

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**A COMPARATIVE STUDY OF
TELEVISED AND NON - TELEVISED
VOCABULARY TEACHING:
THE CASE OF GRADE TEN IN FOCUS**

BY

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ABSTRACT

The main objective of this study was to examine the Educational Satellite Television (EDSTV) vocabulary teaching as compared to the NONEDSTV one. In order to conduct the study, two sample high schools (Jiren and Setto Secondary Schools that are found in Jimma town) were selected which fit the purpose of the research – to compare differing modes of vocabulary instruction. Thus, two groups were involved – a Study Group (that employs the EDSTV programme) and a Comparison Group (that attends the NONEDSTV programme).

The main instruments used to collect data for the study were classroom observation, questionnaire and a vocabulary retention test. Direct classroom observation was conducted with the help of a checklist to gather first hand information, i.e. to investigate what the teaching/learning process looks like in the actual setting. In addition to this, questionnaire was administered to English teachers of both schools to investigate the long-term practice that the EDSTV programme and the classroom teachers make use of in vocabulary teaching. Ten teachers participated from the schools in the study.

After completing the observation, a total of 210 students from both groups were randomly selected and they were given a vocabulary test. The test, which comprises 50 items, was a vocabulary retention test and all the target words were taken from Units 2 and 3 (English for Ethiopia, student text for grade ten). The test aimed at investigating whether or not the introduction of the EDSTV instruction brought about a significant difference in the vocabulary retention of the students more than did the non-televised programme.

The responses of the teachers and the results of the observation were analyzed side by side simultaneously in tables using figures and percentages. Besides, the mean and standard deviation of the test scores were computed and analyzed. In addition to this, an independent samples test was administered to see if there was a significant difference between the two groups.

The outcomes of the analysis revealed that the vocabulary teaching techniques of the EDSTV programme employed were by far more effective as compared to those employed by the NONEDSTV one. Especially, the visual aid supplement, the fluency in giving brief definitions of the target words and the revision procedures were effective. Nevertheless, the way vocabulary items are designed, practiced and recycled was unsatisfactory in both programmes.

On the other hand, even if it was below average, the study indicated that the EDSTV students scored a significantly better result than the NONEDSTV students in the vocabulary retention test administered to both groups.

CHAPTER ONE

I. Introduction

The need for learning the English language is growing so increasingly from time to time that it has almost become a necessity. In the Ethiopian context, people learn English mainly for academic as well as for communicative purposes. It is the medium of instruction at high schools, colleges and universities across the country. The role English plays in helping learners succeed in their overall academic achievement and developing their communicative proficiency is so significant that the teaching of English deserves special considerations. Thus, the effectiveness of the teaching/learning materials in achieving the learning outcomes, the feasibility of the teaching methodologies and the learning strategies employed in helping students build the essential skills need to undergo a rigorous scrutiny so as to make the duty more and more effective and productive. To this end, therefore, English language teaching needs to be not only based on current developments in learning theories, language teaching approaches and methods, but also to be updated in line with these developments.

The process of language teaching and learning has been making changes as a result of the developments with regard to learning theories, linguistic theories and language pedagogy since the 1960s. As a result, apart from exploring and experimenting new teaching methods, modern instructional technologies have come into the scene with an objective of supporting language teaching/learning practices which could result in better achievements (Jones, 1999; Petrie, 2003).

Taking these pedagogical developments into account, the Ministry of Education (MoE) has launched a new Educational Satellite Television

(EDSTV) Programme in the country so as to foster the teaching/learning process. English is one of the subjects that is taught using this mode of presentation. By using the technological advances (employing sound, image, action, animation, etc), adapting a variety of educational sources from the globe, and by making use of expertise in the field, the programme is likely to produce sound communicative tasks that blend a variety of interactive activities. It would be imperative, therefore, to assess the effectiveness of the programme in achieving its objectives.

Thus, this study attempted to investigate the effectiveness of the vocabulary teaching techniques employed by EDSTV programme as compared to the techniques conventional classroom teachers make use of, the way they address vocabulary lessons in the light of an integrated approach, the intensity of practice and its interactive nature, etc.

1.2. Statement of the Problem

A number of research studies indicate that lexical problems frequently interfere with communication; and communication breaks down when people do not use the right words (Allen, 1983). Thus, for proper communication to take place, knowledge of vocabulary is almost a prerequisite, without which conveying verbal or written information would be almost at stake. Kitajima (2001) also argues that without words that label objects, actions, and concepts, a speaker cannot express the intended meanings. Therefore, vocabulary teaching/learning is a critical area that deserves paying special consideration and the investment of an immense effort in making the session more meaningful, interactive and integrated as well

As one component of language knowledge, vocabulary facilitates language use, language use in turn enables one to increase vocabulary knowledge

(Nation and Waring , 1997; in Schmitt and McCarthy, 1997). In addition to emphasizing the central role vocabulary plays in learning a second language, the way vocabulary tasks are designed; the amount of time devoted in practicing the tasks; and the extent to which vocabulary items are recycled are also important issues that need consideration.

The document issued by MoE entitled '**Educational Satellite Television Programmes – Condensed Teacher's Guide**' declares that English language occupies a very low status in Ethiopian schools at all levels. It further asserts that "*the mode of presentation is often traditional and obsolete, and thus calls for a change in the methodologies of teaching*" (1996 E.C.:1). Furthermore, the document claims that the TV medium is to bring the creations of the world into the classroom; as a result,

"these programmes will tremendously help the teacher in clarifying abstract ideas by showing different visuals on the screen. To make the lessons more attractive, drama, story and context based programmes are produced. A conducive atmosphere is now created for the students to practice freely. Luckily all the English language presenters are native speakers of the language . They are models of excellence" (1996 E.C.: 2 – 3).

The point is then, does this innovative programme practically resolve the complaints that were attributed possibly to the method of teaching English teachers used to employ; i.e. is it any different from the non-televised mode of vocabulary teaching? Does it pay due emphasis to vocabulary reaching compared to the non-televised mode of presentation? Does it help amend the deficiencies that were prevalent in the way language teaching/learning materials in general and vocabulary tasks in particular were designed, integrated and synthesized?

In line with this, an attempt has been made to investigate whether the televised vocabulary teaching is better than the non-televised one in presenting tasks that are rich in context; that are effective in promoting

interaction among students; that integrate different macro skills and facilitate meaningful practice.

1.3. Objective of the study

A. General Objectives:

This study aimed at assessing the effectiveness of the Grade Ten televised vocabulary teaching as compared to the non-televised mode of presentation. With this objective in mind, it compared the televised vocabulary teaching techniques against the non-televised ones, examined how interactive the televised vocabulary lessons were in integrating different macroskills together so as to foster a favourable ground for students to use/practise the language, and discovered how intensively the EDSTV addressed vocabulary teaching/learning at large. At last, the study examined whether or not televised vocabulary teaching facilitated/developed better vocabulary knowledge/retention than did the non-televised mode of presentation.

B. Specific Objectives:

This research attempted to examine and answer the following questions:

1. Are televised vocabulary lessons more effective than the non-televised ones in employing a variety of vocabulary teaching techniques discussed in the literature (cf. Chapter 2)?
2. How much interactive are the televised vocabulary lessons in knitting different macro-skills together?
3. If the techniques employed and the tasks used in teaching/learning vocabulary call for extended activities that demand interaction among students, how much are they intensively addressed and recycled to promote meaningful practice and retention?

4. Does televised vocabulary teaching help students to better retain target words (vocabulary) in memory than does the non-televised mode of instruction?

1.4. Hypothesis

To achieve the objective of the study, the following null and alternative hypotheses have been formulated. The key hypothesis of this study is:

H₁ : There is significant difference in vocabulary retention between students who attend televised English lessons and those students who do not attend televised English classes. This will be tested against the alternative:

H₀: There is no significant difference in vocabulary retention between students who attend televised English lessons and those students who do not attend televised English classes.

1.5. Research Methodology

This study was confined to investigating the grade ten televised as well as the non-televised mode of vocabulary teaching. For this purpose, two schools that employ differing modes of presentation are incorporated in the study. Besides, the study involved teachers and students of the respective grade levels at the two schools.

Pertinent data were collected for the study using the following research instruments.

1. **Questionnaire** was employed in the research to the teachers of both schools.

2. **Direct classroom observation** was conducted to examine the actual televised and non-televised vocabulary sessions and collect data with the help of a checklist. The target of the observation was to examine the vocabulary teaching techniques employed and the vocabulary lessons or activities in progress.
3. Finally, **a test** was administered to find out if there appeared a significant difference between students who attend televised and non-televised instruction in their retention of the target words in memory.

1.6. Significance of the study

The findings of the research are likely to:

- 1 bring about awareness among language teachers, curriculum designers, textbook writers, etc about the need for intentional vocabulary teaching/learning
- 2 shade some light about the need of integrating different macro skills in vocabulary teaching.
- 3 initiate teachers to allot sufficient time for practising vocabulary items in communicative activities
- 4 encourage researchers to undertake further study in the area.

CHAPTER TWO

2. Review of Related Literature

2.1. The Need for Vocabulary Teaching/Learning

Vocabulary is an essential component of second language learning and it deserves the prime focus of attention in learning a foreign language. The role vocabulary knowledge plays in learning a foreign language is so crucial that many theorists and language educators argue that learning a foreign language is basically a matter of learning the vocabulary of that language (Wallace, 1982; Paivio, 1986; Kasper, 1993; Rodriguez and Sadoski, 2000; Kitajima, 2001).

In addition to emphasizing the central role vocabulary plays in learning a second language, the way tasks are designed; the amount of time devoted in practicing the tasks; and the extent to which the vocabulary items are recycled are also important issues that need consideration. As one component of language knowledge, vocabulary facilitates language use, language use in turn enables one to increase vocabulary knowledge (Nation and Waring , 1997; in Schmitt and McCarthy, 1997).

A number of research studies indicate that lexical problems frequently interfere with communication; and communication breaks down when people do not use the right words (Allen, 1983). Thus, for proper communication to take place, knowledge of vocabulary is almost a prerequisite, without which conveying verbal or written information would be almost at stake. Carter and McCarthy highlight the importance of this fact as follows: “*Without grammar very little can be conveyed, without vocabulary nothing can be conveyed*” (1988, 42). Kitajima (2001) also argues that without words that label objects, actions, and concepts, a speaker cannot express the intended meanings. Therefore, vocabulary

teaching/learning is a critical area that deserves paying special consideration and the investment of an immense effort in making the session more meaningful, interactive and integrated as well. Krashen (1989) further contends that there are practical reasons for devoting attention to vocabulary teaching that as a matter of fact a large vocabulary leads to mastery of a language (cited in Rodriguez and Sadoski, 2002).

This being the fact, many language educators, unfortunately, seem to neglect vocabulary teaching or give it little consideration. "Vocabulary was not given due concern by syllabuses designers before the late 1980s" (O'Dell, in Schmitt and McCarthy, 1997; Celce-Murcia, 1991, Allen, 1983). And this, on the other hand, will have an adverse effect on the process of language teaching/learning as a whole. Many teachers assume that the knowledge of grammar will enable the learner to use the language effectively; thus they lay more emphasis on teaching grammar rules. Nevertheless, it is vocabulary development that lays the foundation to nurture the other skills (Jourdan, 1997).

The neglect of vocabulary teaching and the overemphasis on grammar-based tasks seems to be prevalent still these days in contemporary syllabuses. Dubin and Olshtain are in line with this idea when they write

Lexis has failed to receive enough attention either in older grammatical syllabuses, or in more recent communicative approaches. In fact lay people believe that 'knowing a language' consists of knowing words, while modern linguistic theories have placed little emphasis on vocabulary, focusing more on structures, functions, notions and communication strategies. However it may be the case that possessing a good vocabulary stock is what enables many learners to use their knowledge of the language effectively and in ways which fit their specific needs (in Schmitt & McCarthy, 1997:262).

Still others, who ever teach vocabulary, treat words in isolation without involving students in some kind of communicative activities using those items. As a result students face many problems in using English because

of such defective teaching practices. Al-Kufaishi states the problems as follows in the English Teaching Forum: *“Because of their anemic vocabulary, they /students/ cannot communicate their ideas as clearly as they would like to and they cannot grasp the ideas transmitted to them. Their listening comprehension, writing and reading abilities are hampered by their limited vocabulary”* (1988, Vo. 26, No.2: 42). Thus, we infer from these discussions that the cause of most difficulties in language proficiency can be attributed to vocabulary deficiency.

From the above discussions we see that knowledge of vocabulary is the single most important area of second language competence regarding language proficiency as well as good academic achievement (Seal, in Celce-Murcia, 1991; Saville-Troike, in Jordan, 1997).

With this in mind, the study attempts to discuss some of the techniques that can be employed in vocabulary teaching be it by the EDSTV teacher or the classroom teacher, and then proceeds to shade some light on the need for an integrated approach.

2.2. Some Vocabulary Teaching Techniques

The teacher in a language class is the facilitator of classroom activities. He can design different tasks that can help his students understand meaning and practice the language. A variety of vocabulary teaching techniques can be employed to present and discuss new words. The following are some among others.

2.2.1. Teaching Vocabulary Items Using Visual Aids

This is an effective method of teaching vocabulary which comprises a variety of techniques. As Allen points out “success in learning often depends on the number of senses which are used in the leaning process

(1983:7). Students remember better the material that has been presented by means of visual aids. Some of the visual techniques are flashcards, photographs, pictures, wall charts, blackboard drawings, word pictures, incongruous visuals, realia, mime and gesture (Nation, 1990). When students can touch, or see something in addition to hearing, there is a stronger chance that the word will be learned; that is, when two or more senses (sight and hearing) are working together, students will have a better understanding.

Visuals such as pictures, photographs, drawings, posters, realia (objects themselves) can be largely used to teach concrete items of vocabulary like food items, furniture, animals, professions, places, etc. Besides, they can also be used to describe people, actions, and different activities. Thus new words can be learned by studying them with pictures, by creating mental images of a word's meaning, by associating them with a vivid personal experience (Schmitt; in Schmitt and McCarthy, 1997). Vocabulary instruction with a great variety of illustrative materials such as visual slides, films, models, and specimens can be utilized to promote better understanding than does tortuous verbal explanation.

Therefore, choosing and employing the right kind of stimulus is very important for any kind of learning or acquisition (Buckeridge, MET, 1995). A variety of visual techniques are at our disposal that can be effectively made use of for teaching vocabulary. The following are few to mention.

2.2.1.1. Real Objects

Real objects that are available in the classroom or those that can easily be carried into the classroom are better priorities to teach vocabulary items. When students encounter real objects in the classroom, or bring into the teaching learning process readily accessible objects, the sense of touch can be added to the sense of sight and hearing. This will strengthen the

association between the realia and the English word, because various students can touch, hold, and see the objects being named.

2.2.1.2. Pictures

Pictures could be vivid and interesting visual aids to present vocabulary items. We can devise picture cards in such a way that on one side of the card, we can have the picture that shows an illustration of the target item; and next to the picture or on the back side, we can write the name of the item and transcribe its phonemic script.

Besides, to teach some vocabulary items, say **feelings**, a simple picture from a magazine, a book, or from any other source, can be used to convey meaning successfully. With the help of such pictures, we can raise a series of questions to check the students' understanding and consolidate their learning further. Thus,

- students can match the words with pictures that show feelings
- they can demonstrate the action in groups, where each action involves some kind of feeling portrayed by some of the pictures.
- They can turn take and practise giving commands, raise questions, console friends, etc. using the new words in sentences be it in speaking or writing.
- Based on the pictures, they can complete some sentences

The procedures can be extended to help the students enrich their knowledge more deeply by getting them describe how they feel when they encounter a joyous, or pleasing, or annoying, or distressing incident. This can be followed by a small piece of writing exercise in which they discuss what they feel under such situations. Using information exchange visuals, therefore, we can

- engage students in extended communicative activities, i.e. they can describe to each other what is happening in their picture

- make them write a simple paragraph about what is going on in the picture.
- After producing a story, they can share and discuss what they have written in groups, etc.

Such types of information exchange visuals will help us teach vocabulary items in an integrated manner, i.e. bringing different macro skills together. This will enable students

- To listen to what a friend explains, (listening).
- To describe a situation to members of the group, (speaking – listening)
- To supplement a missing piece of information, (speaking – listening)
- To write a piece of story (writing).

This kind of procedure will help students not only to consolidate and intensively address their language learning, but also to use the language for communicative purposes. The visual presentation is, therefore, not an added gimmick. It is intended to stimulate the social context in which language can be used (Gairns & Redman, 1986; Celce-Murcia, 1991).

As discussed above, pictures can be used to present vocabulary, check their understanding and consolidate what they have learned. Furthermore, pictures which show human situations, for instance, a woman breastfeeding her baby, a boy grazing his cattle, an old couple on a bench in a park, several young people in a library, etc. could be interesting sources of information for teaching. Students enjoy seeing the picture, and speculate what is going on in the picture, who the pictured persons might be, where they are, what happened before the pictured moment, what might happen next (Gairns & Redman, 1986; Celce-Murcia, 1991). Pictures that show a story or a situation can be valuable sources for vocabulary teaching; and in discussing such pictures, students will feel

the need to learn vocabulary items for expressing their ideas. Thus, new words can be learned by studying them with pictures, by creating mental images of a word's meaning, by associating them with a vivid personal experience... (Celce-Murcia, 1991; Schmitt; in Schmitt & McCarthy, 1997).

2.2.1.3. Demonstrating Vocabulary Items in Actions

Demonstrating an action is one way of teaching meanings of many words. For instance, actions like *walking, standing, pointing, and touching*, etc, are easy to demonstrate in class in this way.

The meanings of other verbs can also be shown through simple dramatic presentations. words like *frowning, smiling, staggering*, etc. can be best explained using this method. As Allen suggests, “when students see actions performed by a classmate or two in response to the teacher’s instructions, that is a kind of visual aid” (Allen, 1983:33). In addition to this, mime and gesture can also convey meaning if they are used in combination with other techniques.

2.2.1.4. Vocabulary Network/Word field Diagrams

Visuals are pedagogically useful frameworks which can help us organize words in their sense relations be it in terms of sameness or oppositeness. Organizing words under some kind of category or relationships will help students understand meaning easily. Gairns and Redman (1986:22) suggest that “the meaning of the word can only be understood and learnt in terms of its relationship with other words in the language”. For instance under the super ordinate term **‘furniture’**, we can list words like *chairs, beds, sofa, chest drawers*, etc. Illustrating words that fall under a super ordinate term will be highly advantageous to broaden the learners’ word stock.

“Research in memory suggests that words are stored and remembered in a network of associations. These associations can be of many types and be linked in a number of ways. Words in our mental lexicon are tied to each other not only by meaning form and sound, but also by sight” (Nattinger, cited in Jordan, 1997:161). Thus presenting words in their sense relations will enhance memory better.

2.2.2. Antonyms

Teaching vocabulary items by relating them with their opposites is another technique that can be made use of. In addition to demonstrating with the help of pictures, words such as fat, tall, big, and the like, can be taught by contrasting them with their opposites. This method is plausible in teaching meanings so long as we use it wisely. As Thomas says, *“An excellent way to increase your vocabulary is to learn the antonym of a word, if it has any”* (1961:35). Harmer also holds to teaching meaning by bringing antonyms together. *“...we can present the meaning of ‘empty’ by contrasting it with ‘full’ and ‘cold’ with ‘hot’* (1991:161). However, the need for contextualization in which the given antonyms work is vital again.

2.2.3. Synonyms

Using synonyms is one of the techniques of teaching vocabulary items frequently used by language teachers. *“... the use of synonyms is often a quick and efficient way of explaining unknown words”*. (Gairns & Redman, 1986:23)

However, one needs to be conscious that no two words are exactly similar in meaning. McCarthy (1990:16) explains, *“all evidences suggest that it would be unwise to declare any two items to be exact synonyms”*. Hence, it would be appropriate to provide contextual background on how the words can be used no matter how they are synonyms.

2.2.4. Definition

Verbal techniques will be essential when vocabulary items become too abstract to be described with the help of other techniques. In such cases, we can use simple English to express the meaning or words. The skill of composing clear and simple explanatory sentences can be cultivated with the help of up-to-date dictionaries. In addition to using short and simple sentences, it is essential to make ample situations so as to ensure whether or not the learners have grasped the concept.

2.2.5. Translation

When a teacher fails to describe vocabulary items with the help of other techniques, translation can be used as one alternative. As Gairns and Redman (1986:75) suggest, “...*translation can be a very effective way of conveying meaning. It can save valuable time that might otherwise be spent on a tortuous and largely unsuccessful explanation in English*” In line with this, Schmitt also writes “ L1 translations have the advantage of being fast, easily understood by students, and make possible the transfer of all the knowledge a student has of the L1 word (collocations, associations, etc) onto the L2 equivalent” (In Schmitt & McCarthy, 1997:210).

Nevertheless, it should be noted that though translation is simple and quick, an exact word in the vernacular might not always be available for every English word. Besides, if translation is overdone, students will certainly lose an essential opportunity to practice and interact with the foreign language in conversing, writing and thinking at large. When this is the case, vocabulary teaching will become merely telling - devoid of any practical interaction.

In summary, the ones discussed above and other varieties of vocabulary teaching techniques can be employed to present and discuss new words. Besides,

- Organizing simplified reading materials can be used to contextualize new language items (Gairns and Redman, 1986; Wallace 1982)
- Guessing from context is also a valuable strategy in vocabulary learning, (Oxford, 1990; McCarthy, 1990; Jordan, 1997; Wallace 1982)

These and some other techniques can be used to teach vocabulary items. Nevertheless, there is another important point worth keeping in mind. Hearing, seeing and understanding a word, and acquiring the ability to construct correct sentences are just one aspect of language learning. These steps, i.e. vocabulary teaching techniques should necessarily be followed by communicative activities. As Ur says, "*Language learners can benefit from being told and understanding facts about the language only up to a point: ultimately they have to acquire an intuitive, automatized knowledge which will enable ready and fluent comprehension and self expression. And such knowledge is normally brought about through consolidation of learning through practice*" (1996:19).

Intensive practice, then, is a requisite for cultivating proficiency in a given language. To achieve this goal, therefore, it would be pedagogically appropriate to provide a variety of tasks that integrate different macro-skills together in vocabulary teaching.

2.3. The Need for Integrating Macro Skills in Vocabulary Teaching

Richards, et al. write that integrated skills is “*the teaching of the language skills of reading, writing, listening and speaking in conjunction with each other when a lesson involves activities that relate listening and speaking to reading and writing*” (1985:144). From real life experience, we notice that we rarely use language skills in isolation but in conjunction. Language teaching should benefit from real life experience, though it could be argued that it doesn't need to imitate it. However, as scholars in the field argue,

*“if one of the jobs of the teacher is to make the students ‘communicatively competent in the L2, this will involve more than being able to perform in each of the four skills **separately**. By giving learners tasks which expose them to these skills **in conjunction**, it is possible that they will gain a deeper understanding of how communication works in the foreign language as well as becoming more motivated when they see the value of performing meaningful tasks and activities in the classroom” (McDonough and Shaw, 1993:202). (Emphasis added).*

An integrated language teaching would be a rewarding approach in that it is a pedagogically sound approach that could address different learning styles students make use of. Some students have good ears and pick up language quickly or learn better in the oral mode. Other learners are print-oriented and like to write down and read new words in sentences. Some require much greater effort to go about the task of learning. Others worry when they do not understand something and look for explanations. Some other students seek out opportunities to use the language, but others may be shy about making errors and avoid such opportunities.(Richards, 1985).

Hence, language teaching needs to be woven from many strands such as the teacher's teaching style, students' learning style, the setting, that is the nature of tasks, students' participation, etc(Oxford, 2001). When the

four primary skills of listening, reading, speaking and writing are interwoven during instruction, it leads to optimal language learning. If this weaving together does not occur, the strand consists merely of discrete, segregated skills in parallel treads that do not touch, support, or interact with each other (Oxford, 2001). A method of language teaching that makes us of a segregated skill approach is likely to focus on the mastery of discrete language skills. Such an approach would not ensure adequate preparation for latter success in academic communication career-related language use, or everyday interaction in the language (Ibid).

Why are integrated skills activities important? Teaching vocabulary using an integrated approach has several pedagogical advantages. The following are few to mention.

- a) *They provide opportunities for using language naturally, not just practicing it.*
- b) *Many pair- and group-work activities call for a variety of skills, sometimes simultaneously, in order to involve all the learners.*
- c) *Students seem to learn better when they are engaged on activities which involve more than one skill (Byrne, 1986:130).*

This does not mean, however, that single-skill activities are not effective in language teaching. The point is, we should be looking for opportunities to knit skills together, so as to tackle language teaching more intensively.

2.3.1 Integrated Vocabulary Teaching Fosters Ample Room to Practically Use the Language

There is a general agreement nowadays that people learn a language best by actually using the language to achieve real meanings and see real outcomes in role plays, games and problem solving activities (Willis, 1990). Language items can be properly internalized and learning can best take

place provided that there is room for meaningful practice. Unless a presentation and explanation is supplemented by practice, all our effort will be a futile attempt.

Learning vocabulary items with the help of any of the techniques be it from context, or using synonyms, antonyms, or what ever, is only a prerequisite for conveying meaning. This initial stage of learning a particular word has to be followed by communicative practice for effective teaching/learning to take place. Hence, *“the most important classroom activity of the teacher is to initiate and manage activities that provide students with practice”* (UR, 1996:20). In line with this, scholars underline the importance of providing practice sessions that help students have extra exposure to the words through reading , listening and speaking as well as extra formal study of the words, their collocates, associations, different meanings, grammar and so on” (Nation and Waring, in Schmitt and McCarthy, 1997; Willis, 1990).

Thus, vocabulary teaching should necessarily involve some meaningful tasks that enhance interaction among students. *“It will be generally acknowledged that the ultimate aim in language learning is to acquire communicative competence, to interpret...”*(Widdowson,1978:67). If we only teach the meaning of words using any appropriate technique, and leave the rest to take care of itself, we can say we have tackled only one aspect of the matter. This knowledge has to be enriched by knowledge of appropriate use. In relation to this point, Widdowson strongly argues that, *“...it is possible for some one to have learned a large number of sentence patterns and a large number of words which can fit into them without knowing how they are actually put to communicative use”* (1978:19).

Let us see the problem of producing discrete sentences isolated from a communicative context in the following example. After teaching the following words – **widespread, dwellers, passable, settlements,** and

community (taken from English for Ethiopia (EfE) grade 10, Unit 2), using any of the techniques discussed above, a teacher, let us say, made his students construct sentences with these words and the students came up with the following sentences:

1. The **settlements** are isolated from one another.
2. Road transport is not **widespread** in the country.
3. The **community** usually rears domestic animals.
4. The main roads are **passable** throughout the year.
5. It is usually difficult for the **dwellers** to travel long distances on foot.

The point the researcher wants to make is that, by merely producing such grammatically correct but fragmented sentences, our students are likely to neither make any meaningful progress in the language nor become competent communicators. The danger behind capitalizing on such a disintegrated approach is “*they /students/ may end up with a lot of large items separately stored away, but with no ability to retrieve...*”(Harmer 1991:34). Hence making choppy sentences which do not revolve around a common theme will not necessarily enable a learner to produce an extended text that can be used for some kind of communication. Listening and repeating, transformation exercises and controlled pattern practices are activities that may help students produce similar language by emulating the pattern given, but such activities as they are isolated fragments of sentences, will not involve language use (Willis, 1990).

In sum, the bulk of vocabulary growth is the cumulative result of employing a variety of techniques, strategies, plus a thorough practice in appropriate and integrated language tasks. “Only sustained exposure to comprehensible input can lead to a high rate of vocabulary growth necessary for successful language learning” (Nation & Waring, in Schmitt & McCarthy 1997:83).

2.3. 2. Integrated Vocabulary Teaching Enhances Communication as well as Retention

In many Ethiopian schools' situation, a senior secondary school student, or a college student for that matter, will be embarrassed if a foreigner who got lost asks him for help. It may not be only because of his shortage of vocabulary, but it is largely because of his lack of communicative skills – for he doesn't know how and when to use those items he learnt in isolation. In other words, our method of teaching or the type of exercises he used to practise didn't equip him with essential skills so that he could communicate with others easily. According to Manroe (1974:44), *“Effective speakers are noted not for the large number of words they use but for the skill with which they combine the simple words of the average man's vocabulary to state even complicated ideas vividly and precisely”*.

Therefore, language teaching needs to be directed towards an integrated approach so as to enable the learners to become competent communicators of the language. Allen suggests that, *“We can make the basic words in English necessary for communication. To do so, we engage students in activities that require those English words for the exchange of information or the expression of personal feelings”* (1983:17).

Let us reconsider the words that are mentioned earlier: **widespread**, **dwellers**, **passable**, **settlements**, and **community**. After treating the meaning of each word, we can let our students compose sound sentences with them. Among the many possible sentences students may come up with, we can select those that may accord with our purpose and then write them on the chalkboard in a jumbled manner as follows:

1. The **settlements** are isolated from one another.
2. Road transport is not **widespread** in my village.
3. The **community** usually uses domestic animals for carrying and transporting people as well as heavy loads.
4. There are no well constructed main roads that are **passable** throughout the year.
5. It is usually difficult for the **dwellers** to travel long distances.

The point is, the vocabulary exercise should not stop at this stage by merely composing isolated sentences. Instead, it should necessarily be followed by another communicative activity. We can, for example, make the students rearrange these fragmented sentences and produce a coherent paragraph, like the following.

*Road transport is not **widespread** in my village. Besides, the **settlements** are isolated from one another. So it is usually difficult for the **dwellers** to travel long distances as there are no well constructed main roads that are **passable** throughout the year. The **community**, therefore, usually uses domestic animals for carrying people as well as heavy loads.*

After they finish this task, we can further make them discuss their work in groups- this will give them a lot of chance to practice the language more meaningfully by speaking to their friends, by listening to their group mates, by writing a paragraph no matter how small it might be, by exchanging and reading what their friend has written, etc. Hence, vocabulary teaching can be directed towards accomplishing a given task in such a way that students can use the target words they learnt to communicate some idea among one another.

By designing such kinds of interactive tasks, we can make vocabulary teaching/learning effective in which students are engaged in using the language for a real communicative purpose. This approach lets students have ample exposure in practicing the language by way of interacting with one another; and in an interactive language learning, *"comprehension and production retrieve their normal relationship as an interactive due"* (Rivers 1987:9).

Integrated vocabulary teaching creates favourable situation to produce tasks that engage students in interactive activities; "The most effective language teaching will mean that the students are set realistic tasks where they use language for a purpose rather than manipulate it for its own sake" (Lewis & Hill, 1985:29). As they give students a chance to encounter target words several times, such types of vocabulary tasks that employ a variety of skills will give them ample exposure in using the language; and this in turn will promote retention. In line with this, Ellis, Tanaka, and Yamazaki, 1994; Newton, 1995, point out in a research finding that "words that were negotiated during communicative activities were retained better than non-negotiated words (cited in Hulstijn and Laufer, 2001:542). In other words, the more students are involved in a series of vocabulary tasks that integrate different skills, the better the retention/the better they learn. (Hulstijn & Laufer, 2001).

2.3.3. Integrated Vocabulary Teaching Enhances Motivation

Teaching vocabulary items using an integrated approach is rewarding in enhancing motivation, which is a vital factor in learning. When students are involved in interactive tasks that demand them to talk, listen, write and read a text, they will be motivated to learn the language, because they practically see that they can do something with it. As we teach vocabulary items by integrating different skills, learners are involved in authentic and

realistic tasks, hence their motivation level will increase as they perceive a clear rationale behind what they are being asked to do (McDonough and Show, 1993). Hence, *the essence of language is macro-language use: listening to something someone wants to share, ...telling something we want others to hear; writing something we intend to be read....; reading what others want to communicate... and then sharing what we have read with others through action or discourse*" (Rivers, 1983:77).

Engaging learners in meaningful communicative tasks, therefore, will enable them to consolidate their learning and thereby become more self-reliant. Equally important here is the fact that "more meaningful tasks require learners to analyze and process language more deeply, which helps them to commit information to long term memory. The theory that a student's 'personal investment' has a very positive effect on memorization is one that many teachers and learners will intuitively agree with"(Gairns and Redman, 1986:90).

Vocabulary teaching needs to be directed towards an integrated approach so as to enable students to become competent users of the language. "*We can make the basic words in English necessary for communication. To do so' we engage students in activities that require those English words for the exchange of information or the expression of personal feelings*" (Allen 1983:17; Rivers 1983; Larsen-Freeman 1986). Thus, classroom activities need to be designed in such a way that they promote the overall skill of the learner (Tarone, and Yule 1989).

Similarly, we can also make the students compose and tell each other some kind of story using those very words. One may tell to his group:

*Transportation facility is a critical problem in many parts of my village. When malaria epidemic erupts, for example, the **dweller**s*

*usually have hard times to take patients to health centers because road transport is not as such **widespread**. Almost all the main roads are totally **impassable** in the rainy season. Thus, people use **domestic animals** to carry the sick to the nearby clinic. I think, all concerned bodies need to join hands to rescue the **community**. Don't you think so?"*

Such exercises foster interaction among students and “*interaction involves not just expression of one's own idea but comprehension of those of others*” (Rivers, 1987:4). This is a natural way of learning language – to use it in life - like situations in some form involvement be it speaking, listening or writing. By so doing, students will get opportunity to practice the language to describe events and processes, to talk and ask about their immediate environment, etc. This approach in turn will make them realize how important studying the language is. Besides, “*students will be more motivated to study a foreign language since they will feel they are learning to do something useful with the language they study* (Larsen Freeman, 1986:133).

Therefore, due emphasis must be given to what the students should be able to do with English other than stuffing them with lots of discrete language items. Vocabulary items need to be given wider coverage in language classes because they are the pillars of a language, for with deficient vocabulary items it is hardly possible to make meaningful interaction in the language. Thus, every endeavour needs to be made to teach new words through interaction by providing well designed exercises that could systematically engage students in some kind of discourse, problem solving tasks, dialogue, skits, report writing, etc. Looking for all possible ways and means whereby “we can knit the skills together so that, within the practice contexts provide, they are used in a natural,

meaningful and purposeful way” (Byrne, cited in Johnson and Morrow, 1981).

From such integrated activities, students can benefit a lot. First of all, they can build their language store by listening and reading; secondly, they can use the language to express themselves, an event, a process, etc, by speaking or writing, In general an integrated approach will give them a vital opportunity to practise the language for some communicative purposes. *“practice , then, is the activity through which language skills and knowledge are consolidated and thoroughly mastered.* (Ur 1996:142).

To sum up, we cannot make our work a success by teaching vocabulary items detached from communicative contexts. As language teachers, we have to look for every possibility to create a natural atmosphere in which interaction blossoms, in which students practice the language, in which actual communication takes place. If we succeed to do so, our task will be effective, and *“effective teaching of language as communication calls for an integrated approach which represents different skills and abilities as aspects of the singly underlying activity”* (Widdowson, 1978:142). McDonough & Shaw also contend that *"overall competence in the foreign language is going to involve more than performing in the four skills separately, it will also involve them in effective, combined use of the skills which will depend on the nature of the interaction taking place* (1993:202).

CHAPTER THREE

3. Research Design and Procedures

In this chapter, the method of research used to gather data and the procedures undertaken to analyze them are presented. Hence, it deals with issues regarding the samples of the study, the data collection instruments, the data collection procedures and the method of data analysis.

3.1. The Subjects

In order to conduct the study, two sample high schools which fit the purpose of the research were selected to compare differing modes of vocabulary instruction. The schools are Jiren and Setto Secondary Schools that are found in Jimma town, 335 kms southwest of the capital. They are naturally isolated ones with regard to the mode of teaching they offer. Jiren Secondary School offers EDSTV programme where as Setto doesn't; the latter makes use of the conventional method of teaching.

The study was conducted on grade ten by including grade ten teachers and students as subjects of the study. Ten teachers participated from the schools, five from Jiren and another five from Setto Secondary Schools. The teachers were given questionnaires to fill in. Besides, a total of 210 students, (108 from Jiren and 102 from Setto) were randomly selected and included in the study. The 210 students were given a vocabulary test that incorporated items which were formerly covered in their respective classes. The tests as well as the questionnaire were analyzed.

3.2. Sampling Design

The study was conducted on two high schools that are found in Jimma – Jiren and Setto Secondary Schools. The two schools were selected for the

very reason that both schools use different modes of instruction. Jiren Secondary School makes use of the EDSTV programme whereas Setto Secondary School doesn't, because the EDSTV programme is not established at the school yet. Thus, the traditional mode of presentation is still in effect in Setto.

This situation enabled the researcher to carry out the study in a natural setting. If this were not the case, it would hardly be possible to randomly assign students and establish two groups: one that receives the EDSTV programme and the other that is denied the programme in the same school. In other words, it would be challenging on ethical grounds to form two groups and isolate them as control and experimental groups, for we have to deny the programme to some students who equally deserve it (Trochim, 2002). Thus, isolating groups in such a way could likely result in some resistance from the school administration, the staff, the students, parents and the Ministry of Education, etc. for they might take the situation as disrupting the status quo.

Therefore, the presence of the two high schools, which offer different modes of teaching, helped the researcher to study the two groups in their own natural habitat. Hence, students of Jiren Secondary School were taken as a **Programme Group** as they receive the EDSTV programme, and students of Setto Secondary School were taken as a **Comparison Group** since they don't attend the programme. This was taken as a design which is "tailored" to the situation at hand.

The formation of the two groups in this way is essential to compare and know whether the EDSTV programme is better than the conventional/traditional mode of instruction in vocabulary teaching. Thus, the researcher thought that involving two groups in the study - the Programme Group and the Comparison Group would help rule out the single-group threats to internal validity.

All the grade ten English teachers were involved in the study. On the other hand, the students for both groups were randomly sampled from their respective population by taking every tenth student from each section of Jiren and Setto using their name list. This was meant to avoid selection bias and draw participants that better represent the large group. Hence,

- 108 students were picked from 18 sections of Jiren Secondary School, and
- 102 students were selected from 17 sections of Setto Secondary School.

Altogether, 210 students were drawn as the sample of the study.

The researcher has asserted that both groups

- attend the same number of English classes per week (five periods each).
- use the same textbook – English for Ethiopia (EfE for Grade Ten).
- have library facilities.

In addition to this, the test paper of those students who attend tutorial classes in their spare time is also discarded, lest they might obtain additional input. The only difference between these groups is believed to be the mode of instruction. Thus, in all other respects the groups are treated the same. Irrespective of the mode of presentation, therefore, the same vocabulary test and instrumentation issues were used for both groups.

Taking these variables into account, the researcher tried to create two groups that are “probabilistically equivalent” (Trochim, 2002) to each other: they belong to the same grade level; they attend the same number of periods per week; both groups have library facilities, and there are English clubs in both schools. Thus, if differences are observed in the test outcomes between the two groups, then the differences are likely to be due

to the differences between them – that one got the EDSTV programme and the other didn't.

Nevertheless, the researcher hardly dares to claim that the groups are exactly the same. As Trochim (2002) writes, even with random assignment we never expect that the groups we create will be exactly the same for they are made up of different people. When we deal with human beings, it is impossible to ever say that any two individuals or groups are equal or equivalent (Ibid). Hence, we rely on the idea of probability and assume that the two groups are “probabilistically equivalent” or equivalent within known probabilistic ranges. Thus, as discussed above, the researcher tried to control or minimize other variables which could be responsible for changes in the outcome measures.

3.3. Data Collection Instruments

It is important to use multiple sources and methods to obtain more reliable information. In this study, therefore, three types of instruments were used to collect data: Observation, Questionnaires and a Vocabulary Test.

3.3.1. Classroom Observation

Direct classroom observation was conducted to gather first hand information with the help of a checklist (see appendix C). As many scholars suggest, observation enables researchers to document and reflect systematically upon classroom interactions and events as they actually occur rather than as we think they occur (Powell, 1991; Burns, 1999). Thus, the researcher believed that direct observation would enable him to investigate what the teaching/learning process looks like in the actual setting and gather more reliable information pertaining to the vocabulary teaching techniques employed and the vocabulary tasks practised.

Hence, the purpose of the observation was to study the actual teaching/learning process of the vocabulary teaching techniques both the EDSTV programme as well as the Non-EDSTV programme classroom teachers make use of. To accomplish this, the same instrument was used for observing and collecting data at both schools. In order to conduct the observation, therefore, the researcher developed a checklist, which includes sixteen items that are drawn from the literature review (see Appendix C). The items that refer to the vocabulary teaching techniques and the practice activities employed by the EDSTV/NON-EDSTV classroom teachers were tabulated on the checklist. The first six items refer to the vocabulary teaching techniques teachers used in the EDSTV and NONEDSTV mode of instructions. The subsequent ten items were meant to explore the design feature and type of vocabulary exercises presented and practiced during the vocabulary sessions.

3.3.2. Questionnaire

The other instrument used in the study is questionnaire. Questionnaire was designed and administered to English teachers of both schools (see Appendices A&B). The purpose of administering the questionnaire was to investigate the long-term practice that the EDSTV programme and the classroom teachers make use of in teaching vocabulary lessons.

The questionnaire is divided into three parts. Part one includes items that deal with teachers' background information. Part two consists of six items, which focus on the vocabulary teaching techniques that the EDSTV/NONEDSTV teachers employ in the teaching learning process. The items are supposed to help answer the research question as to whether the EDSTV/NONEDSTV programme is effective in the vocabulary teaching it employs. Part three has to do with items related to the nature or type of vocabulary tasks and activities in which students are engaged. These

items were meant to explore how much intensively vocabulary teaching is addressed.

All the grade ten English teachers of both schools were approached by the researcher. The results of the questionnaire were tabulated and analyzed.

3.3.3. Vocabulary Retention Test

The researcher developed a test that comprises 50 questions. The test was a vocabulary retention test and all the target words were taken from Units 2 and 3 (Efe student text for grade ten). The test was meant for testing the hypothesis that the researcher formulated; i.e. whether or not the EDSTV mode of instruction helped the students better retain vocabulary items (cf.1.4.).

On the completion of the observation, the test was administered to both groups (Programme and Comparison Groups) ensuring that Units 2 and 3 were covered. As discussed above, the test was meant to investigate which of the groups performed better in the vocabulary retention test. In other words, it aimed at investigating whether or not the introduction of the EDSTV instruction brought about or resulted in a significant difference in the vocabulary retention of the students more than did the non-televised programme.

3.4. Developments of Instruments

The two instruments, i.e. the Questionnaire and the Observation check list were developed drawing basic assumptions from the literature review. In line with this, items were drafted and dispatched to three colleague English instructors working at the Jimma University (JU) for a comment. All of them hold MA in TEFL. Furthermore, the researcher's advisor commented the items. Taking the suggestions and comments into account,

the researcher improved some of the items and produced a revised questionnaire. Finally, the Questionnaire was piloted on two English language teachers (one from each school). The Observation checklist was also piloted by conducting two observations with the Programme Group and one observation with one of the English teachers of the Comparison Group. Based on the feedback from the pilot study, as well as the comments and suggestions obtained, one item (guessing – which is the most frequently employed technique) was included to both of the instruments. Thus, all the necessary changes were accommodated in designing the final versions.

In addition to the two instruments, a test that covered vocabulary items in Units 2 and 3 was designed and administered to the students of both groups. The test formats adapted were multiple-choice and matching formats because the instrument was meant to test the subjects' retention of the target words.

3.5. Data Collection Procedures

In order to collect the data for the study, the following procedures were used:

- Classroom observation was carried out using a checklist over four weeks selectively when vocabulary lessons were presented. The observation was aimed at exploring the vocabulary teaching techniques employed by the EDSTV programme as well as by the NON-EDSTV classroom teachers, and investigating the type of tasks provided and practiced during vocabulary lessons in both programmes.

So as to obtain a more comprehensive and reliable data, the researcher carried out four observations (excluding the pilot

observations) with the Programme Group; i.e. the EDSTV classes. All the observations were conducted during vocabulary and vocabulary-related lessons and each observation lasted 30 minutes, which was the duration of one whole period for the EDSTV session. Similarly, all the NON-EDSTV English teachers of grade ten (excluding the one who partook in the pilot study) were observed for four days each while they were treating vocabulary sections of units two and three in particular. In other words, all the vocabulary sections of units two and three were the focus of the observation in both groups.

When conducting the classroom observation, each item on the checklist (Part I) was rated by putting a tally for every occurrence or application of the technique employed for vocabulary teaching. At the end of every session, the tallies were summarized and converted into four measures of frequency –Always, Usually, Sometimes and Never. To elaborate, if the technique employed was observed or occurred four times, it was rated as ‘Always’; if it occurred three times, it was rated as ‘Usually’; and so on. With regard to the types of exercises presented and the activities students practiced (Part II), the alternatives of each item were rated by putting tallies when they were employed or practiced. Then the option that obtained the highest number of tallies was taken or rated as usual or most frequent practice. Using these procedures, four observations were made with every teacher/session; and at last the four of the observation checklists were compiled into one final result taking the average into account.

- When the observation was over, a total of 210 sample students were drawn from every section of both schools, and the test was administered.

- The students took the test in their own respective schools. The researcher administered the test to students of Setto, whereas a colleague from the JU collaborated in invigilating the students of Jiren Secondary School.
- A slip of paper was attached to the question paper for the purpose of obtaining information as to whether or not they attended tutorial classes. Based on the information obtained, the exam papers of the students who attended tutorial classes in their spare time were excluded from the study to guard against additional input.
- The test was corrected and the mean, standard deviation and the mean difference were computed and analyzed.
- After administering the test, the questionnaire was distributed to the teachers. The entire grade ten English teachers at both schools (excluding those who partook in the pilot study) filled in the questionnaire. The questionnaire was filled in and returned.

3.6. Method of Data Analysis

The data analysis was carried out based on the following procedures:

- During the classroom observation, the actual vocabulary teaching techniques employed and the activities practiced by EDSTV as well as by the Non-EDSTV classroom teachers were tabulated on the checklist. Finally, the results of the observations were tabulated and summarized in figures and percentages for interpretation.

- The responses gathered from the teachers using the questionnaire were also tabulated and analyzed descriptively, i.e. using frequency and percentages.
- The mean and standard deviation of the test scores were computed and analyzed. Besides, a T-test was administered to see if there is a significant difference between the mean scores of the two groups.
- Finally, based on the data obtained, conclusions were drawn and recommendations were made.

CHAPTER FOUR

4. Data Analysis and Discussion

This chapter deals with the presentation, interpretation and analysis of the data gathered from both the EDSTV and NONEDSTV programmes regarding the vocabulary teaching they employ. The data were obtained from grade ten English teachers and students of Jiren and Setto Secondary Schools found in Jimma. Observation, questionnaire and vocabulary test were the instruments used to collect relevant data for this study.

The chapter has four parts. Part I presents the teachers' profile, that is, their qualification, their fields of specialization and work experience. Part II deals with the vocabulary teaching techniques employed by both programmes. Similarly, part III discusses the way vocabulary exercises and activities are designed, practiced and recycled by both the EDSTV and NONEDSTV programmes. Part IV examines and analyzes the results of the vocabulary retention test that was administered to the randomly selected students of both schools.

The observation was aimed at gathering first hand information pertaining to the vocabulary teaching techniques employed and the vocabulary activities presented and practiced in the actual classroom setting. To achieve this purpose a checklist was developed for observing and collecting data at both schools, i.e. the EDSTV and NONEDSTV programmes. The observation checklist comprises sixteen items (See Appendix C). The first six items refer to the vocabulary teaching techniques teachers most frequently use. The subsequent ten items were meant to explore the design and type of vocabulary exercises and activities presented and practiced during vocabulary teaching sessions. In addition to this, the questionnaire

was dispatched to both schools. The purpose of dispatching the questionnaire was to obtain teachers' opinion regarding the established practices of vocabulary teaching in their respective programmes.

Therefore, for the sake of convenience and simplicity in comparing the two modes of instructions, the items that were used in the checklist to elicit data are listed first. Then, the data obtained from the observations as well as from the questionnaire are organized and displayed in tables simultaneously in their respective programmes. Then follows the analysis and discussion.

4.1. Teachers' Profile.

The teachers involved in the main study of this research are eight in number – four from the EDSTV programme and another four from the NONEDSTV one. The teachers' profile is presented as follows.

Table 1: Teachers' Profile

No.	Programme	Sex		Qualification		Major	Minor	Work experience
		M	F	B.A	Dip.			
1.	EDSTV	✓	-	✓	-	English	Amhharic	28 years
2	“	✓	-	✓	-	English	Afan Oromo	25 “
3	“	-	✓	✓	-	English	Amharic	19”
4	“	✓	-	✓	-	English	-	23
Total =		3	1	4	-	-	-	-
1	NONEDSTV	✓	-	✓	-	Ed. Admn.	English	34 years
2	“	-	✓	✓	-	Ed. Admn.	English	35 years
3	“	✓	-	✓	-	English	Amharic	26 years
4	“	✓	-	✓	-	English	History	20 years
Total =		3	1	4	-	-	-	-

As displayed in the table above, all of the teachers in the EDSTV programme are BA graduates who studied English as their major. Similarly, all of the NONEDSTV programme English teachers are also BA holders except two who specialized in Educational Administration. Besides, all of the teachers in both programmes have a rich experience in the teaching in that almost all of them have served for 19 years and above.

4.2. Part two: The Vocabulary Teaching Techniques Used by Both Programmes

4.2.1. Using Visual Aids as a Means of Teaching New Words

Table 2: How frequently do the teachers use visual aids to teach vocabulary items?

Results	EDSTV PROGRAMME								NONEDSTV PROGRAMME							
	always		usually		sometimes		never		always		usually		sometimes		never	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1*	4	100	-	-	-	-	-	-	-	-	-	-	-	-	4	100
2**	-	-	3	75	1	25	-	-	-	-	-	-	3	75	1	25

1* results of the observations

2** results of the questionnaire

The table shows how often the teachers use visual aids when teaching vocabulary items. 75% of the EDSTV teachers confirmed that using visual aids in vocabulary teaching is the usual practice. Similarly, as can be seen from the results of the observation, the EDSTV vocabulary presentation uses real situations, pictures and other relevant visual experiences in most instances. When teaching words like ‘dilute’, ‘containing’, and ‘trickle’ (EfE Grade 10 Unit 3) for example, the EDSTV teacher discussed their meanings by showing scientific equipment in a laboratory setting.

On the other hand, hardly any of the NONEDSTV teachers were observed using any kind of visual aids to teach new words. At least words like, 'dilute', 'surface', 'trickle', 'contain' etc. (cf. EfE, Grade 10, Unit 3) could easily be taught using visual aids. Only one teacher was observed drawing a simple sketch (a bike) when she was teaching road vehicles. Even though the NONEDSTV teachers replied that they sometimes use visual aids when they teach new words, the practice was not observed during the observation sessions. It might have been the case in other situations, however. In 75% of the observations hardly a teacher attempted to either produce or provide any visual to supplement the vocabulary teaching. As a result, the teachers had hard times to teach vocabulary items like 'fleet', 'impassable', 'revolution', 'isolate', etc.(EfE, Grade 10, Unit 2) which the EDSTV session vividly explained using visual aids. The NONEDSTV teachers thus used to stick to tortuous verbal explanations to make the meaning of the words they teach clear. In this connection, educators suggest that "words in our mental lexicon are tied to each other not only by meaning , form and sound, but also by sight" (Nattinger, in Jordan, 1997:161).

Therefore, the EDSTV vocabulary presentation was far more interesting compared to the NONEDSTV one in using this technique. It was impressive indeed in presenting vocabulary items accompanied by sight-capturing motion pictures. In all of the observations made, the sessions were lively enriched by vivid realities. This feature could be one of the merits of instructional television in that it is likely to help students grasp the material without much difficulty. As scholars suggest, students remember better the material that has been presented by means of visual aids (Nation, 1990, McCarthy, 1997).

4.2.2. Using Vocabulary Network/ Word field Diagrams in Vocabulary Teaching

Table 3: How frequently do the teachers use vocabulary network in vocabulary teaching?

Results	EDSTV PROGRAMME								NONEDSTV PROGRAMME							
	always		usually		sometimes		never		always		usually		sometimes		never	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1 [*]	-	-	-	-	-	-	4	100		-	-	-	-	-	4	100
2 ^{**}	-	-	1	25	2	50	1	25	-	-	-	-	4	100	-	-

1^{*} results of the observations

2^{**} results of the questionnaire

Concerning the use of vocabulary networks/ word field diagrams, the observations showed that both the EDSTV and NONEDSTV programs exhibited the same result. In none of the observations were vocabulary networks used as a means of vocabulary teaching during observation; and yet 50% of the EDSTV teachers, as well as all of the NONEDSTV teachers responded that the technique is sometimes used. As discussed earlier however, the researcher didn't witness any occasion when the technique has been employed.

This technique could be a rewarding step or procedure in organizing vocabulary items in some kind of relationship and enrich the students' vocabulary stock. After teaching words like 'road vehicle' (EfE. Gr. 10, Unit two) using visual aids, a vocabulary network could be organized bringing words like '*vehicle* ⇔ *carts, lorries, bicycles, a fleet of taxis, buses*, etc. Such presentations could help students not only to associate and infer their relationship but also to reinforce their vocabulary knowledge. This in turn could help students organize their own vocabulary notebook and build an enormous repertoire of words. The meaning of a word can be more comprehensible and easy to learn when presented in relationship with

other words in the language (Gairns & Redman, 1986). Besides “research in memory suggests that words are stored and remembered in a network of associations” (Nattinger, cited in Jordan, 1997: 161).

4.2.3. Using Antonyms/and or Synonyms to Teach Vocabulary Items

Table 4: How frequently do teachers discuss vocabulary items using antonyms/and or synonyms?

Results	EDSTV PROGRAMME								NONEDSTV PROGRAMME							
	always		usually		sometimes		never		always		usually		sometimes		never	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1*	-	-	2	50	2	50					2	50	2	50		
2**	3	75	-	-	1	25			2	50	2	50				

1* results of the observations

2** results of the questionnaire

As to the use of synonyms/and or antonyms in teaching vocabulary items, the results of the observation are similar in both programmes. In 50 % of the observations, teachers of both programmes usually discussed vocabulary items by bringing or offering their synonyms/antonyms. When we see the results of the questionnaire, 75% of the EDSTV teachers responded that the technique is always employed. 50% of the NONEDSTV teachers also responded that they always use the technique; and the other 50% indicated that they usually employ the technique to teach new words. Therefore, it can be inferred that both programmes employ the technique whenever it is convenient. The use of synonyms/antonyms can be a quick and efficient way of explaining unknown words. Besides it can help increase ones vocabulary (Gairns & Redman, 1986; Harmer, 1991).

4.2.4. Using Definition as a Means of Vocabulary Teaching

Table 5: How frequently do teachers discuss vocabulary items using Definition

Results	EDSTV PROGRAMME								NONEDSTV PROGRAMME							
	always		usually		sometimes		never		always		usually		sometimes		never	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1*	-	-	3	75	-	-	1	25		-	1	25	3	75	-	-
2**	1	25	3	75					3	75	1	25	-	-	-	-

1* results of the observations

2** results of the questionnaire

One of the vocabulary teaching techniques employed by both programs is definition. Results of the observation show that in 75% of the cases, the EDSTV teacher gives brief definitions to the target words after letting the students guess their meanings. This result is also in line with the response of the EDSTV teachers who confirmed that it is a usual teaching technique. Nevertheless, in the case of the NONEDSTV teachers, the technique is used less frequently. In 75% of the observations, teachers used this technique sometimes. Though 75 % of the teachers responded that they always use the technique, it was inconsistent as compared with what was practically seen. In most of the sessions, teachers merely used to make students guess the meaning of the target word; provide the correct answer and then proceed to the next word without supplementing the procedure further by any explanations and discussions. This trend is likely to deprive the students from inferring the meaning better and encounter the target word in a variety of presentations.

4.2.5. Using Guessing as a Vocabulary Teaching Technique

Table 6: How often do teachers use guessing as a vocabulary teaching technique?

Results	EDSTV PROGRAMME								NONEDSTV PROGRAMME								
	always		usually		sometimes		never		always		usually		sometimes		never		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
1*	4	100							4	100							
2**	2	50	1	25	1	25			1	25	2	50	1	25			

1* results of the observations

2** results of the questionnaire

Guessing the meaning of a word from its context was the most frequently used method of vocabulary teaching. As confirmed by 75% of the teachers of both programmes, the technique is usually and/or always used when teaching vocabulary items. Besides, in all my observations both at the EDSTV and NONEDSTV programmes, students were required to guess the meaning of the target words (which are usually printed in bold in the student's textbook) from the context they are used and using their knowledge of word formation. The teachers in both programs as well as the vocabulary exercises by themselves attach greater emphasis to this technique of vocabulary teaching/learning.

Guessing the meaning of a word from its context is indeed a valuable skill in vocabulary learning (Oxford, 1990; McCarthy, 1990; Jordan, 1997). Nevertheless, unless it is followed by a variety of meaningful activities, it is unlikely to help much in the learning process. It is vital to help students comprehend the meaning of words, and yet that comprehension needs to be enriched using persistent practice activities in order to help students gain a better language command be it in speaking or writing.

4.2.6. The Practice of Revising Vocabulary Items

Table 7: How frequently do teachers revise vocabulary items

Results	EDSTV PROGRAMME								NONEDSTV PROGRAMME							
	always		usually		sometimes		never		always		usually		sometimes		never	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1*	-	-	3	75	-	-	1	25	-	-	-	-	1	25	3	75
2**			1	25	3	75	-	-	-	-	2	50	2	50	-	-

1* results of the observations

2** results of the questionnaire

The EDSTV mode of instruction was successful in revising the vocabulary items presented in each unit. As indicated in the table, 75 % of the results of the observations as well as 25% of the teachers' responses revealed that the programme usually revised the vocabulary items discussed. Of course 75% of the EDSTV teachers responded that the instructional television sometimes revises the target words under discussion. As the results of the observation indicate, revising the newly learnt vocabulary items was treated well in the EDSTV Programme. The researcher was able to witness that students had a chance of encountering a new word several times – during the reading comprehension session, in Part I vocabulary exercise itself and at the end of Part I matching exercise by way of winding up the session.

Though 100% of the NONEDSTV teachers responded that they sometimes and/or usually revise the new words they taught, there were very few incidents in which teachers revised the new words that appear in a unit. In most of the sessions (75%) teachers used to move on to the next topic/exercise without revising the words they discussed. This is a great disadvantage on the part of the students for they are unlikely to remember the vocabulary items they learnt during a few encounters alone. Therefore, it would be essential to help students frequently encounter the words and

practice them insistently by regularly revising the new words at different occasions and in a variety of activities. From the large number of words students encounter regularly, we should not take it for granted that they can remember the new vocabulary items merely by using or hearing them once. *“Various studies create a range of 5-16 encounters of a word in order for a student to truly acquire it”* (Nation, 1990:43).

In sum, the effectiveness of the EDSTV vocabulary teaching techniques was by far better compared to that employed by the NONEDSTV. Especially, the visual aid supplement, the fluency in giving brief definitions of the target words and the revision procedures were worth appreciation. However, successful presentation at this initial stage cannot be sufficient by itself. In other words, vocabulary teaching shouldn't get stuck at this preliminary stage. The presentation stage, which enables students to infer the meaning of a word, should be enriched by subsequent vocabulary exercises and activities so as to help students recall and practically use the new words they learnt. In the next part, therefore, we shall see the effectiveness of the vocabulary activities.

4.3. Part III. The Design Feature of Vocabulary Activities

4.3.1. The Design of Vocabulary Exercises

To explore the design of the vocabulary exercises students practice in class, the following three items were set on the observation checklist as well as in the questionnaire:

The vocabulary exercises that the teacher provides to the students are **usually**

- A. made up of discrete sentences and or phrases and clauses which have no semantic relationship to one another.
- B. composed of more than one sentence that are interwoven into a coherent text.
- C. a combination of both types.

The results are shown below.

Table 8: The design of vocabulary exercises

Results	EDSTV PROGRAMME						NONEDSTV PROGRAMME					
	A		B		C		A		B		C	
	#	%	#	%	#	%	#	%	#	%	#	%
1*	3	75			1	25	3	75			1	25
2**			2	50	2	50			2	50	2	50

1* results of the observations

2** results of the questionnaire

Appropriate vocabulary exercises are very essential in helping students practice language items. In the 75% of my observation in both programmes, the vocabulary exercises discussed in class were mainly composed of discrete sentences and/or phrases and clauses that do not relate to one another in meaning. The exercises were usually matching exercises, which were composed of fragments of phrases and clauses. Students were supposed to scan for the target words that appear in bold in a reading passage. In other words, using the meanings given in the exercises as clues, they were required to search for the target word which is in line with the meanings given. Some minutes were allotted for the students, and when they finish the exercises, the EDSTV teacher used to make them compare their answers in pairs for few minutes. Then the correct vocabulary items would be given.

The researcher learnt from his investigation of the student's English textbook that the steps discussed above were the whole procedures followed in part I vocabulary exercises. Students were not frequently required even to write complete sentences using the new words they learnt.

50% of the EDSTV as well as the NONEDSTV teachers responded that the vocabulary exercises are composed of different sentences that are interwoven into a coherent text. And the other 50% of the teachers in both programmes similarly responded that combinations of both types of exercises are practiced. Nevertheless it is difficult to take this as a plausible response, because it can be witnessed from the investigation of the textbook that many of the exercises that are set for vocabulary items are designed in a discrete way. Other than the types of the exercises discussed above, there were not any other vocabulary exercises that further facilitate learning in an integrated manner. Thus, the exercises were not demanding in that they did not let students produce some kind of meaningful paragraph and share what they have come up with among themselves.

In such a way the organization of the exercises is defective in that it does not provide fertile ground for students to use vocabulary items in more extended communicative activities. That is, it does not engage students in activities that require those English words for the exchange of information or the expression of personal feelings, opinions, etc.

4.3.2. The Intensity of Vocabulary Activities Students Practise

In addition to the items discussed above (4.3.1), the following three items were also forwarded/used to elicit information regarding the intensity of the vocabulary activities students practice:

The vocabulary activities **usually** demand students

- A. to write/produce tasks (short messages, stories, personal experiences, etc using the vocabulary items they learnt) that are meant to be read and discussed in small groups.
- B. to compose complete but discrete sentences that do not have a common theme (i.e. complete sentences but isolated in meaning from one another).
- C. to write the meaning of vocabulary items by guessing from the context.

The results are displayed as follows.

Table 9: Intensity of the vocabulary exercises

Results	EDSTV PROGRAMME						NONEDSTV PROGRAMME					
	A		B		C		A		B		C	
	#	%	#	%	#	%	#	%	#	%	#	%
1*	1	25			3	75					4	100
2**	1	25			3	75			2	50	2	50

1* results of the observations

2** results of the questionnaire

The intensity of vocabulary activities is one of the most critical areas that deserve thorough consideration/attention. Results of the observation (75% of the EDSTV and 100% of the NONEDSTV programmes) revealed that the vocabulary exercises demand students to write the meaning of vocabulary items by guessing from the context they are used. 75% of the EDSTV and 50% of the NONEDSTV teachers are also in line with the above result. Besides, this is the reality which is objectively prevalent in the way vocabulary exercises are designed in the student text book (Efe, student's text book for grade ten). Surprisingly enough, all Part I vocabulary exercises are matching exercises. Moreover, they are made up of only fragments of phrases or clauses that are meant to give clues of the meaning of the target word in the reading passage. Students were required

only to scan for the words that have similar meanings from the passage and write them down.

The researcher does not intend to belittle guessing exercises. However, so as to address vocabulary teaching/learning intensively, more comprehensive and extended activities that actively engage students in producing meaningful tasks need to be incorporated if we want students to benefit the utmost out of the course. Students ought to use the vocabulary items they learnt to convey a message, share their personal experience, express their feelings, etc.

Whatever techniques we employ to teach vocabulary, these steps would need to go further into an extended communicative activity. As O'Dell argues "instructional conditions should be arranged to provide opportunities for a maximum amount of processing of the words. Students should be required to manipulate words in varied and rich ways..." (Cited in Schmitt & McCarthy, 1997:277). "Language teaching materials may offer the opportunity for developing 'problem-solving' abilities, by avoiding an emphasis on closed, item-level exercises and instead by providing 'whole tasks' which require learners to consider a number of factors at the same time" (Little John and Windeatt, in Johnson, 1989:169).

4.3.3. The Focus Areas of the Vocabulary Activities/Exercises

Which skill areas do the vocabulary activities/ exercises most frequently address? The next items were meant to explore information regarding the primary focus of the vocabulary activities in both programmes:

The Vocabulary activities/exercises the English teacher provides mainly focus on

- A. listening and reading exercises.*
- B. speaking and writing activities.*

C. integrated activities which incorporate listening, speaking, reading and writing.

Here are the results.

Table 10: The areas the vocabulary activities most frequently focus on

Results	EDSTV PROGRAMME						NONEDSTV PROGRAMME					
	A		B		C		A		B		C	
	#	%	#	%	#	%	#	%	#	%	#	%
1*	2	50	1	25	1	25	3	75	1	25		
2**					4	100	2	50			2	50

1* results of the observations

2** results of the questionnaire

The results of the observation indicated that the vocabulary activities largely focus on receptive skills – listening and reading. Students were largely involved in listening and reading activities. Especially with the NONEDSTV programme, teachers used to teach the vocabulary items by making the students scan for the target word. Thus, in 75% of the session, students were listening to teacher’s explanation and searching for the words by scanning. In the other 25% of the session, students used to answer questions (speaking – supplying the target word), and copy down the right answers (writing).

100% of the EDSTV and 50% of the NONEDSTV teachers responded in a contradictory way to the results of the observation. They thought that the exercises usually focus on integrated activities. Nevertheless, they are negating their own response which they gave for the items in 4.3.2. where they conformed that the vocabulary activities **usually** demand students to write the meaning of vocabulary items by guessing from the context. Such matching exercises, which are entirely based on guessing, are usually composed of discrete clauses and sentences which are unrelated to one

another. Thus, they are unlikely to form a coherent text that promotes the use of different macro skills in an integrated manner.

In addition to this, the reality also proved the opposite. No incidents were observed during the NONEDSTV vocabulary sessions when students were actively engaged in integrated vocabulary activities using the words they learnt in speaking, reading, listening or writing activities other than listening to the teacher and uttering words or phrases in response to the exercises.

The observations made revealed the same result with the EDSTV programme as well. The programme highly depended on the student textbook in that it follows the textbook page by page. It was only in one incident (25%) that a supplementary vocabulary exercise (which didn't appear in the text book) was presented by the EDSTV. An example was displayed on the screen showing students conversing with one another about their experience using the vocabulary items discussed earlier. The vocabulary activity was a more integrated one by nature – demanding students to speak and/or to listen to one another, to supplement and/or inquire for further information, etc. When their conversation was over, the EDSTV teacher reminded the students to know how the words discussed earlier could be used for communicative purposes. Then she asked the students to produce a similar dialogue using the words they learnt and using the model conversation screened as an example.

To accomplish this task, students were required to compose a text (writing), read and edit it (reading), tell it to one another (speaking and listening). Such tasks are more pedagogically sound ones in that they actively engage students in generating more communicative activities and practicing new words more intensively. This in turn helps students to retain better and build their vocabulary stock. Engaging learners in communicative tasks, therefore, will enable them to consolidate their

learning in a greater depth. “More meaningful tasks require learners to analyze and process language more deeply, which helps them to commit the information to long term memory” (Gairns & Redman, 1986:90).

4.3.4. Recycling Vocabulary Items

The following item was included in both instruments to examine how frequently the vocabulary items taught were recycled:

The vocabulary items that each unit presents are recycled in the subsequent listening, speaking, reading and writing activities/exercises. Thus, students could encounter the new words discussed in a unit up to five times.

- A. Yes, always.
- B. Yes, but sometimes.
- C. No

The following results were obtained.

Table 11: How frequently are vocabulary items recycled in a unit?

Results	EDSTV PROGRAMME						NONEDSTV PROGRAMME					
	A		B		C		A		B		C	
	#	%	#	%	#	%	#	%	#	%	#	%
1*					4	100	-	-			4	100
2**	1	25	3	75			-	-	3	75	1	25

1* results of the observations

2** results of the questionnaire

75% of both the EDSTV and the NONEDSTV teachers replied that vocabulary items are recycled sometimes. This response is inconsistent with the results of the observation. The researcher tried to explore whether or not the vocabulary items were recycled in different sections of a unit. Having this objective in mind, he succeeded in holding additional

observations, especially with the EDSTV English sessions when Speaking and Listening sessions of the same units (Units Two and Three) were on the air. The observation revealed that none of the vocabulary items discussed in the earlier sections (in the vocabulary section) were used or recycled in the other activities. Furthermore, the researcher tried to examine the contents of the student's textbook and learnt that the vocabulary items discussed in a unit do not reappear in the subsequent grammar, listening, speaking or writing sections. This trend might inhibit the students from reinforcing their vocabulary learning for the very reason that it would be unlikely for them to thoroughly understand the vocabulary items they learnt in an exercise or two.

“It is highly unlikely that an L2 student will be able to grasp even one meaning sense of a word in one encounter, let alone all the degrees of knowledge inherent in learning a word. But as the student meets the word through a variety of activities and in different activities, a more accurate understanding of its meaning and use will develop” (Sokman, cited in Schmitt and McCarthy, 1997:241).

Nation and Wang (1999) also suggest that “at least ten exposures are necessary for a word to be a good candidate for acquisition” (cited in Hulstijn & Laufer, 2001:553).

Thus, besides teaching words accordingly in an interactive situation, recycling them in different activities should not be neglected. *O’Dell writes “textbooks should recycle words in a thorough way and, if they do not do so, then the syllabus should take up the slack”* (cited in Schmitt & McCarthy, 1997).

In sum, the way vocabulary activities are designed, practiced and recycled in both programmes seems to be unsatisfactory. The EDSTV programme would have been more successful if it provided more integrated vocabulary

activities avoiding over dependence on the vocabulary exercises alone that appear in the student textbook

Vocabulary items need to be given a wider coverage in language classes as they are the pillars of a language (Lewis, 1990). Thus, every endeavour needs to be made to teach new words through interaction by providing well designed exercises, by producing more extended vocabulary activities that systematically engage students in some kind of discourse, problem solving tasks, dialogues, report writing etc. Looking for all possible ways and means whereby we knit the skills together within the practice contexts provided, new words can be used in a natural, meaningful and purposeful way (Byrne, in Johnson and Morrow, 1981).

4.4. Vocabulary Retention Test

On the completion of the observation, a vocabulary test was administered to both groups (Programme and Comparison Groups) ensuring that Units 2 and 3 were covered. The objective of administering the test was to investigate which of the groups performed better in the vocabulary retention test. In other words, it aimed at investigating whether or not the introduction of the EDSTV instruction brought about a significant difference in the vocabulary retention of the students more than did the non-televised programme.

The test comprises 50 questions that were drawn from Units 2 and 3. A total of 210 randomly sampled students sat for the test. Discarding the exam paper of those students who reported that they attended tutorial classes in their spare time, the result of 150 students (75 from each group) is considered for the study. The mean and standard deviation of the test scores were computed and analyzed. Besides, a T-test was administered to see if there is a significant difference between the mean scores of the two groups.

4.4.1. Group Statistics / Results of the Test Scores.

Table 12: The mean scores of the two groups

No	Programme	N	Mean	Range		Std. D	Coefficient of Variation
				Min	Max.		
1	EDSTV	75	36.91	14	86	14.48	SD/ x = 0.39
2	NONEDSTV	75	32.51	14	88	12.23	" = 0.38

As indicated in the table, the standard deviation, which is the measure of variance, is large in both cases. This shows that the scores of the students vary within each condition; this means the participants in each programme differ among themselves. The test scores of the EDSTV students lie between 14 and 86, where as the scores of the NONEDSTV students range between 14 -88. Nevertheless, the case is similar in both groups. In other words, the distribution of the mark secured by both groups is almost similarly distributed because the coefficient of variation is nearly equal ((0.39 and 0.38) for EDSTV and NONEDSTV students respectively. This shows that the parent population has more or less equal variance as well.

Two conclusions can be drawn from the table. The first is, the mean scores of both groups, i.e. the EDSTV as well as the NONEDSTV are generally poor. The EDSTV students' mean score is 36.91% whereas the NONEDSTV students' is 32.51%. Both of the mean scores are below 50%. Even if it might be arguable to generalize a case in a single test, some inferences can be made. Thus, considering the results of the observation along with this result, this poor achievement could be attributed to the way vocabulary activities are designed, practiced and recycled, as discussed above in 4.3. In the previous section of the discussion pertaining to the design feature of the vocabulary exercises (section 4.3), the results of the observation revealed that the vocabulary exercises are deficient, i.e.

- In most instances, they are composed of discrete sentences and/or phrases and clauses that do not relate to one another
- Other than capitalizing on inferring word meanings by guessing, they don't let students practice the language (vocabulary items) in any extended and meaningful activity, i.e. engaging students in activities that require those English words for the exchange of information or the expression of personal feelings, etc.
- They largely focus on receptive skills that involve students in listening and reading activities.
- They are not recycled in the subsequent sections of grammar, speaking or writing or in any other coherent text.

Therefore, no wonder that students of both groups achieved low grades in the test. The way vocabulary activities are designed, as discussed in 4.3, doesn't create favourable ground for students to practice and use the new words they learnt in more extended interactive tasks. "The most effective language teaching will mean that the students are set realistic tasks where they use language for a purpose rather than manipulate it for its own sake" (Lewis & Hill, 1985:29).

Incorporating vocabulary items in a variety of tasks would offer students ample exposure in using the language; and this in turn would promote their retention. Acknowledging the importance of engaging students in extended communicative tasks, empirical research points out that "**words that were used in productive tasks, were remembered better than words practised in non productive tasks**" (Ellis & He 1999; Hulstijn & Trompetter, 1998; Joe, 1995, 1998; cited in Hulstijn and Laufer, 2001: 542)(emphasis added). In other words, the more students are involved in a series of vocabulary tasks that integrate different skills, the better the retention/the better the learning (Hulstijn & Laufer, 2001).

Therefore, the lack of provision of appropriate vocabulary exercises and the overdependence of the EDSTV English session on the student textbook, which is defective in its vocabulary design and presentation, could be one possible reason for the poor achievement of the students in their test scores. Thus, based on the results of the students, one can argue that the introduction of the EDSTV programme by itself is unlikely to produce a remarkable change unless the tasks are redesigned in a pedagogically sound manner.

The bulk of vocabulary growth is the cumulative result of employing a variety of techniques (where the EDSTV is successful), strategies, plus a thorough practice in appropriate and integrated language tasks. Furthermore, recycling vocabulary items in subsequent sections gives students a chance to encounter and practice the target words several times. “Only sustained exposure to comprehensible input can lead to a high rate of vocabulary growth necessary for successful language learning (Nation & Waring, in Schmitt & McCarthy, 1997:83).

4.4.2. The Result of the Independent Samples Test

Table 13: Independent Samples Test for equality of means

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
none	Equal variances assumed	4.258	.041	2.011	148	.046	4.40	2.19	7.55E-02	8.72	
	Equal variances not assumed			2.011	143.993	.046	4.40	2.19	7.45E-02	8.73	

The other conclusion that can be drawn from the test scores is that the mean score of the EDSTV students is better than that of the NONEDSTV ones. Even if their achievement is below average, the table (table 12) indicates that there is a statistically significant difference between the test

scores of those students who attended the EDSTV programme and those who did not. Students in the EDSTV programme achieved better ($x = 36.91$, $SD = 14.48$) than those in the NON EDSTV programme ($x = 32.51$, $SD = 12.23$). The mean difference between the two groups is 4.40.

An independent samples test was computed and it revealed that, if the null hypothesis were true, such a result would be highly unlikely to have arisen by chance or sampling error ($t = 2.011$, $df = 148$, $p < 0.05$). *“Researchers use the convention that a probability of 5% is small enough to be a useful cut of point for us to reject the null hypothesis. Given such a low probability we can conclude with a reasonable confidence that a real relationship exists in the population under investigation”* (Dancey & Reidy, 2002:134). As indicated in the table, the p-value or alpha is .046. This means the probability of rejecting the null hypothesis by mere chance would be less than 46 in 1000. Based on such a low probability, we can say that there exists a real relationship between the mode of instruction and the test scores of the students under investigation.

In addition to this, the 95% confidence interval for the estimated mean difference is between 0.076 and 8.72; assuming that the two populations have equal variances. This result shows that the null hypothesis (H^0) is rejected because 0 is not found in the 95% confidence interval. Should this not be the case, i.e. if the confidence interval included zero, it would imply that if we replicated the study with a different sample, the NONEDSTV students might score higher than the EDSTV students (as in this case the mean difference is 4.40); or there might be absolutely no difference at all (zero) (Christine & John, 2002).

Furthermore, the calculated value of the test statistics ($t = 2.011$) is greater than the theoretical distribution (1.97) with the given value degrees of freedom and confidence level. *“The higher the t-value, the more likely it is that the difference between groups is not the result of sampling error”*

(Christine & John, 2002:209). It is therefore concluded that the EDSTV programme has helped students better retain vocabulary items than did the NONEDSTV programme.

The other point worth examination is whether or not there is a significant difference between the mean scores of the different sexes as compared to their counterparts in the other group. The next table will display this issue.

Table 14: The results of the mean scores in sex

Prog.	Mean Scores of the students				R a n g e			
	Male		Female		Male		Female	
	N	Mean	N	Mean	Min.	Max.	Min.	Max
EDSTV	41	39.366	34	33.941	14.00	86.00	16	70
NONEDSTV	36	34.278	39	30.872	14.00	88.00	14	62

As discussed in 4.4.2 above, the EDSTV students in general have performed better in their mean score as compared to that of the NONEDSTV students (Table: 13). If we further compare their means in sex, the male EDSTV students have obtained a better mean score (39.366) than the male NONEDSTV students (34.278) (Table: 14). Thus, their mean difference is 5.088.

On the other hand, the mean score of the female students of both groups is lower as compared to the male students. Nevertheless, the mean score of the EDSTV female students is still better (33.941) than that of the NONEDSTV female students, which is 30.872 (Table: 14). Their mean difference is also 3.069. Though the female students seem to be low achievers in this test, we can conclude that the introduction of the EDSTV programme has helped students better retain vocabulary items in general.

CHAPTER FIVE

5. Conclusions and Recommendations

In this comparative study an attempt has been made to find out whether or not the EDSTV programme has better addressed vocabulary teaching/learning than did the NONEDSTV programme in presenting tasks that are rich in context; that are effective in promoting interaction among students and that integrate different macro skills and facilitate meaningful practice.

To carry out this study, two groups were involved – a study group (that employs the EDSTV programme) and a comparison group (that attends the NONEDSTV programme). The main instruments used to collect data for the study were classroom observation, questionnaire and a vocabulary retention test.

Intensive classroom observations were conducted for over four weeks at both schools to study the vocabulary teaching techniques employed and to examine the way vocabulary activities students practiced are properly designed and recycled. An observation checklist was prepared to carry out the observation. The checklist focused on sixteen major items.

- The first six items dealt with the vocabulary teaching techniques teachers employ.
- The rest of the items refer to the types of vocabulary activities, i.e. how the activities are designed, practiced and recycled.

Over the completion of the observation, questionnaire was dispatched to English teachers of both schools to have a general idea about the long established vocabulary teaching/learning practices. In addition to these two instruments a vocabulary test was administered to both groups. The

test comprises vocabulary items that were selected from units two and three (EfE, grade 10).

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

5.1. Conclusions

1. The EDSTV vocabulary presentation was far more interesting compared to the NONEDSTV one in using visual aids. It was impressive indeed in presenting vocabulary items accompanied by sight-capturing motion pictures (Table 2). In the case of the NONEDSTV mode of instruction, however, hardly a teacher attempted to either produce or provide any visual aid to supplement the vocabulary teaching. The teachers, thus, used to stick to tortuous verbal explanations to make clear the meaning of the words they teach
2. Guessing the meaning of a word from its context was the most frequently used method of vocabulary teaching. The teachers in both programs as well as the vocabulary exercises by themselves attached greater emphasis to this technique of vocabulary teaching/learning (Table 6). The technique is indeed a valuable skill in vocabulary teaching/learning. Nevertheless, it was not supplemented by a variety of meaningful activities that could help students consolidate their learning.
3. The EDSTV mode of instruction was successful in revising the vocabulary items presented in each session (Table 7). Thus, students had a chance of encountering a new word several times. However, this was not the case in the NONEDSTV programme. There were very few incidents in which the NONEDSTV teachers revise the new words that appear in a unit. This is a great disadvantage on the part of the

students for they are unlikely to remember the vocabulary items they learnt during very few encounters alone.

In sum, the **vocabulary teaching techniques** the EDSTV programme employed were by far more effective as compared to those employed by the NONEDSTV one. Especially, the visual aid supplement, the fluency in giving brief definitions of the target words and the revision procedures were effective. Nevertheless, as to the way vocabulary activities are designed, practiced and recycled the following drawbacks were identified in both programmes.

4. Appropriate vocabulary exercises are very essential in helping students practice language items. The vocabulary exercises discussed in class were mainly composed of discrete sentences and/ or phrases and clauses that do not relate to one another in meaning (Table 8). The exercises were usually matching exercises, which were composed of fragments of phrases and clauses. In both programmes, therefore, the organization of the exercises was defective in that it did not provide fertile ground for students to use vocabulary items in more extended communicative activities. That is, it did not engage students in activities that require those English words to exchange information or the expression of personal feelings, opinions, etc.
5. No incidents were observed where students practically use the language, i.e. students hardly had a chance to use the new words they learnt in a wider context to convey a message, to express what they feel, to describe an incident, etc. In other words, they were not observed practicing the language in any natural way other than guessing the meaning of vocabulary items, filling in missing words or composing fragmented sentences (Table 9). This trend deprives them of the chance to talk, to write, to debate, etc. using the words they learnt.

6. The results of the observation indicated that the vocabulary activities largely focus on receptive skills – listening and reading (Table 10). Students were largely involved in listening and reading activities (scanning for the target word).
7. The vocabulary items discussed in the vocabulary sections were not used or recycled in the other activities or sections. By examining the student's textbook, one can also see that the vocabulary items discussed in a unit do not appear in the subsequent grammar, listening, speaking or writing sections (Table 11). This trend might inhibit the students from reinforcing their vocabulary learning for the very reason that it would be unlikely for them to thoroughly understand the vocabulary items they learnt in an exercise or two.

To sum up, the way vocabulary items are designed, practiced and recycled was unsatisfactory in both programmes.

8. On the other hand, even though it is below average in general, the study indicated that the EDSTV students scored a significantly better result than the NONEDSTV students in the vocabulary retention test administered to both groups (Table 12).

5.2. Recommendations

1. Using visual aids is a pedagogically advantageous technique that could be employed in vocabulary teaching. It is likely to help students grasp the material without much difficulty. Thus, NONEDSTV teachers need to exert every effort to make use of this essential technique.
2. Guessing is a valuable vocabulary teaching/learning technique. Nevertheless, it cannot be sufficient by itself unless supplemented by more extended activities. The technique, which enables students to infer the meaning of a word, should be further enriched by subsequent

vocabulary exercises and activities so as to help students recall and practically use the new words they learnt.

3. For proper communication to take place, knowledge of vocabulary is almost a prerequisite, without which conveying verbal or written information would be almost at stake. Hence, to help students gain the most out of vocabulary teaching/learning, instructional conditions that provide opportunities for a maximum amount of processing of the words should be arranged.
4. To alleviate the problems that prevail in the EfE vocabulary exercises, language teachers need to invest their time in designing relevant vocabulary activities that can initiate students to interact and negotiate meaning. In other words, they need to create appropriate activities on vocabulary lessons that can promote communication where students could manipulate the words in varied and rich ways.
5. Similarly the EDSTV programme could further enrich the vocabulary sessions by providing supplementary exercises that help students use the language in a more meaningful and natural way.
6. The way vocabulary tasks are designed; the amount of time devoted in practicing the tasks; and the extent to which vocabulary items are recycled are important issues that need consideration in language learning. To address this core issue in course design comprehensively, the Ministry of Education, which is responsible for publishing textbooks, needs to revise the contents of grade 10 EfE textbooks and restructure them in such a way that the vocabulary exercises incorporate tasks that demand students to use the new words in extended and meaningful activities; that create situations which help students interact among themselves, that necessitate the use of different macro skills in an integrated manner; etc.

7. It would be essential to help students encounter the vocabulary items frequently and practice them consistently by regularly revising the new words at different occasions and in a variety of activities.
8. The grammar exercises can be designed in such a way that they incorporate the vocabulary items discussed in the unit. This will help students reinforce their retention.

In sum, vocabulary lessons should occupy a more significant position in EfE than what has previously been the case.

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Appendix A: Teachers' questionnaire
EDSTV Programme

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES & LITERATURE

QUESTIONNAIRE

Dear teacher,

The main purpose of this questionnaire is to get information about the vocabulary-teaching techniques the EDSTV programme employs in English language classes. It also aims at examining the types of vocabulary activities the teacher provides and the students practise in the EDSTV English classes.

Your responses to the questions would help me in investigating the problem and in suggesting possible solutions. Thus, you are kindly requested to give genuine responses

Thank you

Part I. Personal Information

Please put a tick mark (✓) in the box against the item that refers to you.

1. Sex: Male Female
2. Qualification: BA 12+2 Diploma TTI
3. Major _____ Minor _____
4. Work experience _____ years.
5. Average number of students you teach in each section _____

Part II. The following items/sentences refer to the vocabulary- teaching techniques the EDSTV teacher makes use of in English classes. How frequently does the teacher use the techniques to teach vocabulary items? Read each item and then give your response by circling the letter of your choice.

1. The teacher teaches vocabulary items with the help of visual aids, such as real objects, pictures, and the like.

- a. always b. usually c. sometimes d. never

2. The teacher presents vocabulary items using word field diagrams/vocabulary networks.

- a. always b. usually c. sometimes d. never

3. The teacher explains new words by providing their synonyms and/or their antonyms.

- a. always b. usually c. sometimes d. never

4. The teacher discusses vocabulary items by means of definition

- a. always b. usually c. sometimes d. never

5. The teacher employs the technique of guessing to teach new words.

- a. always b. usually c. sometimes d. never

6. The teacher revises the vocabulary items students learnt several times.

- a. always b. usually c. sometimes d. never

Part III. The following items/sentences refer to the types of vocabulary activities provided and practised in the EDSTV English classes. Please indicate your response by circling the appropriate letter.

1. The **vocabulary exercises** that the teacher **usually** discusses or presents are

- a. made up of phrases, clauses and or discrete sentences which have no semantic relationship to one another
b. composed of more than one sentence that are interwoven into a coherent text.
c. combinations of both types.

2. The **vocabulary activities usually** demand students

- a. to write/produce tasks (short messages, stories, personal experiences, etc. using the vocabulary items they learnt) that are meant to be read and discussed in groups.
- b. to compose complete but isolated sentences that do not have a common theme (i.e. complete sentences but isolated in meaning from one another).
- c. to write the meaning of vocabulary items by guessing from the context.

3. The vocabulary activities/exercises students practice in class **mainly** focus on

- a. listening and reading
- b. speaking and writing
- c. integrated activities which incorporate reading and listening, speaking, reading and writing.

4. The vocabulary items that each unit presents are recycled in the subsequent listening, speaking, reading and writing activities. Thus, students could encounter the words discussed in a unit up to five times.

- a. Yes, always
- b. Yes, but sometimes
- c. No

Appendix B: Teachers' questionnaire

NON - EDSTV Programme

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES & LITERATURE

QUESTIONNAIRE

Dear teacher,

The main purpose of this questionnaire is to get information about the vocabulary-teaching techniques teachers employ in English language classes. It also aims at examining the types of vocabulary activities provided by the teacher, and the kind of the vocabulary exercises students do in class or as an assignment

Your responses to the questions would help me in investigating the problem and in suggesting possible solutions. Thus, you are kindly requested to give genuine responses

Thank you

Part I. Personal Information

Please put a tick mark (✓) in the box against the item that refers to you.

1. Sex: Male Female
2. Qualification: BA 12+2 Diploma TTI
3. Major _____ Minor _____
4. Work experience _____ years.
5. Average number of students you teach in each section _____

Part II. The following items/sentences refer to the vocabulary- teaching techniques an English teacher makes use of in English classes. How frequently do you use the techniques to teach vocabulary items? Please indicate your response by circling your alternative.

1. I teach vocabulary items with the help of visual aids, such as real objects, pictures, and the like.

- a. always b. usually c. sometimes d. never

2. I present vocabulary items using word field diagrams/vocabulary networks.

- a. always b. usually c. sometimes d. never

3. I explain new words by providing their synonyms and/or their antonyms.

- a. always b. usually c. sometimes d. never

4. I discuss vocabulary items by means of definition

- a. always b. usually c. sometimes d. never

5. I employ the technique of guessing to teach new words.

- a. always b. usually c. sometimes d. never

6. I revise the vocabulary items students learnt several times.

- a. always b. usually c. sometimes d. never

Part III. The following items/sentences refer to the types of vocabulary activities provided and practiced in the English classes. Please indicate your response by circling the appropriate letter.

1. The vocabulary exercises that I **usually** discuss and/ or the text presents are

- a. made up of phrases, clauses and or discrete sentences which have no semantic relationship to one another
- b. composed of more than one sentence that are interwoven into a coherent text.
- c. combinations of both types.

2. The **vocabulary activities usually** demand students

- a. to write/produce tasks (short messages, stories, personal experiences, etc. using the vocabulary items they learnt) that are meant to be read and discussed in groups.
- b. to compose complete but isolated sentences that do not have a common theme (i.e. complete sentences but isolated in meaning from one another).
- c. to write the meaning of vocabulary items by guessing from the context.

3. The **vocabulary activities/exercises** students **usually** practice in class mainly focus on

- a. listening and reading
- b. speaking and writing
- c. integrated activities which incorporate reading and listening, speaking, reading and writing.

4. The **vocabulary items** that each unit presents are recycled in the subsequent listening, speaking, reading and writing activities. Thus, students could encounter the words discussed in a unit up to five times.

- a. Yes, always
- b. Yes, but sometimes
- c. No

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OBSERVATION CHECKLIST

Programme EDSTV

NON-EDSTV

I. Vocabulary Teaching Techniques		Occurrence	Total tallies	Rating
1	The teacher teaches using visuals			
2	“ “ “ using word field diagrams/vocabulary network			
3	“ “ “ synonyms and/or antonyms			
4	“ “ “ by means of definition			
5	“ “ “ the techniques of guessing			
6	“ “ revises vocabulary items			
II. Types of Vocabulary Activities Presented and Discussed		Occurrence	Total tallies	Rating
7	The vocabulary exercises are			
	a. are made up of clauses, isolated/discrete sentences			
	b. composed of more than one sentence that cohere together.			
	c. a combination of both types			
8	The vocabulary activities demand students			
	a. to produce tasks (short messages, stories, etc.)			
	b. to compose complete but discrete sentences			
	c. to write the meaning of words by guessing from context			
9	The vocabulary activities students practise mainly focus on			
	a. listening and reading			
	b. speaking and writing			
	c. integrated activities that incorporate listening, reading, etc.			
10	Voc. items are recycled & students could encounter the new words up to 5 times			
	a. yes, always			
	b. Yes, but sometimes			
	c. no			

Appendix D.

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SUMMARY OF OBSERVATIONS

Programme EDSTV

NON-EDSTV

I. Vocabulary Teaching Techniques		Rating Results				AV. R
		D.1	D.2	D.3	D.4	
1	The teacher teaches using visuals					
2	“ “ “ using word field diagrams/vocabulary network					
3	“ “ “ synonyms and/or antonyms					
4	“ “ “ by means of definition					
5	“ “ “ the techniques of guessing					
6	“ “ revises vocabulary items					
II. Types of Vocabulary Activities Presented and Discussed		Rating Results				AV. R
		D.1	D.2	D.3	D.4	
7	The vocabulary exercises are.....					
8	The vocabulary activities demand students					
9	The vocabulary activities students practise mainly focus on					
10	Students could encounter the new words up to 5 times					

D.1 = Day 1.

D.2 = Day 2,

AV.R = average rating

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A Vocabulary Test

The following examination has two parts. Attempt all the questions and write the letter of your choice in the space provided.

Part I

A. Multiple Choice Questions

Instructions: Choose the best alternative which completes the blank space.

- ___ 1. In the absence of transportation facilities, _____ were used for carrying people as well as heavy loads.
A. a fleet of lorries B. wild animals
C. domestic animals D. road vehicles
- ___ 2. The invention of an airplane was a remarkable _____ in the development of transportation.
A. engine B. locomotive C. revolution d. vehicle
- ___ 3. The area is so mountainous that the settlements are hardly linked by tracks or paths. Thus, the small villages are _____.
A. isolated from one another B. connected with main roads.
C. landlocked areas D. passable in any weather
- ___ 4. A good facility of road transportation _____ the development of a country.
A. wide spreads B. contributes to C. hinders D. isolates
- ___ 5. Ethiopia doesn't have its own port, so it is _____ country.
A. a modern B. an advanced C. a revolutionary D. a landlocked

- ___ 6. Most of the roads in the countryside are poorly constructed, and they are almost _____ in bad weather.
- A. immovable B. impassable C. immobile d. implacable
- ___ 7. One can see a whole _____ at a bus terminal before they depart to different parts of the country.
- A. fleet of buses B. railway trains
C. tarred roads D. domestic flights
- ___ 8. The killer disease HIV AIDS is _____ across the country both in urban and rural areas.
- A. widespread B. limited C. controlled D. incurable
- ___ 9. Governmental and non-governmental organizations need to join their efforts and work together for the good of the _____.
- A. invention B. impassable C. community D. fleet
- ___ 10. The railway is an _____ form of transport compared to airways.
- A. ineffective B. immobile C. immaterial D. inexpensive
- ___ 11. A bicycle is one of the most successful _____.
- A. locomotives B. road vehicles C. engines D. railways
- ___ 12. When you get onto a bicycle, you first put your hands on the _____.
- A. crossbar B. handlebars C. pedals D. the seat tube
- ___ 13. The _____ section in our English textbook is usually a reading passage which is followed by vocabulary exercises.
- A. preceding B. subsequent C. sequence D. latter
- ___ 14. The use of fertilizers and mechanized farming caused _____ in agriculture.
- A. retardation B. an extensive drought
C. a revolution D. an extensive damage
- ___ 15. People usually sit on the _____ when they ride a bicycle.
- A. pedals B. crank C. saddle D. mudguards

B. Matching: match the vocabulary items written under 'A' with their best meaning given under 'B'.

A

- ___ 1. widespread
- ___ 2. revolution
- ___ 3. landlocked

- ___ 4. isolate
- ___ 5. community
- ___ 6. impassable
- ___ 7. fleet

- ___ 8. domestic
- ___ 9. precede
- ___ 10. contribute

B

- A. difficult to travel through or on
 - B. a complete change
 - C. a large number of vehicles working under the
or one Organization
 - D. found or distributed over a wide area
 - E. animals like horses, cows, etc. raised by man
 - F. piece of land surrounded by water
 - G. an area or a country almost entirely surrounded by
land
 - H. come before
 - I. separate from the rest of the group
 - J. wild
 - K. help to bring about
 - L. a group of people living in the same area
 - M. subsequent
-

Part II.

A. Multiple Choice Questions

Instructions: Choose the correct answer that best completes the blank space.

- ___ 1. Man has _____ a variety of antibiotic drugs that cure diseases.
A. treated B. discovered C. cultivated D. prevented
- ___ 2. The laboratory is full of scientific equipment _____ chemicals and specimens
of different kinds.
A. containing B. discovering C. spoiling D. watching
- ___ 3. People should be advised not to build their homes by the side of rivers, because
they can be _____ to floods during heavy rainy seasons.
A. contaminated B. demolished C. avoided D. exposed
- ___ 4. When tiny organisms _____ in a damp place, they often grow into a mould.
A. harvest B. affect C. settle D. dissolve

- ___ 5. Mosquitoes are a _____ that cause trouble.
A. nuisance B. friendly insect C. blessing D. pleasure
- ___ 6. Ethiopian farmers usually _____ their land in a traditional way.
A. harvest B. produce
C. cultivate D. all are possible
- answers
- ___ 7. After _____ the situation closely, the committee is likely to come up with a solution.
A. proposing B. observing C. surprising D. spreading
- ___ 8. The laboratory technician added some water into the chemical so as to _____ it.
A. contaminate B. ferment C. dilute D. break
- ___ 9. Geographers assume that the _____ shape of the continents was largely different from the present one.
A. recent B. original C. current D. Global
- ___ 10. The foggy weather condition _____ the airplane from departing on time.
A. held up B. delayed
C. hindered D. all are possible answers
- ___ 11. The nurse used a thermometer to take the patient's _____.
A. temperature B. fever C. pulse D. heat
- ___ 12. That nasty wound may get infected. You should put some _____ on it.
A. powder B. liquid C. antiseptic D. fluid
- ___ 13. My classmate went to the _____ and got his tooth pulled out.
A. vet B. surgeon C. dentist D. doctor
- ___ 14. I was very sick, so the nurse gave me _____ in my arm.
A. a bandage B. a tablet C. some fracture D. an injection
- ___ 15. The farmer was _____ by bees when he was collecting honey.
A. bitten B. stung C. eaten D. consumed

B. Matching: match the vocabulary items written under 'A' with their best meaning given under 'B'.

A

- ___ 1. cultivate
- ___ 2. nuisance
- ___ 3. observe
- ___ 4. dilute
- ___ 5. settle
- ___ 6. expose
- ___ 7. surface
- ___ 8. original
- ___ 9. held up
- ___ 10. trickle

B

- A. make a liquid thinner or weaker by adding water
 - B. come to rest gently
 - C. flow in drops or in thin streams
 - D. destroy
 - E. see and notice
 - F. first or earliest
 - G. help something to grow
 - H. uncover, leave unprotected
 - I. something or someone that is annoying
 - J. delayed
 - K. display
 - L. the outer or top part of something
 - M. pleasing
-

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DEPARTMENT OF FOREIGN LANGUAGES & LITERATURE

Test scores of the students

I. Test Scores of the EDSTV Students

Code. No.	Sex	Score/100
1	2	34.00
2	2.00	46.00
3	2.00	30.00
4	1.00	86.00
5	1.00	34.00
6	2.00	30.00
7	1.00	40.00
8	2.00	28.00
9	2.00	16.00
10	1.00	36.00
11	1.00	68.00
12	2.00	30.00
13	1.00	42.00
14	1.00	18.00
15	2.00	38.00
16	1.00	28.00
17	1.00	68.00
18	2.00	22.00
19	2.00	22.00
20	2.00	38.00
21	1.00	38.00
22	1.00	26.00

23	2.00	68.00
24	2.00	32.00
25	1.00	40.00
26	1.00	24.00
27	1.00	54.00
28	1.00	40.00
29	2.00	20.00
30	1.00	14.00
31	2.00	54.00
32	1.00	30.00
33	1.00	54.00
34	1.00	38.00
35	2.00	28.00
36	1.00	36.00
37	2.00	34.00
38	2.00	32.00
39	2.00	70.00
40	2.00	16.00
41	2.00	42.00
42	1.00	32.00
43	2.00	22.00
44	2.00	22.00
45	1.00	38.00
46	1.00	50.00
47	1.00	16.00
48	2.00	24.00
49	1.00	48.00
50	2.00	32.00
51	1.00	58.00
52	1.00	26.00
53	1.00	24.00
54	2.00	26.00

55	1.00	28.00
56	1.00	26.00
57	2.00	42.00
58	2.00	40.00
59	1.00	68.00
60	1.00	30.00
61	2.00	44.00
62	1.00	34.00
63	1.00	40.00
64	1.00	30.00
65	2.00	30.00
66	1.00	54.00
67	1.00	28.00
68	2.00	52.00
69	1.00	34.00
70	1.00	54.00
71	2.00	30.00
72	2.00	26.00
73	1.00	38.00
74	1.00	44.00
75	2.00	34.00

1 = Male; 2 = Female

II. Test Scores of the NONEDSTV Students

Code No.	Sex	Score/100
1	2.00	28.00
2	2.00	26.00
3	2.00	32.00
4	1.00	36.00
5	1.00	20.00
6	1.00	34.00
7	1.00	26.00
8	2.00	14.00
9	1.00	20.00
10	1.00	30.00
11	2.00	42.00
12	1.00	38.00
13	1.00	88.00
14	2.00	30.00
15	2.00	16.00
16	2.00	28.00
17	1.00	28.00
18	2.00	22.00
19	1.00	38.00
20	2.00	32.00
21	1.00	24.00
22	2.00	18.00
23	1.00	14.00
24	1.00	38.00
25	1.00	22.00
26	1.00	42.00
27	2.00	34.00
28	2.00	24.00
29	2.00	32.00

30	2.00	42.00
31	1.00	22.00
32	2.00	40.00
33	1.00	26.00
34	1.00	30.00
35	1.00	34.00
36	2.00	24.00
37	2.00	30.00
38	2.00	26.00
39	2.00	30.00
40	2.00	34.00
41	2.00	34.00
42	2.00	36.00
43	1.00	38.00
44	2.00	26.00
45	1.00	24.00
46	1.00	68.00
47	1.00	38.00
48	2.00	50.00
49	1.00	66.00
50	2.00	30.00
51	2.00	32.00
52	2.00	32.00
53	2.00	28.00
54	1.00	16.00
55	1.00	56.00
56	1.00	32.00
57	1.00	32.00
58	1.00	32.00
59	2.00	28.00
60	2.00	30.00
61	1.00	26.00

62	2.00	62.00
63	2.00	30.00
64	2.00	28.00
65	1.00	52.00
66	2.00	34.00
67	2.00	26.00
68	2.00	34.00
69	1.00	32.00
70	1.00	32.00
71	2.00	28.00
72	2.00	32.00
73	1.00	26.00
74	1.00	30.00
75	1.00	24.00

1 = Male; 2 = Female

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Statistical Outputs

Group Statistics

	delivery	N	Mean	Std. Deviation	Std. Error Mean
none	edstv	75	36.91	14.48	1.67
	nonedstv	75	32.51	12.23	1.41

Descriptives

	delivery		Statistic	Std. Error
none	edstv	Mean	36.91	1.67
		95% Confidence Interval for Mean	Lower Bound 33.58 Upper Bound 40.24	
		5% Trimmed Mean	36.07	
		Median	34.00	
		Variance	209.545	
		Std. Deviation	14.48	
		Minimum	14	
		Maximum	86	
		Range	72	
		Interquartile Range	14.00	
		Skewness	1.072	.277
		Kurtosis	1.195	.548
	nonedstv	Mean	32.51	1.41
		95% Confidence Interval for Mean	Lower Bound 29.69 Upper Bound 35.32	
		5% Trimmed Mean	31.31	
		Median	30.00	
		Variance	149.632	
		Std. Deviation	12.23	
		Minimum	14	
		Maximum	88	
		Range	74	
		Interquartile Range	8.00	
		Skewness	2.050	.277
		Kurtosis	6.180	.548

gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	77	51.3	51.3	51.3
female	73	48.7	48.7	100.0
Total	150	100.0	100.0	

Mean of the EDSTV Students

VAR0000	Mean	N	Std. Deviation	Minimum	Maximum	Range
1						
Male	39.3659	41	15.4366	14.00	86.00	72.00
Female	33.9412	34	12.8250	16.00	70.00	54.00
Total	36.9067	75	14.4757	14.00	86.00	72.00

Mean of the NONEDSTV Students

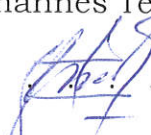
VAR0000	Mean	N	Std. Deviation	Minimum	Maximum	Range
6						
Male	34.2778	36	15.2252	74.00	14.00	88.00
Female	30.8718	39	8.4951	48.00	14.00	62.00
Total	32.5067	75	12.2324	74.00	14.00	88.00

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
none	Equal variances assumed	4.258	.041	2.011	148	.046	4.40	2.19	7.55E-02	8.72
	Equal variances not assumed			2.011	143.993	.046	4.40	2.19	7.45E-02	8.73

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

Name : Yohannes Tefera

Signature .  .

Place: Institute of Language Studies,

Addis Ababa University

Date of Submission: 9th February 2007