and homogeneity of the student population. The schools are located in the same area, i.e. Tsehay Chorra at Mennen, Dill Betigle at Shirromeda and Jerusalem near to American Embassy. Almost all the students of these schools come from families of relatively the same economical background. It is believed that there might be no significant difference among students in their general characteristics of learning the English language.

In each school, three sections were randomly selected and from each section again ten students were drawn based on their attendance sheet (every 3<sup>rd</sup> student in two schools and every 4<sup>th</sup> student in one school). Therefore, the size of the sample population becomes 90. In addition, in order to include all the six English teachers of the schools, care was taken to involve at least one class (10 students) who were taught by every teacher. As a result, it was possible to include all the six English teachers of the schools in the study.

## **3.2 Instruments Used to Gather the Data**

### **3.2.1 The Questionnaire**

A questionnaire which consists of 40 closed and one open ended item was designed for both the sample teachers and students. All the items of the teachers and students were basically the same in terms of content although some could be worded slightly different. The questionnaire had three sections with three respective instructions.

Section one contained 15 items focusing on some basic concepts of vocabulary teaching, learning and other related issues of language learning. Teachers and students were asked to rate their level of agreement to the given statements (strongly agree, agree, disagree, strongly disagree and neutral) based on their belief and experience of teaching and learning English vocabulary. The basic assumption is the type of belief and attitude the populations of the study possess is believed to predispose them in a particular manner of action during the actual practice of teaching and learning vocabulary.

The second section comprised of 13 items on how frequently the common vocabulary teaching techniques discussed in chapter two were applied in the subject schools. Hence, both teachers and students were asked to rate how often the techniques were used by saying: always, usually, sometimes, rarely or never.

There were also 12 items in the last part of the questionnaire dealing with the types of vocabulary learning strategies employed by the sample students. In this respect too, teachers and students were asked to level how often students make use of the various vocabulary learning strategies explored in the second chapter by saying: always usually, sometimes, rarely or never.

The students' questionnaire was translated into Amharic and piloted before the actual process of data collection.

#### **a. The Pilot Study**

Based on the intention of checking the effectiveness of the questionnaire and make improvements if there is any, the Amharic version of the questionnaire was piloted to one of the non-sample classes of 45 students in Dill Betigle School. Students were told to fill in the questionnaires by their English teacher during his class and took about 35 minutes of his period.

An overview of the piloted questionnaires helped the writer to make several improvements on the items as well as the format of the questionnaire. Out of 45 questionnaires, 8 were not filled properly. It was found that the open ended item was totally rejected by 16 students and 11 students who were able to fill in all the items provided irrelevant information to it. Therefore, the researcher realized that it would be difficult for learners to provide some extra information to the open ended item after having gone through 40 items. Hence, the open ended item was cancelled from the final version.

Moreover, three questionnaires were given two answers on some of the items. In some instances again, students themselves gave scales 1-5 when it should have been 5-1. It happened because the scales were given at the beginning tables of each section and it would be possible for some students to forget the sequence when they move on the next page. Therefore, it was important to give the scales at the top of each table. A couple of students also asked they did not understand the Amharic translation of the phrase 'explicit vocabulary teaching' and then the explanatory phrase 'teaching vocabulary out of context' was added in slashes to make it better understandable.

## **b. Administration of the Questionnaire**

After gathering the sample students in a separate room in each school, the researcher distributed the questionnaire and read through the cover page of the questionnaire with the students and explained the objective of the study. He also insisted on them to complete the questionnaires carefully and honestly. They were told that because it was not examination, every student had to work on by himself/herself without asking a friend. In the mean time, the researcher had to supervise each student and brief questions raised. In this way, 60 questionnaires were administered on 60 students of the two schools on the same day, one before noon and the other in the after noon. On the next day, the last 30 questionnaires were administered on the selected students of the third school. Finally, all the 90 copies were obtained completed correctly and properly. Totally, the administration of the students' questionnaire took the researcher about 6 hours in all schools.

However, except one of the teachers, others were not able to return the questionnaire on these days. They were allowed to take it home and complete. Hence, the researcher had to go on the third day and fetch the remaining five copies of teachers' questionnaires.

Lastly, the responses from both the teachers and students were tallied and tabulated. To shorten the number of tables that can be obtained if teachers' and students' responses were tabulated separately, the items were reformulated maintaining the content the same and this helped the writer to reduce the potential of having 12 tables to about 6.

It has also been found more useful as it displays the differences and similarities of responses of teachers and students on each item very easily.

### **3.2.2 Observation**

Aimed at getting more useful information on how effectively the sample teachers present vocabulary lessons, in addition to the questionnaire, 12 observations of vocabulary instructions were made. From 6 teachers of the three schools, three were randomly chosen (1 in each case) and the researcher conducted 4 observations of vocabulary instructions of each teacher. The observation was made based on check lists (see appendix VII) about different vocabulary teaching techniques and aspects of word knowledge emphasized.

Because the researcher was keen on conducting the study on a natural setting, he didn't want to have video records of instructions. If teachers were informed that their lessons are to be recorded, they would have acted in a different manner from their usual behavior. Therefore, this would induce a negative or positive influence on the study. Similarly, it was thought that video recording would seriously affect the teaching/learning process because students, as they were very young, would be more interested in what the video camera man would be doing than attending their lessons. On the other hand, practically it was difficult to record and transcribe 6 or more lessons (at least two in each three schools) at such short period of time.

However, guided by the checklist, the researcher tried to objectively consider the type of vocabulary teaching techniques the teachers were employing. If a certain technique was employed in all four observations, it was described as a more frequently used technique and if it was used in three of the observations, it was qualified as used frequently. Further more, techniques which were used only in two and one of the instructions were regarded as used sometimes and rarely respectively. A technique implemented in none of the instructions is obviously a never used technique. Finally, the result was

used as a supplementary evidence of the data obtained from the questionnaire.

### **3.2.3 The Interview**

Some vocabulary learning strategies are mainly covert behaviors that teachers may not certainly respond to that part of the questionnaire. It is believed that, therefore, better evidence could be obtained if learners were invited to tell us in a face to face communication about what they do in learning new words. Hence, In order to aid the data on the type and effectiveness of vocabulary learning strategies obtained from the questionnaire, interview was conducted on 30 randomly chosen sample students.

It was a structured interview in that 12 interview questions were set on strategies and challenges of vocabulary learning in the process of language learning (see appendix V). There were also some questions that require students to write and reorganize information. The result was used as a counter check of the data obtained from the questionnaire. It was intended to record the interview but when students got in to the room and saw the tape recorder, most interviewees particularly females were terribly disturbed and tried to retreat. Some resisted to speak nearer to the tape recorder and appeared to be very serious and furious. Three respondents who were sitting together firmly explained as: “We came here while our classmates are learning. Don’t forget that we have model examination.” As the researcher realized that in such circumstances, respondents may not give reliable information, he made up his mind and told them the interview would not be recorded and the time could be shortened as five students will be interviewed at once. This time too, three of the interviewees insisted that they had to attend their mathematics class and return later on.

Therefore, the interview started with five interviewees and went on for about 40 minutes very well. The researcher returned to the same school in the afternoon for the other five interviewees and in fact the second session was also completed after 30 minutes with no more problems.

Similarly, the interview in the other two schools was conducted in two sessions before and after noon. However, there was relatively better cooperation of learners in these schools. Therefore, during the interview the researcher was taking down notes carefully. To sum up, the interview was completed in almost 6 hours in three days.

### **3.2.4 The Textbook Analysis**

In most instances, teachers are dictated by the textbook in their English classes. The range of techniques they implement may be a function of the extent to which the textbook lends itself to use them. Similarly, the manner in which vocabulary items are developed in the material may encourage or discourage students to make use of different vocabulary learning strategies. Therefore, so as to obtain a more comprehensive data on these issues, it was found necessary to analyze the nature of vocabulary lessons presentation in the currently used textbook of grade 8 English. The analysis was made in terms of check list (see appendix IV) on vocabulary content coverage and the degree to which it encourages teachers and students to use the common teaching techniques and learning strategies discussed in the previous chapter. In addition, an attempt was made to investigate whether there is any sort of recycling lexical items as a strategy of consolidating learners' knowledge of the previously learned word items.

However, it should be stressed that the textbook analysis was not intended to consider such other things as learnability, frequency, usability, difficulty, etc. of lexical items which has to call for another line of research.

### 3.3 PROCEDURES OF DATA ANALYSIS

The analysis was made in terms of the mean score as well as grand mean of the statistics. Scores that lie on scales ‘strongly agree’ and ‘agree’ are interpreted as ‘agree’ and scores that lie on scales ‘disagree’ and ‘strongly disagree’ are taken as ‘disagree’. This is because the difference of the level of agreement between each pair is not believed to significantly affect one’s actual engagement in the real practice of teaching and learning.

Similarly, scores which lie on the scales ‘Always’ and ‘usually’ are interpreted as ‘frequently’ and understood as contributing a positive effect on learners’ vocabulary acquisition. The basic assumption in this regard is that a kind of skill that is practiced frequently or most often is highly likely to result in a favorable success of language learning where as the same kind of skill that is practiced only sometimes is either less effective or not effective at all. On the other hand, a rarely or never practiced skill can never be successful. Therefore, the results as depicted by the mean scores and the grand mean are analyzed from these three dimensions.

The calculation of the mean score was based on the following formula. As all the items were based on Likert scales ranked from the most positive to negative behaviours, specific values 5,4,3,2,1 were given to each alternatives and the mean value( $\bar{x}$ ) was calculated as follows:

Then mean score ( $\bar{X}$ ) =  $\frac{\sum fx}{\sum f}$ , where f= frequency,

X= 5-1(specific values given)

$\sum f$  = total sample size of teachers (T) =6 and students (S) =90

Grand mean, on the other hand, is calculated as:  $\sum \bar{x}/n$ , where  $\sum \bar{x}$  is the sum of the mean scores and **n** is the number of items of the respective tables. There fore, the interpretation of the results is realized in terms of the following specifications shown in the table.

**Table 3.1: Method of Analyzing the Statistical Results**

<b>Rang of <math>\bar{x}</math></b>	<b>Descriptions of the items</b>		
	<b>Item 1-15</b>	<b>Item 16-40*</b>	<b>Item 29&amp;30</b>
5-4.5	Strongly agree	Always	Very high
4.4-3.5	Agree	Usually	High
3.4-2.5	Disagree	Sometimes	Average
2.4-1.5	Strongly disagree	Rarely	Less
Below 1.5	Neutral	Never	Never

*\* Except item 29 and 30*

## **CHAPTER FOUR**

### **4. FINDINGS AND THEIR INTERPRETATIONS**

This chapter is concerned with the analysis and interpretation of the findings. It has three major parts of which part one deals with the discussion of results of teachers' and students' understandings about some basic concepts of vocabulary teaching, learning and other related issues. The second part focuses on the discussion of the type and effectiveness of vocabulary teaching techniques used by the subject teachers of the sample schools. The last section is aimed at investigating the range and effectiveness of vocabulary learning strategies employed by students involved in the study. The discussion is based on the mean score as well as grand mean of teachers' and students' responses.

#### **4.1. Teachers' and Learners' Awareness of Vocabulary Teaching and Learning**

People concerned with the study of vocabulary acquisition intend to be keen on the importance of vocabulary learning in the process of acquiring an FL/SL. It is commonly believed that language learning is simply a function of vocabulary learning.

In this specific study too, an attempt was made to determine whether the sample teachers and learners believe that language learning is just a matter of learning its vocabulary. As it can be seen from the table below, the mean scores of teachers (3.1) and students (3.9) reflect that teachers seem to disagree on the view that language learning is essentially learning vocabulary, where as students tend to believe that the claim holds true.

**Table 4.1: Teachers' and Students' Awareness of Vocabulary Teaching and Learning**

No.	Items	Scales	Teachers' Responses				Students' Responses			
			f	fx	$\sum fx$	$\bar{x}$	f	fx	$\sum fx$	$\bar{x}$
1	English language learning is basically learning its vocabulary.	Strongly agree (5)	-	-	19	3.1	29	145	348	3.9
		Agree (4)	2	8			35	140		
		Disagree (3)	3	9			14	42		
		Strongly disagree (2)	1	2			9	18		
		Neutral (1)	-	-			3	3		
2	In English language teaching and learning, vocabulary is the most important aspect to focus on compared to grammar, writing skills, speaking skills etc.	Strongly agree (5)	-	-	16	2.7	27	135	336	3.7
		Agree (4)	1	4			20	80		
		Disagree (3)	2	6			28	84		
		Strongly disagree (2)	3	6			11	33		
		Neutral (1)	-	-			4	4		
3	Explicit (decontextualized) vocabulary teaching and learning is more useful than teaching and learning through reading contexts (incidental learning).	Strongly agree (5)	1	5	19	3.2	31	155	346	3.8
		Agree (4)	-	-			15	60		
		Disagree (3)	4	12			25	75		
		Strongly disagree (2)	1	2			16	32		
		Neutral (1)	-	-			3	3		
4	Decontextualized vocabulary teaching and learning together with teaching and learning through reading context achieves better result compared to using each of them separately.	Strongly agree (5)	3	15	26	4.3	50	250	384	4.3
		Agree (4)	2	8			27	108		
		Disagree (3)	1	3			5	15		
		Strongly disagree (2)	-	-			3	6		
		Neutral (1)	-	-			5	5		
5	Vocabulary teaching and learning has to be given prime consideration in English classes.	Strongly agree (5)	1	5	20	3.3	47	235	372	4.1
		Agree (4)	-	-			22	88		
		Disagree (3)	5	15			11	33		
		Strongly disagree(2)	-	-			6	12		
		Neutral (1)	-	-			4	4		
Grand Mean						3.3			3.9	

The difference in point of view of teachers and students on the role of vocabulary in language acquisition could inevitably affect teachers' and students' level of attention paid for vocabulary teaching and learning in different ways. In this connection, teachers and students were asked

whether vocabulary teaching and learning is the most important aspect to focus on compared to grammar, writing, speaking and other skills of the language.

Similarly, the mean scores of teachers (2.7) and students (3.7) reveal that unlike the sample students, who believe vocabulary teaching and learning should be more emphasized than grammar or other skills, teachers appear to disagree, that is that vocabulary teaching should not be given primary consideration in language teaching and learning. Furthermore, this discrepancy on the focus of vocabulary teaching and learning seems to have resulted in their different views on the method of vocabulary teaching. As the mean values (3.2) and (3.8) of teachers and students respectively show, teachers discredit the claim that decontextualized vocabulary teaching and learning is more useful than teaching and learning vocabulary through reading contexts whereas students tend to favour the claim.

However, both teachers and students, as mean score (4.3) indicates, seem to agree that decontextualized vocabulary teaching plus teaching through reading contexts achieve better vocabulary acquisition than if either techniques are used separately. But the fact that teachers favour implicit vocabulary teaching doesn't entail that vocabulary teaching is given a major consideration in their class. The mean scores (Item 5) of teachers and students (3.3 and 4.1) respectively, indicate teachers, unlike students, argue that vocabulary teaching and learning takes no much of the language classes. Based on the aggregate results of teachers (3.3) and students (3.6), abstraction can be made of the likely hood of inadequate attention given to vocabulary teaching by the sample teachers in spite of learners' substantial interest.

Similar realization was obtained during observation in that out of 15 consecutive lessons, the researcher had only 4 vocabulary instructions to observe when the rest 11 lessons dealt with other aspects of language

teaching. This may inform that vocabulary teaching is still being given a secondary importance in the subject schools like the pre 1980's tradition of language teaching.

#### **4.2 Teachers' and Learners' Reflections on the Range and Effectiveness of Vocabulary Teaching Techniques**

There was an intention to know teachers' and students' judgment on the effectiveness of vocabulary teaching, and the significance of using different techniques of teaching during their vocabulary instruction. In this regard, as it could be seen from the table below (Item 6), the mean value of teachers (3.5) reveals that teachers do not seem completely certain about the effectiveness of their vocabulary teaching. However, students claim that, as the mean value 3.3 indicates, vocabulary is not taught effectively. An implied realization of the above result is that teachers and students are hardly satisfied by the efficiency of vocabulary instruction in their English class.

However, both teachers and students seem to agree that techniques which help learners understand the meaning of words during teaching and promote memory of words for future use are used (see item 7 in the table below). But observation insights and a thorough investigation of techniques of teaching (see part three) tend to inform that vocabulary teaching techniques are hardly varied in the subject schools.

**Table 4.2: Teachers' and Students' Self Reflections about the Effectiveness and Range of Vocabulary Teaching Techniques Used in their English classes**

N o.	Items	scales	Teachers' Responses				Students' Responses			
			f	fx	$\Sigma fx$	$\bar{x}$	f	fx	$\Sigma fx$	$\bar{x}$
6	Vocabulary teaching and learning is effective in my English class.	Strongly agree (5)	1	5	21	3.5	10	50	293	3.3
		Agree (4)	2	8			23	92		
		Disagree (3)	2	6			37	111		
		Strongly disagree (2)	1	2			20	40		
		Neutral (1)	-	-			-	-		
7	In vocabulary lessons, different vocabulary teaching techniques are used to help students understand the meaning of words and recall them for future use.	Strongly agree (5)	2	10	26	4.3	36	180	355	3.9
		Agree (4)	4	16			30	120		
		Disagree (3)	-	-			11	33		
		Strongly disagree (2)	-	-			9	18		
		Neutral (1)	-	-			4	4		
8	During vocabulary teaching meaning is the most important aspect we concentrate on most of the time.	Strongly agree (5)	3	15	25	4.2	26	130	329	3.7
		Agree (4)	1	4			28	112		
		Disagree (3)	2	6			18	54		
		Strongly disagree (2)	-	-			15	30		
		Neutral (1)	-	-			3	3		
9	During vocabulary teaching the teacher always focuses on meaning, pronunciation, parts of speech, collocation, usage, etc. of the word.	Strongly agree (5)	-	-	24	4.0	39	195	369	4.1
		Agree (4)	6	24			30	120		
		Disagree (3)	-	-			12	36		
		Strongly disagree (2)	-	-			9	18		
		Neutral (1)	-	-			-	-		
10	Vocabulary is the most difficult aspect in teaching and learning English.	Strongly agree (5)	1	5	16	2.7	10	50	266	3.0
		Agree (4)	-	-			17	68		
		Disagree (3)	3	9			29	87		
		Strongly disagree (2)	-	-			27	54		
		Neutral (1)	2	2			7	7		

**Continuation of the Previous Table**

No	Items	scales	Teachers' Responses				Students' Responses			
			f	fx	$\sum fx$	$\bar{x}$	f	fx	$\sum fx$	$\bar{x}$
11	Lack of vocabulary is the most serious problem that affects students to speak English in the class.	Strongly agree (5)	2	10	21	3.5	33	165	333	3.7
		Agree (4)	2	8			26	104		
		Disagree (3)	1	3			10	30		
		Strongly disagree (2)	-	-			13	26		
		Neutral (1)	-	-			8	8		
12	In teaching vocabulary, techniques that enable learners to remember words after they have been taught and learned are essential.	Strongly agree (5)	2	10	26	4.3	30	150	339	3.8
		Agree (4)	4	1			23	92		
		Disagree (3)	-	-			23	69		
		Strongly disagree (2)	-	-			14	28		
		Neutral (1)	-	-			-	-		
13	Teaching and learning separate word lists is ineffective and hence words are taught and learned in groups based on any useful sense relationship.	Strongly agree (5)	1	5	21	3.5	19	95	321	3.6
		Agree (4)	3	12			32	128		
		Disagree (3)	-	-			25	75		
		Strongly disagree (2)	2	4			9	18		
		Neutral (1)	-	-			5	5		
14	Vocabulary teaching has been given sufficient coverage in the currently used textbook.	Strongly agree (5)	-	-	19	3.3	8	40	259	2.9
		Agree (4)	3	12			19	76		
		Disagree (3)	1	3			28	84		
		Strongly disagree (2)	2	4			28	56		
		Neutral (1)	-	-			7	7		
15	Words which are learned in the first part of the book are represented in the other parts of the material.	Strongly agree (5)	-	-	19	3.3	10	50	297	3.3
		Agree (4)	4	16			35	140		
		Disagree (3)	-	-			21	63		
		Strongly disagree (2)	1	2			20	40		
		Neutral (1)	1	1			4	4		
Grand Mean						<b>3.7</b>				<b>3.5</b>

Scholars argue that vocabulary learning is a complex process which calls forth a wide range of knowledge. The subject teachers and students were also asked whether meaning is the most important aspect to concentrate on most of the time during vocabulary teaching. The mean scores (4.2) and (3.7) of teachers and students reveal that teachers and students view meaning learning as deserving much attention during vocabulary instruction. Similarly, they also maintain that, as mean scores( 4.0) and (4.1) show, other

aspects of word knowledge such as pronunciation, spelling, parts of speech, collocation and usage should also be given sufficient attention apart from meaning. Such positive orientation to the necessity of different aspects of word knowledge could serve as an impetus for effective teaching and learning of vocabulary.

However, observation of vocabulary lessons in practice reveals teachers do not seem to be conscious of other components of word knowledge except meaning. An analysis of the vocabulary content of the textbook and the type of word knowledge emphasized shows, 75.6% of the words are meant for meaning learning and 16.4% and 16.8% for practicing pronunciation and spelling respectively. Part of speech or word grammar (2.3%) is known to be the least stressed aspect of vocabulary knowledge (see appendix IV).

Despite the fact that vocabulary knowledge is complex, the subjects of the study do not agree on the point that vocabulary is the most difficult aspect in teaching and learning English. Moreover, they do not necessarily believe lack of vocabulary is one of the major factors that hinder communication. In this respect, it may be said that teachers and students lack the basic understandings of the complicated nature of vocabulary learning and its absence in fact is a chief problem for communication. Such misconceptions could, therefore, impede teachers and their students to put the required effort in the process of vocabulary teaching and learning.

From the mean values of teachers (4.3) and students (3.8), it is understood teachers and students appear to argue that techniques of teaching which can foster memory of the previously learned words are needed during vocabulary instructions. In the same way, as the mean scores (3.5) and (3.6) show, the subjects seem to have realized that teaching and learning separate word lists is unsuccessful and hence, vocabulary teaching and learning should be in terms of any possible sense relationship of words.

They were also asked to reflect on the vocabulary content of the textbook they were currently using .The result indicates, according to mean scores (3.3) and (2.9) of teachers and students, vocabulary teaching is not given sufficient coverage and words which were presented in one part of the material are not recycled in the other parts. Investigation of the textbook reveals that there are 512 vocabulary items across 20 units. Although this is not a small size, none of the words are systematically represented in the other parts to help learners consolidate words they learned earlier. Generally as the grand means (3.7) and (3.5) indicate, both teachers and students seem to agree that vocabulary teaching techniques are relatively varied and effective although a detailed exploration of each of the common techniques below does not prove the same result.

### **4.3 Techniques of Vocabulary Teaching**

After realizing teachers' and learners' tendency about the basic concepts of vocabulary teaching and learning, it was attempted to inspect the type and effectiveness of techniques used by the subject teachers in their vocabulary teaching. In this regard, teachers and students were asked how frequently they use definition during vocabulary instruction (Item 16). As it can be seen from the table below, the mean scores (3.8) and (3.5) of teachers and students appear to indicate that definition is used fairly frequently. The result obtained from observation also reveals that definition is marked as being used usually. Similarly, during textbook analysis, it was found that definition is the second major technique through which about 22% of the new word items are presented.

**Table 4.3: Types of Vocabulary Teaching Techniques Used in the Subject Schools**

No.	Items	scales	Teachers' Responses				Students' Responses			
			f	fx	$\sum fx$	$\bar{x}$	f	fx	$\sum fx$	$\bar{x}$
16	Definition	Always (5)	1	5	23	3.8	19	95	319	3.5
		Usually (4)	3	12			30	120		
		Sometimes (3)	2	6			27	81		
		Rarely (2)	-	-			9	18		
		Never (1)	-	-			5	5		
17	Collocation	Always (5)	-	-	20	3.3	22	120	310	3.4
		Usually (4)	2	8			20	80		
		Sometimes (3)	4	12			20	60		
		Rarely (2)	-	-			22	44		
		Never (1)	-	-			6	6		
18	Synonymy	Always (5)	1	5	24	4.0	22	110	333	3.7
		Usually (4)	4	16			33	132		
		Sometimes (3)	1	3			25	75		
		Rarely (2)	-	-			6	12		
		Never (1)	-	-			4	4		
19	Antonymy	Always (5)	1	5	23	3.8	15	75	307	3.4
		Usually (4)	3	12			28	112		
		Sometimes (3)	2	6			30	90		
		Rarely (2)	-	-			13	26		
		Never (1)	-	-			4	4		
20	Hyponymy	Always (5)	-	-	20	3.3	10	50	208	2.3
		Usually (4)	3	12			13	52		
		Sometimes (3)	2	6			10	30		
		Rarely (2)	1	2			29	48		
		Never (1)	-	-			28	28		
21	Word association (vocabulary network)	Always (5)	-	-	19	3.2	9	45	261	2.9
		Usually (4)	2	8			22	88		
		Sometimes (3)	3	9			27	81		
		Rarely (2)	1	2			15	30		
		Never (1)	-	-			17	17		
22	Using pictures or diagrams	Always (5)	-	-	19	3.2	12	60	227	2.5
		Usually (4)	2	8			12	48		
		Sometimes (3)	3	9			15	45		
		Rarely (2)	1	2			23	46		
		Never (1)	-	-			28	28		

**Continued from the preceding Table**

No	Items	scales	Teacher' Responses				Students' Responses			
			f	fx	$\Sigma fx$	$\bar{x}$	f	fx	$\Sigma fx$	$\bar{x}$
23	Using reading texts (Guessing from context)	Always (5)	2	10	25	4.2	38	190	261	4.0
		Usually (4)	3	12			28	112		
		Sometimes (3)	1	3			11	33		
		Rarely (2)	-	-			8	16		
		Never (1)	-	-			5	5		
24	The extent to which teachers help learners to guess meaning from context by showing useful strategies and specific clues	Always (5)	3	15	27	4.5	27	135	337	3.7
		Usually (4)	3	12			32	128		
		Sometimes (3)	-	-			15	45		
		Rarely (2)	-	-			12	24		
		Never (1)	-	-			5	5		
25	Checking meaning from dictionary after guessing from context.	Always (5)	-	-	18	3.0	23	115	305	3.4
		Usually (4)	2	8			22	88		
		Sometimes (3)	2	6			20	60		
		Rarely (2)	2	4			17	34		
		Never (1)	-	-			8	8		
26	Translation as a technique of vocabulary teaching	Always (5)	-	-	22	3.7	23	115	337	3.7
		Usually (4)	4	16			34	136		
		Sometimes (3)	2	6			22	66		
		Rarely (2)	-	-			9	18		
		Never (1)	-	-			2	2		
27	Helping students use newly learned words in their own sentences and speaking activities to confirm whether they have learned them correctly	Always (5)	-	-	19	3.2	15	75	277	3.1
		Usually (4)	2	8			23	92		
		Sometimes (3)	3	9			16	48		
		Rarely (2)	1	2			26	52		
		Never (1)	-	-			10	10		
28	The degree to which combination of different techniques are used during vocabulary teaching	Always (5)	2	10	25	4.2	25	125	307	3.4
		Usually (4)	3	12			18	72		
		Sometimes (3)	1	3			24	72		
		Rarely (2)	-	-			15	30		
		Never (1)	-	-			8	8		
Grand Mean						<b>3.6</b>		<b>2.5</b>		

Nevertheless, it was identified that collocation, as the mean values 3.3 and 3.4 indicate, is used only occasionally. Therefore, as we said in chapter two, vocabulary instruction solely based on definition may help learners acquire the meaning but hardly enable them to use the word item in the real communication system. An integration of collocation to definition provides that prime opportunity of using the target vocabulary with other words in a

harmonious relation, which McCarthy (1990) says marriage contract, and enable learners to attain effective communication in writing and speaking. Therefore, its absence in vocabulary teaching can be one of the sources of learners' limitations of using English for communication.

According to the mean scores (4.0) and (3.7) of teachers and learners, synonymy (sameness of words) emerged to be one of the top frequently used techniques in the subject schools. This could come from the fact that teachers, students and textbook writers are traditionally fond of demonstrating new vocabulary items in terms of other words with the same meaning. Similar conclusion was arrived during observation in that teachers seem to be keen on synonymy as they often insist on getting students list down as many synonyms as possible for a word being taught. However, when it comes to the vocabulary content of the material and respective techniques to be potentially used, only 8% of the words are appropriate for the application of synonymy in a decontextualized situation. But it is always easy for teachers and students to come up with synonyms during guessing in stead of defining the target vocabulary.

With regard to antonymy as a technique of vocabulary presentation, it is less frequently used compared to synonymy. From the table above (item19), teachers tend to claim that they use antonym somewhat repeatedly but students state that it is used only sometimes. The researcher too did not observe the use of antonymy in two of the schools in all the four sessions of observations. In one of the schools, however, it was observed that the teacher constructed a table of three columns on the blackboard where seven words were given in the first column and students were asked to provide synonyms and antonyms in the second and third columns respectively. This sort of vocabulary presentation is believed to promote learners' memory of words after learning has already occurred which in turn improves the pace of vocabulary acquisition.

It was an enviable inquiry to the researcher how this significant difference appears among teachers using the same material. Hence, an attempt was made to see the textbook whether there is any opportunity of using antonymy as a technique of organizing vocabulary lessons. The investigation reveals that none of the vocabulary lessons require the application of antonymy (see the appendix for details). Therefore, it may be stated that, in spite of the positive claim made by teachers, antonymy is used either rarely or sometimes in the subject schools both of which are insufficient for vocabulary acquisition.

A similar result is obtained about the implementation of hyponymy (the concept of inclusion) in the subject schools. As the table indicates (item 20), the mean scores of teachers (3.3) reflects hyponymy is used sometimes, where as students mean value (2.3) shows it is rarely used. In any case, it appears that hyponymy is almost unknown to both teachers and students as a technique of vocabulary instruction. However, it should be made clear that hyponymy is a common technique of displaying information of hierarchical organization in disciplines such as biology, geography, civic education, etc. The writer was interested in exploring the textbook to arrive at a conclusion whether the neglect of hyponymy in the subject schools is the result of lack of skills from teachers or the material doesn't lend itself to that kind of instruction. As a result, it was obtained that out of 20 units only one lesson has been designed based on hyponymy.

Scholars on the area argue that vocabulary items do not exist in the learners' mind as isolated entities but in the form of association or vocabulary network where an attempt to recall one word item immediately triggers the retrieval of other related words. In this regard, it was tried to determine whether word association is used in vocabulary instructions in the subject schools to facilitate learners' memory (Item 21). The mean results of teachers (3.2) and students (2.9) tend to display that vocabulary network

or word association is used less commonly. Class observation also informs that word association seems to be totally a neglected technique of vocabulary instruction in the subject schools. It is also understood that none of the vocabulary lessons in the textbook explicitly require the technique of word association. Nevertheless, word association doesn't necessarily require specific instructions from the textbook but it depends very much on the creativity of individual teachers.

All techniques of vocabulary instruction may not be equally useful for different types of words. Certain words can be better conveyed through verbal techniques and some others may require visual displays. In this connection, there was a concern to know whether pictures /diagrams could be used by the subject teachers. The mean scores of teachers (3.2) and students (2.5) seem to point out that visual aids are not generally used normally. Although no picture was employed during observation, it was found that pictures are used to present 6.4% of the vocabulary items in the material.

As the mean scores of teachers (4.1) and students (4.0) indicate, compared to other techniques that have been explored in this study, teaching vocabulary through reading texts is by far the most regularly applied technique in the sample schools. As stated in chapter two, the vocabulary size of any language is extremely enormous that its acquisition process takes a long time. Consequently, establishing learners' autonomy in learning words through reading context (incidental learning) seems to be reasonably a beneficial technique.

However, its effectiveness depends on many other factors of which the amounts of help learners receive to use specific clues and strategies is the main concern here. As the mean scores of teachers (4.5) and learners (3.7) reveal, teachers of the subject schools seem to claim that in most instances they support their learners to guess meanings of words from the reading

texts. There was nevertheless a disparity of results obtained during observation in that many students had no their own textbooks and two or more students were reading on the same material while some others were sitting idle for the whole period. As teachers explained, the schools do not provide books to learners but require them to buy for themselves. Whatever the truth may be, the use of reading texts not only for vocabulary teaching but also for other skills too is worthless when students had no material to read from.

In the light of the vocabulary content of the textbook, it is true that the material contains about twenty reading texts each of which is followed by vocabulary sections after some comprehension exercises. Hence, in most instances, the vocabulary lessons are topic based. After reading a text, students were required to identify key vocabulary items in the passage and match with their definitions given under the vocabulary sections. In some cases, students were asked to label a diagram with the correct word from the passage. However, some textbooks have already been given answers by the former students which hindered the present learners to have meaningful effort in the process of learning.

The fact that pairs or groups of students were reading on a single material is against the principle of reading which is regarded a silent but active process where an individual learner is vigorously communicating with the text for a wide range of purposes. The writers' observation of the subject students' reading experience, however, did not reflect that kind of active engagement in guessing meanings of words efficiently.

Guessing, a calculated estimation of meaning may not always be easy for learners to obtain the right meaning of words for different reasons. Therefore, it is believed that students need to reinforce the effort of implicit vocabulary learning through a conscious use of dictionary. In this regard, an inquiry was made to know how often teachers promote their learners to

check the meaning of words from a dictionary after they have made guessing from context.

As a result, the mean scores of teachers (3.0) and students (3.4) indicate that vocabulary learning from dictionary is only an occasional practice of students in the sample schools. Like wise, an analysis was carried out whether the textbook invites learners to make use of dictionary and promote independent learning. However, it was found that none of the instructions of all the vocabulary lessons make inquiries of learners to use dictionary. The implication is either students remain uncertain of their word knowledge or become dependent on their teachers as the mere source of vocabulary information. It is quite unlikely that learners' dependence on their teachers as a single source of vocabulary learning can bring about the required level of vocabulary acquisition at a desirable rate. Furthermore, addressing every question of learners about the meaning of new words that they encounter every time is really a demanding task for teachers. Consequently, teachers may prefer to use translation as an easy and fast technique of responding to such tremendous questions.

In relation to this, teachers and students were asked whether they use translation as a technique of vocabulary instruction. As the mean score (3.7) of both teachers and students explain, translation is almost one of the commonly used techniques in addition to synonymy and guessing in the subject schools. Hence, it may be argued that even though translation may be a useful technique in some situations, such a significant reliance would be harmful. Gairns and Redman (1986: 17) provide the same point of view when they say "...for important items it [translation] is justifiable, but there is the danger of the lessons being dominated by the mother tongue, in the long term this may not be a desirable development."

The ultimate objective of teaching and learning vocabulary is to make use of newly learned words in the actual writing and speaking practices of learners.

Teachers and students of the subject schools were asked to rate how often students attempt to use new vocabulary items in real communication. The mean scores of teachers (3.2) and learners (3.1) seem to reveal that learners practice new words only at times during writing and speaking. During observation too, the researcher saw no attempt of practicing words in writing and speaking. The same impression was realized from assessment of the textbook. Most of the vocabulary lessons emphasize on the acquisition of meaning when little attention was paid to the usage aspect of words; it was obtained that only 14.8% of the vocabulary items of the material were found to be used in the actual writing practice of learners.

Despite the fact that an extended communication is not expected at this level, it is not worthless to have learners construct short sentences and dialogues with words they are learning for the first time. An effort made on the practice of using new words in the actual communication is not wasted but spent for such positive returns of improving memory of freshly learned words and promoting the communicative ability of learners.

The fact that different vocabulary items do not necessarily require the same technique of teaching raised an interest of realizing the extent to which the subject teachers implement a wide range of techniques. As the mean score (4.2) shows teachers claim that they use different techniques most of the time, whereas students' mean value (3.4) reflects only limited techniques of instruction are used. However, a retrospective analysis of techniques that were reported to be used commonly denotes that (see also the aggregate means) vocabulary instruction is dominated by only few techniques: definition, synonymy, guessing and translation. During observation, it was recognized that synonymy and definition were used quite often as learners mostly come about with synonyms and in some circumstances definition of the target vocabulary in the process of guessing. An exploration of the vocabulary content of the material and potentially suitable techniques of

teaching seem to expose that guessing, definition, word formation and collocation are likely to be used regularly.

#### **4.4 Level of Students' Interest and Effectiveness of Vocabulary Learning**

A part from teachers' effectiveness of teaching, learners' ability of using a range of vocabulary learning strategies is a fundamental function of effective and successful vocabulary acquisition. As the old saying goes 'interest is the mother of invention', students should have a positive interest towards vocabulary learning so that they can make use of different learning strategies. Therefore, an attempt was made to know learners' interest and effectiveness of vocabulary learning from the perspective of teachers and learners themselves. As the table below indicates, the mean score of teachers (2.7) seem to show that students are only moderately interested where as students' mean value (4.5) reflects that they are highly interested in learning vocabulary.

However, both teachers and students believe that learners are not as effective as they are anticipated to be in learning vocabulary according to the mean scores (3.3) and (3.2). This insufficient level of acquiring vocabulary is likely to result form learners' failure of using a wide range of vocabulary learning strategies frequently (see item 31 in the table blow). In this regard, it was essential to explore how frequently the sample learners of the study employ the common vocabulary learning strategies from the view point of teachers and students themselves. The result of the questionnaire is also supported by the findings of the interview.

**Table 4.4: Teachers' and Learners' Reflections about Students' Interest and Effectiveness of Vocabulary Learning**

No.	Items	scales	Teachers' Responses				Students' Responses			
			f	fx	$\sum fx$	$\bar{x}$	f	fx	$\sum fx$	$\bar{x}$
29	Level of students' interests' in learning vocabulary	Very high (5)	-	-	16	2.7	65	325	408	4.5
		High (4)	-	-			12	48		
		Average (3)	4	12			9	27		
		Less (2)	2	4			4	8		
		Not interested (1)	-	-			-	-		
30	Learners' effectiveness in their vocabulary learning	High (5)	-	-	20	3.3	12	60	289	3.2
		Very high (4)	2	8			20	80		
		Average (3)	4	12			38	114		
		Less (2)	-	-			15	30		
		Not effective (1)	-	-			5	5		
31	The extent to which students use different vocabulary learning strategies	Always (5)	-	-	17	2.8	6	30	295	3.3
		Usually (4)	1	4			34	136		
		Sometimes (3)	3	9			34	102		
		Rarely (2)	2	4			11	22		
		Never (1)	-	-			5	5		
Grand Mean						2.9			3.7	

## 4.5 Vocabulary Learning Strategies Used by Learners

### 4.5.1 Determination and Social Strategies

One of the challenges learners encounter in their vocabulary learning experience is the problem of getting the correct meaning of words for the first time. The act of learning a certain word item at the first meeting calls forth the application determination strategies (guessing from context and using dictionary) and social strategies (asking teachers and classmates).

Therefore, teachers and students were asked to rate how often learners use strategies of determining the meaning of words at their first encounter. The result indicates that, (see table 5 below), teachers seem to be unhappy of learners' use of context efficiently in guessing meaning correctly. Nevertheless, as the mean score (3.6) shows, students themselves state that they usually make use of guessing as a strategy of independent vocabulary

learning. The interview result also entails 18 students out of a total of 30 interviewees reported that guessing from context is the first determination strategy they frequently employ. A similar insight was gained from the textbook analysis in that 26.4 % of the vocabulary items were designed in terms of reading texts which require learners to guess meanings from context.

However, in spite of the wide exposure and frequent practice of guessing, learners' ability of getting the correct meaning may be the common problem for diverse reasons. It could be for this reason teachers mean value (3.2) tend to indicate that learners are able to guess correctly only sometimes.

Nevertheless, as the mean scores (3.3) and (3.2) indicate teachers and students realize that learners' experience of using dictionary in their vocabulary learning practice is somewhat insignificant. Similarly, out of 30 interviewees who were asked what strategies they use to learn the meaning of a new vocabulary item, only 7 of them reported they use dictionary. Learners' limitation of using dictionary may be attributed to several factors. Yet, textbook writers and teachers should at least encourage learners to make use of dictionary in the process of vocabulary learning. An investigation of the vocabulary lessons of students' textbook, however, indicates none of the instructions requires learners to use dictionary. Consequently, it could be said that learners autonomy of vocabulary learning has been neglected which may in turn slow down the process of language acquisition.

Interested in understanding learners' preference of using determination or social strategies, the researcher tried to counter check which strategies they favour in learning new words for the first time (see items 34 and 35 in the table below). In this regard, interestingly uniform results were obtained from both teachers and students. As the mean value (3.5) indicates determination

strategies (i.e. guessing and using dictionary seem to be used relatively frequently compared to social strategies (asking teachers and classmates). During interview, respondents were also asked to rank the four strategies (guessing, asking teacher, class mates and using dictionary (from the most to the least frequent strategies they use). Accordingly, most of the interviewees (23) identified guessing and using dictionary as the first and the second frequently used strategies and asking teachers and classmates as the third and the fourth strategies. This result too, reveals that social strategies are less favored than determination strategies.

**Table 4.5: Learners' Use of Determination and Social Strategies**

No	Items	Scales	Teachers' Responses				Students' Responses			
			f	fx	$\sum fx$	$\bar{x}$	f	fx	$\sum fx$	$\bar{x}$
32	Determination strategies e.g. guessing meaning from context correctly	Always (5)	-	-	19	3.2	21	105	321	3.6
		Usually (4)	2	8			29	116		
		Sometimes (3)	3	9			23	69		
		Rarely (2)	1	2			14	28		
		Never (1)	-	-			3	3		
33	Determination strategy e.g. learning meaning from dictionary	Always (5)	1	5	19	3.3	16	80	288	3.2
		Usually (4)	1	4			15	60		
		Sometimes (3)	3	9			37	111		
		Rarely (2)	1	1			15	30		
		Never (1)	-	-			7	7		
34	Guessing meaning from context and using dictionary instead of asking people.	Always (5)	-	-	21	3.5	18	90	313	3.5
		Usually (4)	3	12			27	108		
		Sometimes (3)	3	9			26	78		
		Rarely (2)	-	-			18	36		
		Never (1)	-	-			1	1		
35	Using social strategies e.g. asking teachers and classmates about meanings of new words instead of guessing and using dictionary (determination strategies)	Always (5)	1	5	18	3.0	10	50	268	3.0
		Usually (4)	2	8			22	88		
		Sometimes (3)	1	3			25	75		
		Rarely (2)	1	2			22	44		
		Never (1)	-	-			11	11		
36	The extent to which determination strategies (guessing and using dictionary) and social strategies (asking teachers and classmates) are used collectively.	Always (5)	-	-	18	3.0	10	50	283	3.2
		Usually (4)	2	8			24	96		
		Sometimes (3)	2	6			37	111		
		Rarely (2)	2	4			-	-		
		Never	-	-			26	26		
<b>Grand Mean</b>						<b>3.2</b>			<b>3.3</b>	

Even though developing learners' autonomous vocabulary learning is an essential strategy in the acquisition of the massive vocabulary size of ESL/EFL and despite the fact that language learning is in principle a social phenomenon, the little importance attached to social strategies by the subject population would probably slow down the process of vocabulary acquisition.

From the above table, it could be generally said that both determination and social strategies are not used adequately as all the mean scores lie below 4 which refers to the most frequent use of a strategy. The aggregate mean values of teachers (3.2) and students (3.3) also signify that learners do not frequently use determination and social strategies collectively. Based on these discussions, therefore, it may be concluded that it is unlikely that the subject students have learned most of the 512 word items of the vocabulary lessons of their material.

#### **4.5.2 Memory, Cognitive and Metacognitive Strategies**

One of the major problems associated with FL vocabulary learning is that words always get lost from memory variably after short periods of their first encounter. In this connection, teachers and students were asked whether learners make use of memory strategies such as classifying and studying words in terms of their parts of speech, sameness of meaning (synonymy), oppositeness of meaning (antonymy) and any other possible sense relationship. As the mean score (2.8) indicates teachers tend to argue that learners use such strategies only sometimes although students' mean value (3.7) reveals they frequently employ these strategies as it can be seen from the following table.

During interview, learners were given a list of words to classify them in to 3 groups each of which should have three items. The result shows that 17

learners correctly classified where as the rest (13) interviewees were either wrong or did not complete the task. As the words were very common to learners' every day experience (see appendix V), it was thought that almost all respondents could have got them under the right category. On the other hand, out of 18 respondents who got the right classification, 15 supplied the correct headings of the classifications (i.e. clothes, furniture, and utensil) and the other 3 wrote incorrect super ordinate words.

**Table 4.6: Learners' Use of Memory, Cognitive and Metacognitive Strategies**

N o.	Items	scales	Teachers' Responses				Students' Responses			
			f	fx	$\sum fx$	$\bar{x}$	f	fx	$\sum fx$	$\bar{x}$
37	Memory strategies e.g. study words by classifying them in terms of parts of speech, synonymy, antonym and other sense relationship.	Always (5)	-	-	18	3.0	25	125	236	3.2
		Usually (4)	-	-			31	124		
		Sometimes (3)	6	18			23	69		
		Rarely (2)	-	-			7	14		
		Never (1)	-	-			4	4		
38	Cognitive strategies e.g. repeating words in speaking or writing to be able to remember newly learned words	Always (5)	-	-	13	2.1	10	50	274	3.4
		Usually (4)	-	-			29	116		
		Sometimes (3)	2	6			10	30		
		Rarely (2)	3	6			37	74		
		Never (1)	1	1			4	4		
39	Cognitive strategies e.g. taking down notes about words	Always (5)	-	-	17	2.8	23	115	329	3.7
		Usually (4)	-	-			30	120		
		Sometimes (3)	5	15			23	69		
		Rarely (2)	1	2			11	22		
		Never (1)	-	-			3	3		
40	Metacognitive strategy e.g. the extent to which students enrich their vocabulary knowledge by planning their vocabulary learning, choosing and recording words, test and evaluate their progress	Always (5)	-	-	18	3.0	15	75	293	3.3
		Usually (4)	1	4			26	104		
		Sometimes (3)	4	12			17	51		
		Rarely (2)	1	2			30	60		
		Never (1)	-	-			3	3		
<b>Grand Mean</b>						<b>2.7</b>				<b>3.5</b>

Interviewees were also asked how often they use this strategy in their vocabulary learning experience. Among 30 respondents, 4 of them said always and 10 reported usually. The rest 14 replied that they use such

strategies either sometimes or rarely both of which do not significantly contribute for effective vocabulary learning. In this respect, it is less likely that learners are able to make use of memory strategies effectively.

Besides learners' ability and knowledge of employing these strategies, classroom instructions and textbooks need to encourage the application of memory strategies. Textbook analysis (see appendix IV) reveals only 35 words are presented based on hyponymy and no vocabulary items are presented in terms of word association both of which are indispensable in promoting the use of memory strategies.

Oxford (1990) explains that FL vocabulary learning requires conscious manipulation of newly learned words so that memory can be enhanced. This cognitive processing of vocabulary learning involves repetition of new words to oneself (rehearsing) and recording them into vocabulary notebooks for constant revision. The sample subjects were asked if they were using any of the cognitive strategies of vocabulary learning and the mean score of learners (3.7) implies that they seem to use repetition often but teachers claim that repetition is used less frequently as the mean score lies at 3.0. However, this could be unreliable in that it may be impossible for teachers to exactly recognize what is going on in the learners' mind. The interview result, however, seems to reveal a positive result as 22 of the 30 interviewees reported that they usually repeat newly learned words until they become certain they can remember them very easily.

Nevertheless, when it comes to taking down notes about words, teachers and students, as the mean scores 2.1 and 3.0 reflect, indicate that note taking as a strategy of vocabulary learning is used either rarely or sometimes. Learners obviously record words in their vocabulary notebooks but they do not know how to structure information about words such as pronunciation,

parts of speech, past and past participle forms, other words that can be derived from and so on.

In this connection, during interview students were given structured notes about the word 'succeed' and they were asked to produce the same kind of notes about the word 'enjoy'. The result shows that only 12 of 30 respondents were able to produce relatively sensible notes. Therefore, from these results it could be concluded that the subject students are hardly effective in using cognitive strategies.

Some successful language learners are more concerned about their word knowledge and tend to use metacognitive strategies extensively. These learners are more ambitious of enriching their vocabulary store by planning their vocabulary learning, selecting and recording words of their interest, test and evaluate their progress. Similar investigation was carried out whether the subject learners make use of metacognitive strategies. In this case too, the mean values (3.0) and (3.3) of teachers and students appear to prove that metacognitive strategies are used occasionally. Students who were interviewed reported that they rarely plan when and how to study words but they sometimes select words they need to study.

However, most of the respondents do not seem to test and evaluate their progress of vocabulary acquisition. The aggregate mean scores (2.7) and (3.5) generally appear to inform that memory, cognitive and metacognitive strategies are not sufficiently employed by the subject students. Therefore, it may be stated that learners' vocabulary learning practice is less likely to bring about desirable level of language development at the required time.

## **CHAPTER FIVE**

### **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Summary**

This study was aimed at examining the effectiveness of teaching and learning vocabulary in three second cycle elementary schools of Addis Ababa (grade eight in focus). Fundamentally, the study was intended to respond to questions about the type and effectiveness of techniques of vocabulary teaching employed by the sample teachers, the range of vocabulary learning strategies used by the sample students and the extent to which the currently used textbook lends itself to implement the various types of vocabulary teaching techniques and learning strategies discussed in chapter two.

Accordingly, data were gathered from 90 systematically selected students and 6 teachers through questionnaire, observation and interview. Analysis was also made on the vocabulary contents and techniques of presentations of the textbook to determine the degree it encourages the application of a variety of techniques of instruction and strategies of learning English vocabulary.

Therefore, as the results indicate, teachers seem to be less concerned with the importance of vocabulary in the process of language acquisition and appeared to have a tendency that vocabulary is not such a prominent component of language learning to be given special consideration compared to other skills. From the view point of teachers, it was realized that implicit or incidental vocabulary teaching and learning is supposed to be more effective than explicit or intentional teaching and learning of vocabulary.

On the other hand, students appeared to agree that English language learning is in principle learning its vocabulary and hence, vocabulary teaching and learning is thought to be given significant attention during

teaching. Explicit vocabulary teaching was reported to be favoured by students better than implicit teaching and learning.

Nevertheless, both teachers and students maintained that vocabulary is better acquired if it is taught and learned in both contextualized and decontextualized methods. Even though actual classroom instruction was not proved to be right, the subject teachers and learners reported that vocabulary instruction should not stress on meaning only but also pronunciation, spelling, parts of speech, collocation, usage and other aspects of word knowledge. Despite the fact that teachers and students claim that lack of vocabulary is one of the most severe problems hindering communication, they do not believe that vocabulary learning is one of the most difficult aspects in English language teaching and learning.

Although teachers and students seem to claim that a wide range of techniques of vocabulary teaching were implemented, a retrospective investigation of a range of techniques of instruction that were reported to be used regularly reveals that teaching vocabulary through reading texts (guessing) , synonymy, translation and definition were identified as being used fairly constantly in the sample schools. However, other useful techniques such as antonymy, hyponymy, collocation, word association and dictionary use were found to be utilized rarely or never.

An analysis of the vocabulary lessons of the textbook and possible techniques of instruction to be used also informed that teaching vocabulary through reading texts, definition and word formation appeared to be potentially the more frequently available techniques, whereas antonymy, word association, hyponymy and pictures were either the least or none applicable techniques at all. Therefore, it can be said techniques of vocabulary teaching were hardly varied and efficient in the subject schools.

With regard to learners' interest, effectiveness and use of vocabulary learning strategies, it was recognized that, even though learners themselves reported they were highly motivated in learning vocabulary, teachers noted that students were not interested very well. However, both teachers and learners admitted students were only averagely effective in their effort of vocabulary learning. This meager return of vocabulary learning was believed to result from the fact that learners were not effectively using most of the strategies of vocabulary learning.

Despite the fact that determination strategies (guessing from context and using dictionary) seem to be practiced better than social strategies (asking teachers and classmate), as all the means scores lie below 4.0 (see table 6), both determination and social strategies were not used very regularly. Similarly, memory strategies (grouping words in terms of their parts of speech, synonymy, antonym and other sense relationships) were employed inadequately by the sample student population. The same conclusion was drawn on the implementation of cognitive and metacognitive strategies in that the data obtained from questionnaire and interview demonstrated that learners do not appear to be using these strategies successfully, and in most instances, learners were found to be unstructured in their approach to vocabulary learning.

## **5.2 CONCLUSIONS**

In conclusion, vocabulary teaching appeared to be given a secondary importance by the sample teachers. Teachers were less concerned with the teaching of vocabulary compared to other aspects of language teaching and implicit vocabulary teaching was believed to be more effective than explicit vocabulary teaching. However, students were highly interested in learning vocabulary through explicit approach which was believed to be fostering better lexical acquisition than implicit teaching. As a result, there seemed to be a difference in the point of view of teachers and students towards the role

and method of vocabulary teaching in the process of language acquisition. The absence of such common understandings about the importance and approach of vocabulary teaching between teachers and students could affect learners' motivation and eventually hinder the process of lexical acquisition.

Vocabulary teaching was found to be ineffective in the sample schools because no variety of techniques of instructions were used. Implicit vocabulary instructional techniques were the most dominantly used methods compared to explicit teaching techniques. More importantly, techniques such as antonymy, hyponymy, word association, pictures, etc. that promote learners' memory of words were almost absent in the vocabulary lessons of the sample teachers. As a result, students would be unable to remember and make use of the previously learned vocabulary items in their effort of using the language for actual communication.

Similarly, because learning is mostly a function of teaching, students were not generally able to use vocabulary learning strategies effectively. They could not employ sufficiently strategies of discovering meanings of words for the first time (guessing and learning from dictionary) and consolidating them into long term memory by classifying and studying words in terms of their sense relationships (synonymy and antonymy). Therefore, it would be unlikely that students have acquired most of the 512 vocabulary items designed in their course book.

The fact that the course book was dominantly reflecting implicit vocabulary teaching techniques and learning strategies, students' pace of vocabulary acquisition could be time-consuming and the small amount of words they gain as the return of their effort could be discouraging to them. The mix of decontextualized techniques of instructions with contextualized techniques could have brought about better vocabulary acquisition for the sample students who were learning English as foreign or second language.

### **5.3 Recommendations**

Therefore, based on the results of the study, the following recommendations were proposed.

1. Because language learning is mainly the result of acquiring sufficient amount of its vocabulary, English language teachers should develop favourable tendency to the primacy of vocabulary in the process of language teaching and learning so that they will be able to consider vocabulary teaching as the major component of their language lessons.
2. Teaching vocabulary should reflect both implicit and explicit pedagogical approaches and techniques of instructions for the most effective lexical acquisition in EFL/ ESL contexts .Hence, explicit or intentional techniques of instruction such as antonymy, hyponymy, word association and collocation need to be used as often as reading texts (incidental approach) during vocabulary teaching.
3. As vocabulary knowledge is not solely the knowledge of meaning, its teaching should effectively respond to the inquiry of pronunciation, spelling, parts of speech (word grammar) and other essential aspects of word knowledge.
4. Textbook writers should take account of the extent to which the material lends itself to the implementation of a variety of intentional vocabulary teaching techniques and learning strategies.
5. Students, on the other hand, must promote the sense of autonomous vocabulary learning by practicing intelligent guessing from context and using dictionary (determination strategies).They should also regularly practice social strategies (asking teachers and classmates) to enhance the pace of vocabulary acquisition.
6. Learners must be trained on how to use memory, cognitive and, metacognitive strategies of vocabulary learning without which effective vocabulary acquisition is hardly possible.

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## Appendix I

**ADDIS ABABA UNIVERSITY  
INSTITUTE OF LANGUAGE STUDIES  
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

**Dear Teachers:** I am conducting a study on “**The Effectiveness of vocabulary Teaching Techniques and Learning Strategies**” used by grade eight teachers and students respectively. Therefore, you are kindly asked to fill in the questionnaire, honestly, genuinely and carefully. The questionnaire has 40 items about vocabulary teaching, learning and textbook you are teaching now.

Your answer to the questions should be based on what **YOU PRACTICALLY DO** in teaching vocabulary and what your **STUDENTS DO** in learning vocabulary. Remember that your answers are based on what you (not your colleges) really do and not based on what you wish you should have done or it should have been. The worth of the study completely depends on how TRUE and FACTUAL answers you provide in terms of what you believe, know and do with regard to vocabulary teaching and learning.

I like to stress that the information you provide is completely confidential used by the researcher only. For that matter, you don't have to write you name.

Before, you answer the question, please read each the question and make sure that you have exactly understood what the question means and then give your answer with respect to the instruction.

***Thank you in advance!!!***





No	Types of vocabulary teaching techniques	Scales				
		5	4	3	2	1
21	Since I realize that a word can be related to many other words, I show my students this multi-relationship by forming a vocabulary network (e.g. trunk, forest, leaf, branch, green, shade, climb, drought, moisture, etc. can be taught in relation to the word TREE).					
22	I use pictures/diagrams for vocabulary teaching when I feel appropriate to use them.					
23	How often do you use reading texts to teach new vocabulary items?					
24	In using reading texts for vocabulary teaching, I help my students to guess the meaning of words by indicating them useful strategies and specific clues.					
25	I ask my students to check the meaning of words form a dictionary after they have made guessing from context.					
26	Because I believe that students should know the correct meaning of a word, I tell them an equivalent translation of the word in Amharic.					
27	Since I know that there is no one best technique of teaching vocabulary, I try to use different techniques according to their suitability.					
28	After teaching words, I ask students to use the words in their own sentences to check whether they have learned them correctly.					

**III The following questions are intended to obtain some information about what students do to learn English vocabulary.**

29. To what extent do you think your students are interested in learning vocabulary?

A. very highly interested

B. Highly interested

C) Averagely interested

D. less interested

E) Not interested at all

30. To what extent do you think students are effective in their vocabulary learning?

A) Very highly effective

B) Highly effective

C) Averagely effective

D) Less effective

E) Not effective at all

31. How often do you encourage your students to use different vocabulary learning strategies to increase their word knowledge?

- A) Always                      B) Usually                      C) Sometimes  
 D) Rarely                      E) Never

**Read the following questions and indicate your answer by putting an “x” under each number in the table.**

**Note that:** 5=always                      4=usually                      3=sometimes  
 2=rarely                      1=never

No	While you are teaching vocabulary ,how often do your students:	Scales				
		5	4	3	2	1
32	Guess meaning of words correctly from the context?					
33	Learn the meaning of words from a dictionary?					
34	Guessing and use dictionary?					
35	Prefer asking their teachers and classmates about the meaning of words to guessing and using dictionary?					
36	Use all of these strategies (guessing, refereeing to a dictionary, asking their teacher and classmates) collectively to learn new words they encounter?					
37	Study words by classifying them into groups in terms of their parts of speech (e.g nouns, verbs, adjectives) synonyms, antonyms ,etc. to remember new word they are learning					
38	Repeat new words they are learning to themselves (in speaking and writing) to be able to remember them easily?					
39	Record and take down notes about words they are learning?					
40	Committed to enrich their vocabulary knowledge by planning their vocabulary learning, test themselves and evaluate their progress?					

## Appendix II

**ADDIS ABABA UNIVERSITY  
INSTITUTE OF LANGUAGE STUDIES  
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

*Dear students:* I am conducting a study on “**The Effectiveness of vocabulary Teaching Techniques and Learning Strategies**” used by grade eight teachers and students respectively. Therefore, you are kindly asked to fill in the questionnaire, honestly, genuinely and carefully. The questionnaire has 40 items about vocabulary teaching, learning and textbook you are learning now.

Your answer to the questions should be based on what you **PRACTICALLY DO** in learning vocabulary and what **YOUR TEACHERS DO IN TEACHING VOCABULARY** in the actual English class. Remember that your answers are based on what you (not your classmates) really do but not based on what you wish you could have done or should have been. The worth of the study completely depends on how **TRUE** and **FACTUAL** answer you provide in terms of what you believe, know and do with regard to vocabulary learning.

I like to stress that the information you provide is completely confidential used by the researcher only. For that matter, you don't have to write your name.

***Thank you in advance!!!***



No	Statements	Scales				
		5	4	3	2	1
12	In vocabulary teaching, the teacher employs techniques that enable me remember words once I learned them.					
13	I realize that learning separate word lists is not useful and I always learn group of words in terms of any possible sense relationship.					
14	Vocabulary learning has been given sufficient coverage in the textbook I am using now.					
15	There is systematic repetition of words which I learned them previously in the other parts of the book.					

**II. The following questions are based on how often your teacher uses these vocabulary teaching techniques during your English class. Read each question carefully and put an “x” under each number in the table.**

**Note that:** 5=Always 4= Usually 3= Sometimes 2= Rarely 1=Never

No.	Types of Techniques	Scales				
		5	4	3	2	1
16	How often does your teacher use definition to explain the meaning of words during vocabulary teaching? (e.g. A dream is like a film in your head that you have some times when you are asleep).					
17	How often does your teacher teach you words that always go together with the word that he is teaching? (e.g. ‘dream’ occurs with words such as bad dream, recurrent dream , sweet dream, etc.					

No	Types of Techniques	Scales				
		5	4	3	2	1
18	When the teacher teaches a word, how often does he give you other words that have the same meaning with the word he is teaching? (e.g. 'Obtain' has the same meaning with 'gain, get, possess, have, etc.)					
19	How often does your teacher explain the meaning of words in relation to other words with opposite meaning? (e.g. happy has opposite meaning with sad, unhappy, disappointed).					
20	When he teaches specific words, the teacher explains their meanings in terms of other general words that contain part of the meaning of the specific words. (e.g. knife, fork, spoon, dish, etc. are Utensils).					
21	When the teacher teaches a word, he always connects the word to many other words which have a sort of meaning relationship by establishing a kind of network system (e.g. trunk, forest, leaf, branch, green, shadow, climb, drought, moisture, can be taught in connection with the word TREE).					
22	How often does the teacher use pictures/diagrams to teach vocabulary when appropriate to use them?					
23	How often does your teacher use reading texts to teach new words?					
24	When you are reading a text for the purpose of vocabulary learning, how often does the teacher help you by indicating useful strategies and specific clues to guess the meaning of words from the context?					
25	How often does the teacher ask you to check the meaning of a word from a dictionary after you have guessed from the context?					
26	Because the teacher believes I have to know the right meaning of a word, he always tells me an equivalent translation of the word in Amharic.					
27	How often does the teacher use different techniques of teaching vocabulary according to their suitability?					
28	After teaching words, how often does the teacher inquire you to use the words when you are speaking and writing in the class?					

**III. The following questions are intended to know what you practicably do in learning English words.**

29. To what extent are you interested in learning English words?  
 A. Very highly interested                      C. Averagely interested  
 B. Highly interested                              D. Less interested  
 E) Not interested or all.
30. To what extent are you effective in your vocabulary learning?  
 A. Very highly effective                              C. Averagely effective  
 B. Highly Effective                                  D. Less effective  
 E. Not effective at all
31. How often do you use different vocabulary learning strategies to increase your vocabulary knowledge?  
 A. Always    B. Usually    C. Sometimes    D. Rarely    E. Never

**Read the following questions and indicate your answer by putting an “x” under each number in the table.**

**Note that:** 5=always                      4=usually    3=sometimes  
 2=rarely                                      1=never

No	Types of vocabulary Learning strategies	Scales				
	In the process of vocabulary learning, how often do you:	5	4	3	2	1
32	Guess the meaning of words correctly from the context they are used?					
33	Learn the meaning of a word from a dictionary?					
34	Prefer guessing and using dictionary to asking your teacher and classmates?					
35	Prefer asking your teacher and classmate about the meaning of words to guessing meaning from the context and using a dictionary?					
36	Use all of these strategies (guessing, using dictionary, asking your teacher and classmate) collectively in order to learn the meaning of new words?					

No	Types of vocabulary Learning strategies	Scales				
	In the process of vocabulary learning, how often do you:	5	4	3	2	1
37	Study words by classifying them into groups in terms of their parts of speech (nouns, verbs, adjectives), sameness of meaning, oppositeness of meaning, etc. to remember them better?					
38	Repeat words to yourself (in speaking and writing) to be able to remember new words you are learning?					
39	Record and take down notes about words in your notebook to improve your vocabulary knowledge?					
40	Enrich your vocabulary knowledge by planning your vocabulary learning, choosing and recording the words you need, test and evaluate your progress?					

**Appendix III**

**አዲስ አበባ ዩኒቨርሲቲ**

**የቋንቋዎች ጥናት ተቋም**

**የውጭ ቋንቋዎችና ስነፅሁፍ የትምህርት ክፍል**

ውድ ተማሪዎች እኔ የስምንተኛ ክፍል ተማሪዎቼና መምህራን በእንግሊዘኛ ትምህርት መማርና ማስተማር ሂደት ውስጥ የእንግሊዘኛ ቃላትን የመማርና የማስተማር ብቃት ላይ የተመረከዘ ጥናት በማድረግ ላይ እገኛለሁ። ስለሆነም መጠይቁን በታማኝነትና በጥንቃቄ እንድትሞሉልኝ በትህትና እጠይቃለሁ። መጠይቁ የእንግሊዘኛ ቃላትን በማስተማርና በመማር ላይ አንዲሁም የመማሪያ መፃሕፍትሁን የቃላት ይዘት የተመለከቱ ጥያቄዎችን ይዟል።

ለጥያቄዎቼ የምትሰጧቸው መልሶች የእንግሊዘኛ ቃላትን ለመማር በተግባር በምታደርጓቸው ጥረቶች እና መምህሮቻችሁ ቃላትን ሲያስተምሯቸው ምን እንደሚያደርጉ ወይም እንዴት አንደሚያስተምሯችሁ የሚሉትን ሀሳቦች መሰረት ያደረጉ መሆን አለባቸው። በደምብ ለማስታወስ ያህል መልሶቻችሁ በትክክል እናንተ እና አስተማሪዎቻችሁ የምትሰሩትን በቀጥታ የሚገልፅ መሆን አለባቸው እንጂ ጓደኞቻችሁ የሚያደርጉትን ወይም እናንተ ማድረግ የምትፈልጉትን ወይም ቢሆን ኖሩ ጥሩ ነበር ብላችሁ የምታቡትን አይደለም።

በመጨረሻ ማንኛውም የምትሰጡትን መረጃ በፍጹም ሚስጥሩ የተጠበቀና ጥናቱን የማቀርበው እኔ ብቻ እንደምጠቀምበት ባፅንኦት እገልጻለሁ። ሰማችሁንም መጻፍ አያስፈልግም።

*ለምታደርጉልኝ ትብብር በአቅድሚያ አመሰግናለሁ።*

1. የእንግሊዘኛ ቃላትን በመማር ልምዳችሁና እምነታችሁ መሰረት ለሚከተሉት አረፍተኛ ምን የህል እንደምትሰማሙ ከቁጥሮቹ ግርጌ የጽጎ ምልክት በማስቀመጥ አመልክቱ።

- ማስታወሻ : - 5 ማለት በጣም እስማማለሁ                      2 ማለት በጣም አልስማማም  
 4 ማለት እስማማለሁ    1 ማለት ሀሳብ የለኝም ማለት ነው  
 3 ማለት አልስማማም

ተ.ቁ.	ዓ. ነገሮች	መለኪያዎች				
		5	4	3	2	1
1	እንግሊዘኛ ቋንቋ መማር ማለት በመሰረቱ ቃላትን መማር ማለት ነው።					
2	እንግሊዘኛ ቋንቋን በመማር ሄደት ውስጥ ከግራመር፣ ከዕቅድ ክህሎት፣ ከንግግር ክህሎት ወዘተ... ይልቅ ቃላትን መማር እጅግ በጣም ትኩረት ሊደረግበት ይገባል።					
3	ቃላትን በምንባብ አማካይነት ከመማር ይልቅ ግልፅ ቃላት ተኮር (learning vocabulary out of context) በሆነ መንገድ መማር የበለጠ ጠቃሚ ነው።					
4	ግልፅ ቃላት ተኮር የሆነ የቃላት ማስተማሪያ ዘዴ ከምንባብ ተኮር የቃላት ማስተማሪያ ዘዴ ተጣምሮ ቢቀርብ የተሻለ የቃላት እውቀትን ያዳብራል።					
5	በቋንቋ ትምህርት ውስጥ የቃላት ትምህርት ቀዳሚ ትኩረት ሊሰጠው ይገባል።					
6	የእንግሊዘኛ መምህራ ቃላትን በብቃት እንደሚያስተምር እርግጠኛ ነኝ።					

ተ.ቁ.	9. ነገሮች	መለኪያዎች				
		5	4	3	2	1
7	የእንግሊዘኛ አስተማሪዎች የአንድን ቃል ትርጉም ለመረዳትና ወደፊትም አስታውሶ ለመጠቀም እንድንችል የተለያዩ የቃላት ማስተማሪያ ዘዴዎችን አዘውትሮ ይጠቀማል።					
8	አስተማሪዎች ቃላትን ሲያስተምር የቃላትን ትርጉም ማስተማር ተቀዳሚ የማስተማር ስራው ነው።					
9	በቃላት ክፍለ ትምህርት ጊዜ አስተማሪዎች ሁሉም ቢሆን የቃላትን ትርጉም ፣ አነባብብ ፣ የቃላትን ትክክለኛ አገገጥሞ ፣ የንግግር ክፍል ፣ የቃላትን ሌላ ተያያዥ ቃላትና አጠቃቀማቸውን ትኩረት ሰጥቶ ያስተምራል።					
10	በእንግሊዘኛ ቋንቋ ትምህርት ውስጥ ቃላትን መማር እጅግ በጣም ከባድ ነው።					
11	በክፍል ውስጥም ሆነ ከክፍል ውጭ እንግሊዘኛ ቋንቋን ለመናገር ትልቁ ችግራዎች የቃላት እጥረት ስላለብኝ ነው።					
12	በቃላት ትምህርት ጊዜ አስተማሪው አንዴ የቃላትን ትርጉም ማስረዳት ብቻ ሳይሆን ከተማርን በኋላም ለማስተወስ የሚያስችለን ስልቶች ተጠቅሞ ያስተምረናል።					
13	ነጠላ የቃላት (separate word list) ዝርዝርን ማጥናት ጠቀሜ አለመሆኑን ስለምገነዘብ ሁሉም ቢሆን ቃላትን በማንኛውም ሞቹ የሀሳብ ዝምድና በመመደብ አጠናልሁ።					
14	የቃላት ትምህርት በምርመራ መፅሀፍ ውስጥ በቂ ሽፋን ተሰጥቷል።					
15.	በዓመቱ መጀመሪያ የተማርናቸው ቃላት በሌላ ጊዜ ተደግመው እናገኛቸዋለን።					



18	<p>አስተማሪያችሁ አንድን ቃል ሲያስተምራችሁ ለቃሉ ተመሳሳይ ትርጉም ያላቸውን ሌላ ቃላት ምን ያህል ያሳውቃችኋል (ለምሳሌ፡ - obtain ለሚለው ቃል gain, get, possess, have የሚሉት ቃላት ተመሳሳይ ትርጉም ስላላቸው አረው ሊሰጡ ይችላሉ)።</p>					
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ተ.ቁ.	ዓ. ነገሮች	መለኪያዎች				
		5	4	3	2	1
19	አስተማሪያችሁ አንድ ቃል ሲያስተምራችሁ የቃሉን ትርጉም ሌሎች ተቃራኒ ትርጉም ካላቸው ቃላት አንፃር ምን የህል ያስተምራችኋል (ለምሳሌ happy ለማለው ቃል sad, unhappy, disappoint የሚሉት ቃላት ተቃራኒ ትርጉም ስላላቸው አብረው መቅረብ ይችላሉ)።					
20	አስተማሪያችን አንዳንድ specific ቃላትን በሚያስተምርበት ጊዜ ሌሎች general ቃላትን በመጠቀም እንዴት specific ቃላት ከ general ቃላት በትርጉም እንደሚዛመዱ ያስተምረናል (ለምሳሌ knife, fork, spoon dish, etc are UTENSILS)					
21	አንድ ቃል በምንማርበት ጊዜ አስተማሪያችን ቃሉን ሌሎች የትርጉም ግንኙነት ካላቸው ብዙ ቃላት ጋር በማገናኘት ውስብስም የቃላት መረብ በመፍጠር ያስተምረናል (ለምሳሌ TREE የሚለው ቃል trunk, forest, leaf, branch, green, shadow, climb, drought, moisture ወዘተ... ከመሳሰሉት ቃላት) ጋር የሀሳብ ግንኙነት ስላላቸው አብረው መቅረብ ይችላሉ)					
22	አስተማሪያችሁ ቃላትን ሲያስተምር ስዕሎችን (pictures and diagrams) አስፈላጊ ሆኖ ሲገኝ ምን ያህል ይጠቀማል?					
23	አስተማሪያችሁ ምንጻቦችን በመጠቀም ቃላትን ያስተምሯችኋል።?					
24	አዳዲስ ቃላትን ለመማር ሲባል አንድ የእንግሊዘኛ ምንጻብን በምታነቡበት ጊዜ የቃላትን ትርጉም ከምንጻቡ ለመገመት ወይም ለማስላት አስተማሪያችሁ ጠቃሚ ስልቶችን በማመልከት ምን ያህል እገዛ ያደርግላችኋል?					
25	የቃላትን ትርጉም ከምንጻቡ ካስለችሁ በኋላ አስተማሪያችሁ ትርጉሙን ከመዘገብ ቃላት (Dictionary) እንድታመሳክሩ ያደርገችኋል?					

ተ.ቁ.	ዓ. ነገሮች	መለኪያዎች				
		5	4	3	2	1
26	አስተማሪዎችን የአንድን ቃል ትርጉም ተማሪዎች በትክክል ማወቅ አለባቸው ብሎ ስለሚያምን የሚያስተምረንን ቃል ተመጣጣኝ የአማርኛ ትርጉም ይነግረናል።					
27	ቃላትን በምትማሩበት ጊዜ አስተማሪዎችሁ የተለያዩ የቃላት ማስተማሪያ ስልቶችን በማጣመር ምን ያህል ይጠቀማል?					
28	ቃላትን ከተማራችሁ በኋላ በምትናገሩበት ጊዜና በምትፅፉበት ጊዜ የተማራችኋቸውን ቃላት እንድትጠቀሙባቸው አስተማሪዎችሁ ምን ያህል ያግዟችኋል?					

**3. የሚከተሉት ጥያቄዎች የእንግሊዘኛ ቃላትን ለመማር የምትጠቀሟቸውን የተለያዩ ዘዴዎች ለማወቅ የታቀዱ ናቸው።**

29. የእንግሊዘኛ ቃላትን የመማር ፈላጎታችሁ ምን ያህል ነው?

- ሀ. በጣም ከፍተኛ      ለ. ከፍተኛ      ሐ. መካከለኛ      መ. ዝቅተኛ  
 ሠ. ምንም ፍላጎት የለኝም

30. የእንግሊዘኛ ቃላትን ለመማር በምታደርጉት ጥረት ምን ያህል ስኬታማ ሆናችኋል?

- ሀ. በጣም ስኬታማ      ለ. ስኬታማ      ሐ. በጠመኑ ስኬታማ  
 መ. በዝቅተኛ ደረጃ ስኬታማ      ሠ. ምንም ስኬታማ አይደለሁም

31. የእንግሊዘኛ ቃላትን በምታጠኑበት /በምትማሩበት ወቅት የተለያዩ ቃላትን የመማሪያ ዘዴዎችን ምን ያህል ትጠቀማላችሁ?

- ሀ. ሁል ጊዜ      ለ. አብዛኛውን ጊዜ      ሐ. አንዳንድ ጊዜ  
 መ. በጣም አንዳንድ ጊዜ      ሠ. ምንም አልጠቀምም



ተ.ቁ.	ቃላትን የመማሪያ ዘዴዎች	መለኪያዎች				
		5	4	3	2	1
37	ቃላትን በተለያዩ ምድብ በመመደብ (ለምሳሌ በንግግር ክፍላቸው መሰረት (verbs, nouns, adjectives,) ተመሳሳይ ትርጉም ያላቸውን፣ ተቃራኒ ትርጉም ያላቸውን ወይንም በአንድ ላይ በመመደብ ለማጥናት ጥረት ታደርጋለሁ።					
38	ቃላትን ደጋግሞ በመጻፍ ወይም በመናገር አዲስ የተማርኳቸውን ቅላት ለማስታወስ ጥረት አደርጋለሁ።					
39	ቃላትን በማስታወሻ በመመዘገብ እና በማጥናት የቃላት እውቀትን ለማስፋት ጥረት አደርጋለሁ።					
40	በአጠቃላይ የቃላት ጥናትን በማቀድ፣ የምፈልጋቸውን ቃላት በመምረጥ እና በመመዘገብ፣ ምን ያህል ቃላት እንዳወኩ እራስን በመፈተንና የማደርገውን መሻሻል በመገምገም የቃላት እውቀትን ለማካበት ጥረት አደርጋለሁ።					

**አመሰግናለሁ!**

## Appendix IV

**Table 7: Summary of the Analysis of the Vocabulary Contents of the textbook and Potential Techniques of Teaching ( see the next page for details)**

**KEY:** NVI = Number of Vocabulary Items    Def. = Definition    Syno = Synonymy    hypo = Hyponymy    Pic = Picture    WF = Word Formation    Gus = Guessing    Mng = Meaning    Pro =pronunciation    Sp =Spelling    WG =Word Grammar    Us = Usage

Potential Techniques of Teaching									Aspect of word knowledge stressed			
	Def.	Colo	Syn	Hyp	Pic	WF	Gus.	Mng	Pro	Sp	WG	Us
NVI	112	59	43	35	33	102	135	387	84	86	12	76
%	21.9	11.5	8.4	6.8	6.4	19.9	26.4	75.6	16.4	16.8	2.3	14.8
Total =512												

### Analysis of the Vocabulary Contents of the Textbook and Potential Techniques

Unit	NVI	Potential Techniques of Teaching									Aspects of word knowledge stressed				
		Def	Colo	Sy no	Ant o	Hy po	W A	Pic	W F	Gus .	Mng	Pro	Sp.	W G	Us
1	26	10	-	-	-	-	-	-	-	5	15	5	-	-	-
2	26	5	-	-	-	-	-	-	-	15	20	6	-	-	-
3	27	8	13	-	-	-	-	-	-	14	27	-	-	-	13
4	15	-	7	-	-	-	-	-	-	8	15	-	-	-	7

#### of Teaching

5	27	10	5	6	-	-	-	-	6	10	20	-	-	-	5
6	20	5	-	-	-	-	-	10	-	-	20	-	-	6	5
7	36	7	-	-	-	-	-	7	12	7	14	-	12	-	7
8	32	24	-	8	-	-	-	-	24	8	32	-	24	-	-
9	14	8	-	-	-	-	-	6	-	8	14	-	-	-	-
10	53	-	-	-	-	53	-	10	8	-	53	-	8	-	-
11	26	7	-	3	-	-	-	-	6	10	20	-	6	-	-
12	12	-	6	-	-	-	-	-	-	6	12	-	-	6	6
13	21	6	-	5	-	-	-	-	10	-	21	-	10	-	-
14	21	11	10	-	-	-	-	-	11	-	21	-	11	-	10
15	25	-	6	-	-	-	-	-	15	5	26	-	15	-	11
16	25	5	-	2	-	-	-	-	-	-	7	18	-	-	-
17	29	6	-	6	-	-	-	-	-	6	12	17	-	-	-
18	32	-	-	8	-	-	-	-	-	8	11	21	-	-	-
19	27	-	5	5	-	-	-	-	-	15	10	17	-	-	5
20	17	-	7	-	-	-	-	-	-	10	17	-	-	-	7
Total	512	112	59	43	-	35	-	33	102	135	387	84	86	12	76
%	100	21.9	11.5	8.4	-	6.8	-	6.4		26.4	75.6	16.4	16.8	2.3	14.8

**Appendix V**  
**Addis Ababa University**  
**Institute of Language Studies**  
**Department of Foreign Languages and Literature**

Interview questionnaire for grade eight students on the effectiveness of vocabulary learning strategies they employ.

1. When you encounter new words while you are learning English, how do you get its meaning for the first time?
  - A. Guessing from context if there is any.
  - B. Looking it up from a dictionary
  - C. Asking the teacher
  - D. Asking a classmate
  - E. All.
  
2. Please put numbers 1-4 in the boxes for the following strategies of obtaining the meaning of words for the first time from the most to the least common one you are using.
  - a. Guessing from context
  - b. Asking the teacher
  - c. Asking the classmate
  - d. Using dictionary
  
3. Put numbers 1-4 in the boxes for the following challenges of learning a word from the most to the least difficult with regard to your vocabulary learning experience.
  - a. Learning meaning for the first time.
  - b. Learning the right pronunciation

c. Learning how to spell correctly

d. Ability to remember once it is learned

3. How do you classify the following words in to three different groups?

What is your standard of classification?

	Group A	Group B	Group C
a. scarf			
b. kettle	1. _____	1. _____	1. _____
c. shirt	2. _____	2. _____	2. _____
d. shelf	3. _____	3. _____	3. _____
e. glass			
f. shoes			
g. chair			
h. dish			
i. table			

4. How often do you use this type of strategy to study words better and easier?
- A. always            B. usually            C. sometimes        D. rarely  
E. Never
5. What words do come to your mind when you think of the word 'bedrooms'? Please tell me as many words as you can.
6. How often do you use this strategy to easily remember newly learned words?
- A. always    B. usually    C. sometimes    D. Rarely    E. Never
7. Once I understood that 'opportunity' means 'chance', I used to write or speak the word and its meaning to my self repeatedly until I will be able to remember it very easily. How often do you use this strategy?
- A. Always            B. usually            C. sometimes        D. rarely  
E. Never
8. When I want to learn a word (e.g. succeed = to achieve something you planned to do), I write down notes about its part of speech, past and perfect form, pronunciation, words that can be derived from and so on as follows:
- Succeed = verb  
 سَكَّرَ =Pronunciation  
 Succeeded= past simple  
 Succeeded = past perfect  
 Successful = derived adjective  
 Successfully = derived adverb  
 Unsuccessful = derived adjective, the opposite of successful  
 Success=noun
- How often do you do like this to improve your vocabulary knowledge?

A. Always

B. Usually

C. sometimes

D. Rarely

E. Never

9. To enjoy means to get pleasures from something. How can you make notes about this word like the above example?

10. Do you plan when to study vocabulary?

Yes, how often? \_\_\_\_\_

No, why not? \_\_\_\_\_

11. Do you choose the type of words you want to study?

Yes, Why?

No, why not?

12. How often do you evaluate your over all vocabulary learning?

A. Always

B. usually

C. sometimes

D. rarely

***Thank you!!!***

**አዲስ አበባ ዩኒቨርሲቲ**  
**የቋንቋዎች ጥናት ተቋም**  
**የውጭ ቋንቋዎች ስነ ጽሁፍ የትምህርት ክፍል**

የ8ኛ ክፍል ተማሪዎች አዳዲስ የእንግሊዘኛ ቃላትን ለማወቅ /ለመማር የሚጠቀሙትን ዘዴ /ስልት ለማወቅ የተዘጋጀ ቃለ መጠይቅ።

1. እንግሊዘኛ ቋንቋን በምትማሩበት ወቅት አዳዲስ ቃላት በሚያጋጥማቸው ጊዜ ከሚከተሉት ዘዴዎች ውስጥ አብዛኛውን ጊዜ የምትጠቀሙበት የትኛውን ነው?

- ሀ/ ከኮንቴክስቱ ትርጉሙን መረዳት (guessing from context)
- ለ/ የቃላትን ትርጉም ከድክሽነሪ በማየት (referring to dictionary)
- ሐ/ አስተማሪውን በመጠየቅ (asking the teacher)
- መ/ የክፍል ጓደኞችን በመጠየቅ (asking classes mates)
- ሠ/ ሁሉንም

2. የሚከተሉትን አዳዲስ ቃላት የመማሪያ ዘዴዎች እጅግ አዘወተራችሁ ከምትጠቀሙት በጣም አልፎ አልፎ ወደ ምትጠቀሙት ዘዴ በቅደም ተከተል አስቀምጡ።

- ሀ/ ( guessing from context)
- ለ/ ( Asking the teacher )
- ሐ/ ( asking class mates)
- መ/ ( using dictionary)

3. አንድ አዲስ ቃል በምትማሩበት ጊዜ ከሚያጋጥማችሁ ውስብስብ ችግሮች ውስጥ የሚከተሉት ይገኙበታል። እነዚህን ችግሮች በጣም አስቸጋሪ ነው ከምትሉት ወደ በትንሹ ያስቸግራል ከምትሉት ከ 1-4 ቁጥሮች በሳጥኑ ውስጥ በማስቀመጥ አመልክቱ።

- ሀ/ ለመጀመሪያ ጊዜ የቃላት ትርጉምን ለመረዳት መቸገር
- ለ/ ትክክለኛውን አነባብስ (pronunciation) ማወቅ መቸገር

ሐ/ አንዲ ቃሉን ካወቁ በኋላ ለማስታወስ መቸገር

መ/ የቃሉን ትክክለኛ አጻጻፍ ለማወቅ መቸገር

4. ከዚህ በታች የሉትን ቃላት በሶስት ምድብ ላይታችሁ አስቀምጡ።  
የምትጠቀሙት መላኪያ /መመዘኛም ምን እንደሆነ አብራሩ።

a. Scarf	Group A	Group B	Group C
b. Kettle	1. _____	1. _____	1. _____
c. Shirt	2. _____	2. _____	2. _____
d. Shelf	3. _____	3. _____	3. _____
e. glass			
f. shoes			
g. chair			
h. dish			
i. table			

5. የዚህን አይነቱን ስልት ምን ያህል ትጠቀሙበታላችሁ?

- ሀ) ሁል ጊዜ ለ) አብዛኛውን ጊዜ ሐ) አንዳንድ ጊዜ
- መ) በጣም አልፎ አልፎ ሠ) በፍጹም

6. 'Bedroom' የሚለውን ቃል በምታስቡበት ጊዜ አብረው ተያይዘው የሚታወላችሁ ቃላትን በተቻለ መጠን ሁሉን ዘርዝሩልኝ።

7. የዚህ አይነቱን ስልት ምን ያህል ትጠቀሙበታላችሁ?

- ሀ) ሁል ጊዜ ለ) አብዛኛውን ጊዜ ሐ) አንዳንድ ጊዜ
- መ) በጣም አልፎ አልፎ ሠ) በፍጹም

8. ለምሳሌ 'opportunity' ማለት 'chance' ማለት መሆኑን ከተረዳሁ በኋላ ቃሉን በቀላሉ ለማስታወስ እችል ዘንድ ቃሉን እና ትርጉሙን ለራሴ ደጋግሜ በመናገር ወይም በመጻፍ እለማመዳለሁ። እናንተ ይህን አይነቱን ዘዴ ምን ያህል ትጠቀሙበታላችሁ?

- ሀ) ሁል ጊዜ ለ) አብዛኛውን ጊዜ ሐ) አንዳንድ ጊዜ
- መ) በጣም አልፎ አልፎ ሠ) በፍጹም

9. ለምሳሌ 'succeed' የሚለውን (succeed ማለት አንድ ያሰቡትን ነገር ማሳካት ማለት ነው) ለማወቅ ከፈለግ ስለቃሉ አስፈላጊ የሆኑ ነጥቦችን (ማለትም part of speech, past and past perfect form, pronunciation, words that can be derived from) በማስታወሻ መልክ እንደሚከተለው እመዘግባለሁ።

Succeed=verb

ሰክሲድ=pronunciation

Succeeded=past simple

Succeeded=past perfect

Successful=derived adjective

Successfully=derived adverb

Success=derived noun

Unsuccessful=derived adjective (the opposite of successful)

እናንተስ የቃላት ችሎታችሁን ለማዳበር ምን ያህል ይህን አይነቱን ዘዴ

ትጠቀማላችሁ? ሀ) ሁል ጊዜ ለ) አብዛኛውን ጊዜ ሐ) አንዳንድ ጊዜ

መ) በጣም አልፎ አልፎ ሠ) በፍጹም

10. ምን አይነት ቃላትን እንደምታጠኑ እና መቸ እንዴት እንደምትጠኑ እቅድ ታወጣላችሁ?

አዎ ከሆነ ምን ያህል?.....

አይደለም ከሆነ ለምን?.....

11. የተወሰኑ ቃላትን ካጠናችሁ በኋላ ምን ያህል ማስታወስ እንደምትችሉ ለማወቅ እራሳችሁን ምን ያህል ትፈትናላችሁ?

ሀ) ሁል ጊዜ ለ) አብዛኛውን ጊዜ ሐ) አንዳንድ ጊዜ

መ) በጣም አልፎ አልፎ ሠ) በፈጹም

12. አጠቃላይ የቃላት መማር ተግባራችሁን ምን ያህል ግምገማ ታደርጋላችሁ

ሀ) ሁል ጊዜ ለ) ብዛኛውን ጊዜ ሐ) አንዳንድ ጊዜ

መ) ባጣም አልፎ አልፎ ሠ) በፍጹም

ስለ ቃለ መጠይቁ እጅግ አመሰግናለሁ።

**Appendix VI**  
**Addis Ababa University**  
**Institute of Language Studies**  
**Department of Foreign Languages and Literature**

**SHORT SUMMARY OF STUDENTS' INTERVIEW RESPONSES**

1. From 30 interviewees of the sample population, 18 reported that they use guessing strategy to get the meaning of words for the first time, and 7 said they use dictionary. The rest 5 indicated that they use social strategies (asking people)
2. Most of the respondents (23) put guessing and using dictionary as the first and the second preferred strategy of getting the meaning of words for the first time and asking teachers and classmates were indicated as the third and the fourth frequently used strategy.
3. Students were asked to put the above aspects of word knowledge (see item 3) from the most difficult to the least with regard to the level of challenges they encounter. Hence,
  - Pronunciation and spelling learning were recognized as the first and second difficult aspects by 14 interviewees.
  - Remembering newly learned words and learning meaning were the third and the fourth challenges of vocabulary learning according to 9 respondents
  - 5 interviewees reported that pronunciation is the least difficult and learning meaning is the most difficult in vocabulary learning.
4. 17 interviewees made the right classification and 13 of the respondents were either incorrect or did not finish.
  - 15 of the respondents provided the right headings of the Classification.

5. 4 respondents indicated that they use this type of strategy (memory strategy) always, 10 said usually and the rest 16 said either sometimes rarely or never
6. Some of the words listed by the interviewees were: table, comb shoes, perfume, blanket, bad sheets, mirror, dress, sleeping, rest, dinner, pillow, etc. Some of the words were unrelated in the association and omitted from the list.
7. Among the respondents, 10 replied they use such strategy usually 16, said sometimes and the rest reported rarely or never.
8. Repetition was reported to be used usually by 22 students and the rest of the respondents (8) said sometimes.
9. Except 12 of the respondents who were able to produce some comprehensible notes, the rest were not able to provide meaning full answers.  
11 of the respondents reported they usually make notes about words and 2 of them said always where as the other 17 replied that they use note making sometimes or rarely
10. 20 of the respondents do not always choose words of their interest to study for various reason but they simply learn words available in their textbook which are expected to appear on their examination. The other 10 reported that they usually record words selectively when they are studding their subjects and watching movies.
11. When it comes to testing and evaluating their progress, most Interviewees (21), replied they sometimes test and evaluate their progress of learning vocabulary.

## **Appendix VII**

**Addis Ababa University**  
**Institute of Language Studies**  
**Department of Foreign Languages and Literature**  
**Class Observation check List**

**Note that: 5 always 4=usually 3=sometimes 2= rarely 1=never**

N o.	Points to consider: The application of the following Vocabulary Teaching Techniques		How Often used				
			5	4	3	2	1
1	Definition			x			
2	Definition plus collocation				x		
3	Synonymy			x			
4	Antonyms					x	
5	Hyponyms					x	
6	Word association						x
7	Teaching vocabulary through reading		x				
8	Others	a. using pictures				x	
		b. real objects					x
		c. miming		x			
9	Aspects of word teaching stressed	a. meaning	x				
		b. pronunciation			x		
		c. spelling			x		
		d. word grammar				x	
		e. usage				x	
10	Using different techniques together				x		