

*IS CONTEXTUAL VOCABULARY
TEACHING BEING EFFECTIVELY
EMPLOYED IN GRADE ELEVEN?*

*A CASE STUDY OF ETHIOPIA TIKDEM
SENIOR SECONDARY SCHOOL (No. 1)*

BY

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**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

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Abstract

The objective of this study is to investigate whether CVT is being effectively employed in Grade 11. So, to achieve this objective a case control cross-sectional intervention type of study was conducted on randomly selected sample size of 100 students (50 as experimental and 50 as control) and on ten 11th grade English teachers of the four government schools - ETSSS (No. 1), Y12SS, ICSS and M II SS - in Addis Ababa to determine whether CVT is being effectively employed in Grade 11 among the study population as it is expected. To make the objective of the study achievable, then, a pre-structured and pre-tested questionnaire was administered to know the attitude, knowledge and practice of both teachers and students pertaining to CVT. Moreover, classroom observations were conducted while the English teachers, teachers embraced in the study, were teaching vocabulary to counter-check whether the responses provided to the questions on the questionnaire correspond to what was being observed during the teaching-learning process.

However, prior to distributing questionnaires and conducting classroom observations, a pre-test was administered to both groups - experimental and control groups - to see whether a statistically significant difference would be observed with regard to grade achievements of the groups at the outset.

Later, after the two groups were found out to be the same in their ability, because $t_{\text{observed}} < t_{\text{critical}}$ (i.e. $t_0 < t_c = 0.888 < 1.645$ at $P < 0.05$) which by the same token means 'there is no statistically significant difference', lessons with regard to CVT were taught to students in the experimental group for a period of one and a half months.

After the intervention or teaching, then, a post-test was administered to both groups - experimental and control groups - to see whether a kind of progress would be observed as a result of the intervention.

Then, from the results of the post-test, it was found out that students in the experimental group scored very high grades in terms of average (i.e. 64.9) whereas those in the control group obtained only 49.7%, though the two groups were the same in their ability before the intervention. Of course, a very strong statistical difference was also observed between the two groups; t_{observed} was greater than t_{critical} ($t_0 < t_c = 55.7 > 1.64$ at $P < 0.05$) on the experimental groups side whereas it was vice versa on the control group's side ($t_0 < t_c = 2.5 < 2.575$ at $P < 0.005$).

In general, the two groups, though they were equal in their ability as the results of the pre-test witnessed, differed widely in their results of the post-test.

Moreover, the responses of the students, in the experimental group, to the questions on the questionnaire also indicated that CVT is not being effectively employed. However, on the contrary teachers, in their responses to the questions on the questionnaire, revealed as CVT is being effectively employed. This depicts that there is a big discrepancy between what the teachers believe and what is being exercised pertaining to CVT.

This finding, hence, warrants the policy makers or other authorities concerned to take appropriate measures to correct or solve the problem as regards CVT as much as possible.

DEDICATION

To my children and my students.

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List of Abbreviation /Acronym

CVT- Contextual Vocabulary Teaching

CVL - Contextual Vocabulary Learning

ETSSS - Ethiopia Tikdem Senior Secondary School

Y12SS- Yekatit 12 Senior Secondary School

M II SS - Minilik II Secondary School

ICSS - Intoto Comprehensive Secondary School

AKSS - Addis Ketema Secondary School

DFLL - Department of Foreign Language and Literature

CHAPTER ONE

1.1 GENERAL BACKGROUND

The great significance of the English language has, increasingly, become vivid for its use as a common language of communication is, very well, realized. Wherever people who speak different languages meet, English is, in most cases, the only option they have to get messages across either in simple terms or in a sophisticated style depending on their knowledge of the language and the purpose of communication. However, a meaningful communication to take place a reasonable amount of vocabulary knowledge is vitally important. Otherwise, lack of appropriate words to express their feelings, thoughts, ideas etc. may hamper smooth interaction. Regarding this, Alemu Hailu (1994:5) in his M.A thesis argues:

When we speak or write, we usually try to select words that express our ideas, feelings, emotions, etc. in a foreign language and our ability to comprehend what others say (Whether in speech or writing) depends very much on our knowledge of the vocabulary of the language.

Likewise, when we consider the immense role the English language plays in the sphere of education, we find it to be extremely important since having adequate knowledge of the language may also mean a great success in the students' academic performances. Therefore, in order to make their academic achievements a success, students need to enrich their word-stock steadily. Nevertheless, as the English words increase, tremendously, in time, particularly due to technological advancement and the nature of the language in borrowing words from many other languages to the extent that it is, practically, impossible to teach all of them in the classroom easily; it is, then,

imperative that learners be trained to look for meaningfulness of words on their own. Thus, in order this to be realized, every endeavor should be made in this regard

1.2 Statement of the Problem

The English language, even having been taught in Ethiopia for several decades, does not seem to, adequately, familiarize itself with students as it might be apparent when the situation, in which most Ethiopian students are found, is taken into consideration. Thus, the standard of the language is deteriorating from time to time to the extent most students, even, at the secondary or tertiary level, are unable to express themselves or communicate with others; they appear to have, only a limited understanding of the language. Witnessing what has been stated Haile Getachew (1984) in his M.A thesis airs out his view: "Ethiopian students spend a great deal of time in studying the English language, but their English proficiency is not satisfactory in comparison with the time spent on teaching the English language."

In fact, a very small minority of the students have a very astonishing command of the language and are, mostly, successful in their academic performances. However, when the case of the majority of learners is taken into account, it is, still, possible to say that they usually face difficulties to get their messages across. Hence, this illustrates that a lot has to be done to change this tragic scene in as much, relatively, a shorter period of time as possible in order that they would expand their vocabulary and, then, become effective users of the language.

It is in fact, evident that there could be various reasons or variables that contribute to the deterioration of the standard of the English language. The

most fundamental one, however, could be the wrong approach of presenting meaning which has always resulted in the students' poor stock of words; since trying to teach the meanings of the mush-rooming English words in isolation and make students develop both their linguistic and communicative competencies (so that they would be able to produce productive language), is, extremely, a futile attempt; a mechanism which would enable students to learn meaning of words effectively should be devised.

In fact, it is not far from clear that words are the most important building blocks of a language without which much progress is unthinkable on the students' academic performances. Hence, it would, I feel, be most appropriate to teach strategies so that the learners themselves will work out meanings. And these strategies, I guess, will gradually stimulate them to perform well in their academic world as they will be able to read more, relatively, rapidly and with better understanding. Regarding the significance of words and the advantage which is bound to be gained in terms of improving the students' academic achievements or pertaining to the disadvantage if students do not enrich their vocabulary Yang Zhihong (Forum: July, 2000: 18-21) in his article entitled 'Learning Words' argues:

Words are the basic unit of language form. Without a sufficient vocabulary, one cannot communicate effectively or express ideas. Having a limited vocabulary is also a barrier that prevents students from learning a foreign language. If learners do not know how to expand their vocabulary, they gradually lose interest in learning.

In addition, the prominent educator and linguist, Wilkins (1972:111) asserts that adequate knowledge of words is indispensable and mandatory, as well, in the following manner: "... the fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed."

As it can, vividly, be seen from what has been discussed in the preceding paragraphs, words are so essential that either communicating effectively or achieving success in the students' academic achievements is extremely difficult without adequate knowledge of vocabulary. However, on the other hand, words are innumerable and they greatly vary in their meaning in different contexts and situations rather than being the same forever. Therefore, the problem of not being able to communicate meaningfully, as a result of the inability to utilize the words, appropriately, whenever the need arises, seems to be somehow, easy to tackle by teaching students strategies that would provide them the opportunity to guess meaning from context. This conclusion has, of course, been reached after considering the literature written by some renowned authorities (such as McCarthy, Hatch E. et al) on the paramount importance of vocabulary and CVT.

1.3 Objectives of the Study

1.3.1 General objective

The general objective of the study is to explore whether CVT is being effectively employed in Grade 11 of government schools.

1.3.2 Specific Objectives

The following are the specific objectives of the research:

- A. to explore whether teachers encourage students to indicate 'contextual clues' that would assist them (i.e. students) to guess meanings of unfamiliar words and

- B. to investigate whether there are adequate exercises, in the English text book of Grade 11, on 'guessing meaning from context'.

1.4. Significance of the study

As it is evident, the current trend is to train learners to develop skills in vocabulary development instead of trying to teach them meanings of single lexical items. Therefore, the study will have a significant role to play in this regard; and, at the same time, other advantages are also believed to be gained. Hence, the significance of this study will, I believe, be the following:

- A. it is hoped that both teachers and students will be more conscious of 'CVT';
- B. it is believed that the students will be motivated to work out meanings on their own and learn all aspects of vocabulary after being adequately exposed to "CVT or CVL" as a strategy and
- C. it is also hoped that curriculum designers, textbook writers and others who are desirous of presenting meanings in an effective way will make use of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter tries to discuss points, which are believed to be pertinent to the study. Thus, some literature, as presented by various prominent authorities, and notions reflected in the theses of some M.A and B.A students of the past years have been included. However, a maximum care has been taken not to include any irrelevant literature or idea lest the researcher would stray away from the objective of the study.

Besides, examples that illustrate the practicability of some theoretical aspects, as regards 'context' and 'CVT' stated in this chapter, have been added and elaboration on some basic facts provided by the researcher.

In summary, this chapter deals with issues that are felt to be relevant to assess what is being practised or done in Grade 11 pertaining to employing 'guessing meaning from context' as a strategy, in teaching meaning of unfamiliar words, in the light of fundamental principles and theories established around 'context' and 'CVT'.

2.2 A. Current trend in Vocabulary teaching.

The recent interest in vocabulary teaching focuses attention on understanding of the gist of a text, written or spoken. According to the recent trend, a single unfamiliar word should not be given much attention; not knowing the meaning of a single or two unfamiliar words will not prevent

comprehension. Thus, the fashion of the day pertaining to vocabulary teaching appears to be training learners to use strategies to work out meaning on their own as trying to teach the meaning of all the words in the English language would, practically, be a futile attempt since it is, in most cases, impossible.

As regards this Alemu Hailu(1994) in his M.A thesis, quoting different authors (Gairns and Redman, 1960: Carter and McCarthy, 1990, and Redman and Ellis, 1990) argues:

The trend is now to help learners to develop skills in vocabulary development rather than teaching the meaning of discrete lexical items. In other words, current practices in vocabulary teaching emphasize how learners learn rather than what they learn so that they become aware of every opportunity of vocabulary teaching.

Since words are too many to study and to use them at will whenever the need arises, either in the real world communication or in any written or spoken text as already mentioned earlier, Carter and McCarthy (1988:42) also air out their views in the following manner:

It is impossible to teach learners all the words they need to know, and so it is important to teach them guessing strategies that will enable them to tackle unknown words and lose their reliance on dictionaries ... This is the beginning of vocabulary learning as a language skill of shifting the responsibility to the learner.

As one might, then, understand from the preceding quotations and elaboration, though they may not be sufficient, the recent trend of vocabulary teaching seems to have shifted interest to stimulating learners to look for meaningfulness on their own by using contextual clues.

2.3. What Vocabulary Teaching or Learning Entails

Vocabulary teaching or learning might be seen as teaching or learning only meaning. It, however, embraces a lot of other aspects than only teaching or learning meaning.

Nonetheless, it is not far from true that vocabulary teaching or learning is, usually, considered teaching or learning only meaning. This wrong experience is, therefore, very damaging since it may hamper teachers from creating awareness in the learners that knowing a word means knowing many other important aspects about it.

Hence, in an attempt to confirm the notion raised in the preceding paragraphs, Wallace (1982: 27), under the subtopic “The principles of Teaching and Learning Vocabulary”, clearly puts what knowing a word in a target language means. He lists out the items worth considering in order that one is said to have known a certain word in a target language may mean knowing all or some of the following aspects:

- a) recognizing it in its spoken and written form;
- b) recalling it at will;
- c) relating it to an appropriate object or concept;
- d) using it in the appropriate grammatical form;
- e) in speech, pronouncing it in a recognizable way;
- f) in writing, spelling it correctly;
- g) using it with the word it correctly goes with, i.e. in the correct collocation
- h) being aware of its connotations and associations
- i) using it at the correct level of formality.

Thus, teaching vocabulary means enabling learners to know all or some of the most important aspects of the target word along with its meaning though it might be demanding on, particularly, the teachers' side. In fact, Wallace (1982) in his book entitled "Teaching Vocabulary" has also put it explicitly that teaching meaning demands the teacher to toil a lot. And, then, Wallace (1982: 27) argues:"... The teacher has the job of so managing the learning that the learner can do some or all of this things, with the target vocabulary that is to be learnt."

Hence, to teach or learn all or some of the most important aspects of vocabulary, 'context' plays an immense role. Hatch and Brown quoting Nagy and Herman (1987) confirm, explicitly or implicitly, as 'context' is very essential in teaching or learning vocabulary. Regarding this, the two educators (Hatch and Brown: 1995:375), then, have quoted Nagy and Herman (1987) and argued that "... 'Even a single encounter with a word in context might help increase learners' knowledge about that word and meaning.'"

2.4 The Role of 'Context' in Teaching or Learning Different Aspects of Vocabulary

Teaching or learning of different aspects of vocabulary from context has a tremendous advantage in that it greatly assists learners to retain the vocabulary taught to them or to recall the words they themselves study using various strategies of their own. As regards recording the newly learnt vocabulary in context Agnieszka Uberman in Forum 36 Number 1 (Jan- March 1998) asserts: " If teachers want students to remember new vocabulary it needs to be learnt in 'context' practiced and, then, revised to prevent students from forgetting".

What Uberman reveals to us is, in fact, quite general; the relevance of 'context' in teaching or learning different aspects of vocabulary, is however, vivid as the following examples may illustrate or justify:

a) In using a word in the appropriate grammatical form;

e.g. emphasis and emphasize

In the context where the 'noun' form is required 'emphasis' is used instead of the other form.

◦ The manager put emphasis on the production of more textile.

◦ The manager emphasized the production of more textile.

b) In writing, spelling a word correctly;

E.g. thin- thinner; fat- fatter; stop- stopped etc.

In the context where the last three letters of a word are in the form of CVC, we, usually, double the last consonant

c) In choosing words with which a word combines or goes;

E.g., Climb a mountain, a tree etc.

Mount a horse, a mule etc.

Though 'climb' and 'mount' denote the same concept, the combineability of the other words is determined by context (i.e. by the words that come after them)

d) In pronouncing a word correctly:

ewe-/ju:/'

Column/'kɒl,əm)

ewer/'ju: (r)

autumn /'ɒt,əm/

In the context where 'e' and 'w' (i.e.'ew) come together the sound becomes /yo/ not/ew/. Likewise, when 'm' and 'n' (i.e. mn) come together 'n' remains mute.

e) In pronouncing a word with affixes;

e.g. Columnal /k, lam, nal/
autumnal /tʌm, nal/

In the context where the suffix ‘-al’ is affixed to the two words - ‘column’ and ‘autumn’ - ‘n’ is readable.

f) In teaching various meanings of the same word;

E.g. Haile runs fast.

Haile’s car ran out of fuel.

Haile runs the business.

Haile’s health will improve in the long run.

Algor and Bush ran for the presidential election.

A line runs in her stocking. etc.

So, the word ‘run’ has various meanings in different contexts in the above sentences and it can also have some other meanings in other sentences of variety of contexts.

g) In relating it to an appropriate object or concept:

E.g. He is fond of raw meat. ✓

He is fond of his mother. X

He is longing for his mother. ✓

He is longing for his car. X

As the examples clearly show, ‘fond of’ is related to sth. while ‘long for’ to sb. though the ‘context’ may oblige one to use either ‘fond of’ or ‘longing for’ to relate to either sb. or sth.

h) Being aware of its connotation and association,

E.g., She is skinny.

He is really kid.

In the sentence ‘she is skinny’, the word ‘skinny’ may appear to mean ‘thin’ but it might have a connotative meaning and it can, at the same time, be pejorative. Hence, the meaning of the word ‘skinny’ may be associated with a lady who is not good-looking because she is too thin. Likewise, the word ‘kid’ might, also, have a connotative meaning and it may or can be derogatory. Thus, it must be clear that one has to be aware of the connotation and association of a certain word during teaching or learning vocabulary.

Finally, one has to note that the examples cited above, merely, illustrate how a significant role ‘context’ plays in teaching different aspects of vocabulary. Nevertheless, there could be many others that might have been left unmentioned in this regard.

2.5 The Role of ‘context’ as Perceived by some Researchers

The perception of some researchers of the term ‘context’ and the role it plays in teaching or learning vocabulary appears to be limited as they are, usually, seen or heard relating it to, only teaching or learning the meaning a word may have in a sentence. This narrow view of ‘context’ and its significance in vocabulary teaching or learning is very damaging; it prevents either teachers or learners from having a wider view of ‘context’ to the extent that its application in teaching or learning different aspects of vocabulary would be concealed. To cite some of the views of certain researchers in this regard, then, the following are worth mentioning;

A. The Use of Context in Vocabulary Teaching in Grade Nine

(By Belew Abebe, 1994)

In this study, the concept of 'context' is viewed to the extent of excluding other divisions or parts of 'context' that should be given due attention for their significance in teaching or learning vocabulary is much worth; only a definition is given, from Carter and McCarthy (1988:102), as if only a definition suffices to show what 'context' embraces or all what it means.

Pertaining to its use in vocabulary teaching or learning, the researcher regards 'context' as, only, a technique used to teach or learn meanings of unfamiliar words forgetting other useful roles it plays in vocabulary teaching or learning.

This narrow view of 'context', of course, may cast shadow on 'CVT' since other aspects of context' might not be taken into account.

B. The use of Context in Developing Vocabulary in Grade 10 (by Shoadeg G/Senbet-June, 1992)

In this study the researcher, simply, begins his discussions without, even, either introducing or defining the term 'context'. As to the use of 'context' in teaching vocabulary, the researcher's discussion revolves only around teaching meaning ignoring the role 'context' plays in other aspects of vocabulary teaching or learning.

So, his research seems to be lacking strength in giving relevant information with regard to 'context' and the role it plays in vocabulary

teaching or learning. And not giving a damn to introducing or defining the term is, really, a defect though no attempt would be made to disparage his study.

C. The Importance of Context in Teaching Vocabulary in Grade Nine (by Zegeye Mekuria June, 1997).

Like the two researchers in the preceding discussions did, Zegeye also looks at 'context' from its narrow point of view; he doesn't seem to, fully, consider the significance of 'context' from different angles i.e. from the point of view of its functions in enabling one to teach or learn different aspects of vocabulary.

In summary, the three researchers do not seem to fully perceive the term 'context' and the roles it plays in enabling one to teach or learn vocabulary when their discussions on CVT, in their studies, are assessed.

But this study differs greatly from the views of the researchers surveyed in the preceding paragraphs in that it sees or views 'context' from the point of view of its relevance in teaching or learning various aspects of vocabulary in addition to meaning.

2.6 Vocabulary and Reading in the light of 'Context'

It is a general consensus that vocabulary and reading are inseparable as vocabulary is a building-block of a language and reading without vocabulary is unthinkable; we read phrases, clauses, sentences, paragraphs etc. Thus, we, incidentally learn meanings of unfamiliar words by using 'contextual clues' and guessing the meaning. Regarding this Hatch and Brown (1995:369) argue:

“... learning of words from reading is apparently quite powerful also in the foreign (rather than the second language) environment”.

As learning words from reading is an important means of expanding one's vocabulary, reading will be facilitated when one makes use of the 'context' a written text is uttered in, in order to use contextual clues to guess meaning.

In addition, some linguists and educators, for instance Wallace, reflect their views, explicitly or implicitly, as teaching vocabulary in 'context' would help learners to enrich their word-stock and, at the same time, facilitate reading. As regards this, Wallace (1982:13), though implicitly, reflects the following on the relevance of 'context' in teaching word meaning and facilitating reading:

...Whenever they (i.e. students) come across a new word in a passage, they will immediately stop and not proceed until they have checked it up in a dictionary. This can kill all interest and even interfere with comprehension because the reader is so concerned with the individual words that he is less aware of the context which gives them meaning. It also results in very slow and inefficient reading.

Wallace, extending his discussion, (1982:42) argues: “We have already said... that native speakers or competent speakers of a foreign language, have mostly expanded their vocabulary by reading words in contexts and making intelligent guesses at their meanings.”

2.7 Assumptions in 'CVT

In teaching meanings of unfamiliar words from 'context', it is felt that the following assumptions might be realized:

- It is possible to teach learners strategies to work out meanings on their own;
- 'CVT 'will help students to learn meaning better;
- Students are making use of context or contextual clues to work out meanings on their own at Grade 11 level;
- It will help students read quickly (i.e. it increases their reading speed) and aid them to cover or do more reading;
- It will assist students to design their own strategies to look for meaningfulness;
- It will motivate learners to read more as they will work out meanings on their own without going to their dictionaries time and again;
- It will minimize the time students are likely to spend by looking up every word in their dictionaries;
- It will help students understand different meanings of words in different contexts and situations;
- It will help students become intelligent guessers using contextual clues through time;
- Students have already developed the habit of checking whether their 'guess' is correct or nearly correct after working out meanings on their own using context clues;

- Learners are well informed about 'context' and they are aware of its meaning and importance at large so that they will be aided to guess meanings of unfamiliar words in a written or spoken text;
- Students have fully accepted contextual teaching, or learning as a helpful strategy to study meaning;
- Teachers are well convinced about the relevance of contextual way of vocabulary teaching and they are employing it as a strategy to teach vocabulary meaning;
- Students can be trained to the habit of using steps in a strategy for guessing from context etc.

2.8 Training students to use 'Guessing' as a strategy

As it is discussed earlier, trying to teach meanings of all the English words is, absolutely, a futile attempt as words are too many to retrieve and use them whenever they are required. Thus, it would be advisable to stimulate students to employ 'guessing from context' as a strategy as it might, immensely, assist them to recall words, save them considerable amount of time and energy and motivate them to do more reading in their academic world.

However, guessing meaning requires some sort of training on the learners' side so that they would be motivated to use 'guessing from context' as a dependable strategy. In fact, training students may demand much and be more of a hindrance than a help, especially, when it comes to reading, relatively, fast as relating what has been learnt or taught during training 'to guess meaning' takes comparatively, much time. Of course, as to the problem training may pose Carter and McCarthy (1988:105) state, explicitly or

implicitly: "...initially the strategy is a major interruption to the reading process while learners develop familiarity with the range of clues available." Nevertheless, though training learners to use 'guessing as a strategy' may take time, it will have a great significance in assisting learners to use available clues and become intelligent guessers as time elapses.

Hence, training students to utilize 'guessing as a strategy' is an inescapable task on the teacher's side because it can have a motivational effect on the learners' side.

It is also imperative that learners be introduced to some ways of checking the 'guess' from context in order that they would check whether their guesses are close to the appropriate meaning of unfamiliar words in a variety of contexts.

With regard to training to 'guess from context,' for instance, some of the ways of checking the "guess" provided by Carter and McCarthy: (1988:107) can be taught to learners. And the ways of guessing meaning are:

- A. Checking the part of speech of the unknown word;
- B. Breaking the unknown word into parts and see if the meaning of the parts relates to the 'guess';
- C. Substituting the guess for the unknown word. Does it make sense in context? and
- D. Looking in a dictionary-the final option.

After the learners have used the valuable context clues to guess an unknown word, they, then, can use additional information to check whether their guess is correct or almost correct (Carter and McCarthy, 1988:107).

2.9 Steps to be followed when students guess meanings of unfamiliar words

In a strategy for guessing from context, learners are required to have the ability to make use of the available contextual clues in order to make intelligent 'guesses'.

In fact, the strategy, first and foremost, demands that learners should be able to follow the idea in a text, that is, that they have to have good command of vocabulary, grammar and reading skill and secondly that they should bring relevant background knowledge to the text. However, even if these two requirements are met, learners, somehow, need to be introduced to the five steps described by Clarke and Nation (1980) and which are elaborated by Carter and McCarthy (1988) which would aid them to ensure that they have made good 'guesses'. Otherwise, a blind 'guess' may not help learners grasp a sound meaning. Thus, they need to be aware of the steps.

The steps that are worth noting in a strategy to guess from context are, then, the following:

- A. Finding the part of speech of the unknown word;
- B. looking at the immediate context of the unknown word and simplifying this context if necessary;
- C. Looking at the wider context of the unknown word. This means looking at the relationship between the clause containing the unknown word and surrounding clauses and sentences;
- D. Guessing the meaning of the unknown word. This consists the actual guess made by the learner using the clues obtained in steps A–C. And this guess may be made in the mother tongue or in English;

E. Checking that the guess is correct.

(Carter and McCarthy 1988)

The five steps, of course, need to be elaborated and examples provided when an English language teacher makes an attempt to create awareness in the learners though they are not elaborated, here, as it is beyond the scope of the study to do so. Otherwise, these steps may not help learners much in their endeavor to guess meaning from context unless they are discussed thoroughly in such a way that students would utilize them effectively while guessing meaning.

2.10 Factors which affect ‘Guessing from Context’

In order learners to utilize ‘context’ to guess the meaning of unfamiliar words, they must be aware of the fact that there are a number of factors that play a significant role in their (i.e. the learners’) trial to make intelligent guesses. And, hence, the following are the most important factors that affect ‘guessing from context’:

- Background knowledge of the subject matter of a given text i.e. the general context;
- The usefulness of prior knowledge;
- The density of the unknown words (i.e. high density of the unknown words results in great difficulty to guess meaning from context);
- The ratio of unknown to known words;
- Clarity or easiness of the necessary clues;
- The way learners are trained to guess from context;
- The number of times the same unknown word occurs in a text and the variety of contexts in which it occurs in the text;

- The importance of the unknown word to understand the context to which it is embedded or included;
- The closeness of the contextual information to the unknown word, etc.(Carnine, Kameenui; and Coyle 1984)

Though there could be other factors that contribute to the learners' sound guesses, the ones mentioned above are very much worth considering. Thus, the endeavour to create awareness both in the teachers and learners with regard to these factors will have paramount importance pertaining to 'guessing meaning from context.'

2.11 Conclusion

So far, various issues have been discussed with an intention to illustrate that 'context' and 'contextual way of vocabulary teaching or learning' demand profound knowledge of a number of aspects worth noting for one to utilize 'context' and 'contextual clues' in working out meaning on one's own.

However, the researcher believes that other researchers can extend the discussions and provide further elaboration using what has been presented as a stepping – board and proceed with their own.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Time and Place of Study

The Study was conducted in Addis Ababa. In the city there are 25 government high schools; using lottery method I selected ETSSS (No. 1) for my study concerning students. Regarding the teachers, I chose ETSSS (No. 1), Y 12 SS, ICSS and MISS using convenient sampling technique.

ETSSS (No. 1): In the academic year 1993 (E.C), there were 480 Grade 11 students among whom 260 were females and 220 males.

Pertaining to the period, the study was conducted between February and May.

3.2 Study Design

The study design employed was a case control cross sectional intervention type to obtain the necessary information in line with the objective of the study.

3.3 Study Population and Sampling Technique

3.3.1 The Source

All the eleventh grade students of ETSSS (N^o.1) and all grade eleven English teachers of the four government schools – ETSSS (N^o.1), Y 12 SS, ICSS and MISS – are the source population.

3.3.2 Sample Population

The study sample includes randomly selected students of grade eleven of ETSSS (N^o.1) and all eleventh grade English teachers at the four target schools.

3.4 Sampling technique and size

Convenient sampling technique was employed to select the study population. The students embraced in the study were identified by administering a pre-test. And, then those students in the extreme values were rejected and fifty for control and fifty for experimental groups, who were in the middle, were selected as a study population.

3.5 Research Tools and Data collection

3.5.1 Research Tools

The research tools employed were questionnaires and classroom observation.

3.5.1.1 The Questionnaires

Questionnaires are believed to be most relevant to the study because they seem to have been effective in obtaining information. For instance, as regards the effectiveness of instruments Deobold B. Van Dalen (1979:152-3) argues: "... presenting respondents with carefully selected and ordered questions is the only practical way to obtain data isolating specific questions for considerations tends to objectify, intensify and standardize the observation that respondents make."

3.5.1.2 Classroom Observation

Classroom observation is also taken as one of the research methods or tools with an intention to investigate whether CVT is being effectively employed during teaching meaning. Of course, this research method is used for two basic purposes:

- a. It helps to record some of the activities in line with CVT at the time of performance, that is during the teaching-learning process
- b. It enables the researcher to cross-check what is being observed with results that are bound to be obtained from the questionnaires

Pertaining to ‘observation’ the same writer, Deobold B. Van Dalen (1979:162) airs out his view as follows: “In observational studies researchers collect data on the current status of entities by watching them and listening to them rather than asking questions about.”

3.5.2. The Lessons

A. Lesson 1 Brainstorming session

Lessons which include the following were given to create awareness in the learners with regard to CVT:

- Some current trends in vocabulary teaching
 - Comprehension and production
 1. Comprehension
 - 1.1 Enhance understanding
 - Context clues

- what guesses are guided by

B. Lesson 2 Brainstorming session

2 Production

2.1 Vocabulary use

- Ways of promoting fluency or vocabulary use
- Word formation process
- Vocabulary Retrieval
 - Situational sets
 - Semantic sets
 - Metaphor sets

Lesson 3 What is Context?

- Definitions
- Examples

Lesson 4 Factors which affect guessing from context

- A strategy for guessing from context
- Things the strategy (i.e. guessing from context) presupposes
- The five steps the strategy (i.e. guessing from context) consists of

Lesson 5 Word analysis

Lesson 6 Context clues

- Vocabulary practice

Lessons and practices concerning CVT were presented to the experimental group with full participation of the students

3.5.3 Data Collection

A pre-test was administered to both groups and, then, lessons pertaining to CVT were given to the experimental group for a period of one and a half months. However, the validity of the pre-test was, in advance, approved by a four man committee of Grade 11 English teachers of ETSSS (No. 1) and its reliability was also tested by administering it to 10 randomly selected students of Y12SS and by re-administering it to the same 10 students of Y12SS after 3 days prior to administering it to the two groups - experimental and control groups.

Then, after lessons with regard to CVT were taught to students in the experimental group, a post-test was administered to both groups. Nevertheless, the validity of the post-test was also approved by the four man committee of Grade 11 English teachers of ETSSS (No. 1). And its reliability was also tested by administering it to 10 randomly selected students of AKSS and by re-administering it to the same 10 students of the same school - AKSS - after 3 days prior to administering it to the two groups. Besides, a questionnaire was distributed to the students in the two groups.

Likewise, a questionnaire designed for Grade 11 English teachers in the four target schools was also administered to teachers. Moreover, classroom observations were conducted in the four target schools while the English teachers were teaching vocabulary.

Finally, the data (i.e. the data obtained from the pre- and post-tests, questionnaires and classroom observations) were collected and analyzed to get the necessary information.

3.5.4 Controlling Variables

There were a number of variables, which were given due attention in the study among which the following are worth considering:

- Sex
- Age
- School type
- Elementary schooling
- Junior schooling
- Grades where students started learning English
- Grades where students began using English as a medium of instruction
- Ways of gaining aid outside the classroom to develop the students' English
- Strategies employed to expand the students' vocabulary
- Students' interest towards the English language
- Teachers' service years
- Teachers' qualification
- Teachers' interest towards teaching English
- Students' attitude towards CVT or CVL
- Students' motivation to employ contextual vocabulary learning to enrich their word-stock
- Teachers' attitude towards CVT

- Teachers' performance in the classroom concerning CVT
- lessons taught to experimental group to get the necessary information
- results observed after the post-test was administered etc.

3.6 Data Analysis

The data was collected, from the pre- and post-tests conducted during the study. In addition, a t-test statistical method was used to compare the means of the two groups to find out whether the two means were significantly different. Finally the means of the two groups were compared and t-observed was also compared with t-critical at 0.05 level of significance. The results are discussed in chapter four of this thesis, however.

3.7 Limitation of the study

- a. Lack of relevant material for the research (i.e. lack of data documented at the outset when 'guessing meaning from context' was employed)
- b. There was too much time constraint.
- c. There was also economic problem.
- d. Sample size was small, etc.

3.8 Definition of terms

a. Context:

- ‘Context’ according to Webster’s New World Dictionary, (1990:132) means: “.... The parts just before and after passage that determine its meaning.”
- ‘Context’ can be viewed as morphological, syntactic and discourse information in a given text which can be classified and described in terms of general features....(Carter And McCartly, 1988:120)
- Context (-Ual-ization) –A general term used in ‘linguistics’ and ‘phonetics’ to refer to specific parts of an utterance (or text) near or adjacent to a word which is focus of attention. The occurrence of a unit (erg. Sound) is partly or wholly determined by its context, which is, specified in terms of the unit’s relations’ i.e. the other features with which it combines as a sequence (David Crysta, 1997- A Dictionary of linguistics and phonetics)
- Context (i) Words that come before and after a word, phrase, Statement etc. helping to show what its meaning is
(ii) Circumstances in which sth. happens or in which sth. is to be considered (Oxford Advanced Learner’s Dictionary, 1989:254)

The term ‘context’ in this study, usually, refers to words, phrases and clauses before and after an ‘unfamiliar’ word to assist one to guess the meaning of the ‘unknown’ word.

b. CVT:

‘CVT’ refers to teaching vocabulary in ‘context’ to enable learners to guess meaning by looking at the neighbouring words, phrases and clauses.

c. ‘Poor/low interest’ and ‘good/high interest’

The phrase ‘poor/low interest’ is used to mean having negative attitude’ towards teaching or learning English. Likewise, the phrase ‘good/high interest’ is employed to mean having ‘ positive attitude’ towards learning/teaching English.

d. Experienced teachers

Teachers with, at least, 10 years experience in English language teaching.

e. Group -A

Group-A means 'experimental group'.

f. Group- B

Group- B means 'control group'.

CHAPTER FOUR

4.1 Results and Discussions

As discussed elsewhere in the review of related literature, the current trend with regard to enabling learners to expand their vocabulary, 'guessing from context' seems to be a dependable strategy. Teaching or learning vocabulary from 'context' is, however, affected by a number of factors of which background of the learners is one.

Nevertheless, this study pays much attention to CVT which has been employed in Ethiopian schools, both in junior and senior schools, to motivate learners to work out meaning on their own without relying, much, on dictionaries to look up every word whose meaning they are not familiar with. Hence, this study was conducted to determine whether CVT is being effectively practised in our set up.

4.2 Background Information Study of Students

As shown in Table 1, using convenient method, 50 students as control and 50 as experimental group were selected and included in the study. Of these, 55 (55%) were males and 45 (45%) were females. The majority of the students, 78 (78%), were also in the age group of 15-18. Ninety-seven (97%) of the students were also in government schools during their elementary and junior schooling. The same number of students also reported that they began learning English language in grade one; and 75 (75%) began to use English language as a medium of instruction in grade 7. 39 (39%) said they never got other additional aids to develop their English vocabularies, and 42 (42%) revealed as they used dictionaries to get the meaning of difficult words. And almost all, 86 (86%), showed good interest towards the English language.

This indicates that there was no much difference between the two groups (i.e. control and experimental groups) concerning their background and other variables related to contextual vocabulary teaching.

Table 1. Frequency Distribution of the Study Population by Socio-demographic Characteristics and Past Educational Background, ETSSS(No.1), AA, 2001

Variables	Experimental		Control		
		N ^o	%	N ^o	%
Sex	M	24	48	31	
	F	26	52	19	
	Total	50	100	50	100
Age	15-18	41	82	37	
	18+	9	18	13	
	Total	50	100	50	100
Past elementary Schooling	Government	48	96	49	
	Private	2	4	1	
	Total	50	100	50	100
Past Junior Schooling	Government	49	98	49	
	Private	1	2	1	
	Total	50	100	50	100
Beginning grade of learning English	1 st	30	60	18	
	2 nd	6	12	3	
	3 rd	14	28	29	
	Total	50	100	50	100
Grade of beginning to use English as a medium of instruction	7 th	30	60	45	
	8 th	6	12	1	
	9 th	14	28	4	
	Total	50	100	50	100
Aid mostly gained to develop English (i.e. out side the classroom)	Tutor	10	20	12	
	Friends	8	16	4	
	Parents	8	16	8	
	Foreigner	4	8	7	
	Never	20	40	19	
	Total	50	100	50	100
A strategy most frequently used to expand vocabulary (i.e. outside the classroom)	Reading books	4	8	5	
	News paper, magazine etc.	5	10	6	
	Radio, TV, Video	3	6	4	
	Dictionary	22	44	20	
	Never	16	32	15	
	Total	50	100	50	100
Students' interest towards English	Good	41	82	45	
	Poor	9	18	5	
	Total	50	100	50	100

4.3 Background Information about teachers

It is apparent that in some cases, teachers majored in other subjects teach English due to either scarcity of English language teachers or due to some other reasons such as: teachers' request to teach English, because they are interested in it, some teachers being displaced and not being able to find a vacant place in other departments in the school and the like.

Besides, in some places, teachers securing only diplomas in English are assigned to teach in higher grades more than their academic potential or status permits them for one reason or another.

Even more, novice teachers, though they might have obtained their B.A degrees in English, are made to teach in higher grades as a result of which the teaching-learning process, may somehow, be affected due to teachers' incompetence or due to lack of adequate acquaintance with the English text books they are supposed to teach to their students etc.

Improper or unfair assignment of teachers, therefore, can have a repercussion on effective teaching which might in the end, result in the students' being poor in English in general and in their ability to guess meaning from context' in particular as 'guessing, from context' demands learners to have a good command of grammar, sufficient vocabulary and reading skill which are, in most cases, unthinkable without proper or effective teaching.

Hence, the background of the English teachers who teach English in Grade 11, currently, would, indeed, be essential as it might, somehow, affect the study unless a considerable attention is given to it.

- **Results and discussions of the Background information study of teachers**

As shown in Table 2, teachers who currently teach English in Grade 11 of the four government schools, in Addis Ababa, are both male and female – 8 male and 2 female teachers. And all of the English teachers are above 41 years of Age (see App. 6 P 100).

As to the qualification of the English teachers, they are all B.A. holders majoring in English except that very few, one or two, have majored in Educational Administration and minored in English (See App. 6 P 101).

Pertaining to the services of the English teachers, they are all veteran teachers; everyone of them has already served for more than ten years.

As regards teachers' interest towards teaching English, 2 (20%) of them expressed as they have 'high' interest and 7 (70%) revealed that they have 'very high' interest whereas only, 1 (10%) of them said that s/he has 'low' interest (see. app. 6 P 101).

Finally, when teachers answered in response to the question why their interest is high' or ' very high', 7(70%) of them gave reasons such as: (I), simply inherent interest, (ii) because it is a medium of instruction, (iii) because it is an international language, etc. However, 1 (10%) of them said that s/he has' low' interest because of the students' undisciplinedness whereas 2 (20%) of the teachers hushed up (sec App 6 P 101).

Therefore, the study of the background information of Grade 11 teachers of the four target schools in Addis Ababa, somehow, seems to indicate that almost all the teachers are able or competent and the learners might benefit much from the teaching-learning process regarding developing

their language skills in general and their ability to ‘guess meaning from context’ in particular.

Table 2. Frequency Distribution of the Socio-demographic Characteristics and Educational Background of Grade 11 English Teachers in the four Government Schools ,AA, 2001

Variables			
		No.	%
Sex	M	7	70
	F	3	30
	Total	10	100
Age	40-45	2	20
	≥ 45	8	80
	Total	10	100
Qualification	B.A	10	100
	M.A	0	0
	Total	10	100
Major or Minor in English	Major	9	90
	Minor	1	10
	Total	10	100
Service Year	< 10	0	0
	≥ 10	10	10
	Total	10	100
Interest towards teaching	High	9	90
	Low	1	10
	Total	10	100

4.4 Results and Discussions of Responses to Questions for Students

After the students in the experimental group were taught lessons prepared by the researcher and after getting those students to do various exercises to reinforce teaching with regard to ‘guessing meaning from context’, the questionnaire prepared, for both groups-experimental and control groups-and translated into Amharic was administered to the students, filled in duly and returned. And then, the responses obtained from the questionnaire were tallied, tabulated and analyzed. Thus, as shown in Table 3, the following were the results and discussions of the responses of the students of the study population-experimental and control groups.

Students in the two groups were asked whether CVT is being effectively employed and how much it is used. Then, 33 (66%) of the students in the experimental group responded as it is not being effectively used while 17(34%) of them differed in their responses. However, 17 (34%) of the respondents in group-A confirmed as CVT is being used only ‘a little’ or ‘very little’ (see App.4 p 95).

Students in group-B- control group –were also asked the same questions. Then, 44 (88%) of them responded as CVT is being effectively employed while only 6 (12%) of them differed in their responses. Moreover, 18 (36%) of the respondents confirmed as CVT is being used ‘much’ or ‘very much’ while 27(54%) of them expressed as the strategy is employed ‘a little’ or very little’ and 5(10%) refuted from accepting the relevance of the strategy-‘guessing meaning from context’.

The two groups, therefore, seem to differ, widely, in their responses; students in Group-A might have become aware of the fact that ‘CVT’ is not

being effectively used in grade 11 after they were taught the lessons prepared by the researcher while the respondents in Group-B might have felt that only attempting to do exercises under the heading 'Guess the Meanings' (i.e. in their text book) denotes that CVT is being effectively employed in grade 11. So, one might say that the lessons taught with regard to 'guessing meaning from context' might have brought the discrepancy between the two groups which were almost the same in their background information and nearly similar in their pre-test results, though the students in the control group performed a little bit better than the experimental group.

In their response to item number 3, 45(90%) of the students in the experimental group responded as 'learning meaning from context' facilitates their reading though pertaining to its utility in this regard 25 (50%) of them said it is 'a little' or 'very little' useful, 21 (42%) revealed as it is 'much' or 'very much' helpful and 4 (8%) abstained from saying one or another, (see App. 4 P. 95

Asked whether learning meaning from context clues facilitates reading, 46 (92%) of the students in the control group revealed as it does, though pertaining to its utility in this regard 25 (50%) of them said it is 'a little' or 'very little' useful, 23 (46%) revealed it is 'much' or 'very much' helpful 2 (4%) abstained from saying one or another (see App 5 p99).

As it can be seen clearly from the results of their responses, the two groups seem to agree that 'learning meaning from context' facilitates reading. So, the relevance of 'learning meaning from context' appears to have acceptance by both groups - experimental and control groups.

In response to the question whether CVT would motivate one to read or to read a lot in addition to assisting to read rapidly, 43 (86%) of the respondents in group -A approved as it would whereas 7 (14%) of them

refuted the response. Nevertheless, when it comes to the question of the degree of its usefulness in this regard, 31 (62%) of the students said it is 'much' or 'very much' helpful, 15 (30%) revealed it is 'a little' or 'very little' useful while the remaining 4 (8%) stood out against any of the choices of the majority. (see App 4 p. 95).

In response to the same question, 45(90%) of the respondents in the control group approved as CVT would help whereas 5 (10%) of them refuted the response. However, when it comes to the question of the degree of its usefulness in this regard, 24 (48%) of the students approved as it is 'much' or 'very much' helpful, 24 (48%) of them said it is 'a little' or 'very little' useful while the remaining 2 (4%) stood out against any of the choices. (see App 5 p. 99)

So, when the results, the results obtained from the responses of the two groups, are considered, there appears to be a discrepancy. For instance, 31(62%) of the respondents in the experimental group said CVT would motivate 'much' or 'very much' to read whereas only 24 (48%) of the students in the control group revealed CVT would motivate 'much' or 'very much' and the same number of students- 24 (48%)- in the control group responded as CVT would motivate only 'a little' or 'very little'.

The difference seen between the two groups might have been due to the reason that the respondents in the experimental group might be more conscious of CVT than the respondents in the second group; the lessons taught to Group A might have brought about a change on the group pertaining to CVT while the students in Group B seem to be a bit perplexed as they were divided into half in their responses; 24 (48%) said CVT is 'much' or 'very much' useful and 24 (48) said it is only 'a little' or 'very little' helpful.

A question was also asked on the relevance of working out meaning from context in assisting one to design one's own strategy. So, 48(96%) of the respondents in Group-A approved its importance though 2 (4%) of them disagreed. In fact, when it comes to the question of 'how much useful' it is, 37 (74%) of the students responded as it is 'much' or very much' relevant while 13 (26%) of them said it is 'a little' or 'very little' helpful. (See App. 4 P. 95)

The same question was also asked to Group B students. So, 46 (92%) of the respondents approved its importance though 4(8%) of them differed in their responses. In fact, when it comes to the question of 'how much useful it is, 38 (76%) of the students responded as it is 'much' or 'very much' relevant while 10 (20%) of them said it is 'a little' or 'very little' helpful and the remaining – 2(4%) – refuted its relevance. (See App. 5 P 99)

Responses provided by the respondents in the two groups indicated, almost, similar results. However, the result on the control group's side looks a bit better though it is very much negligible. Therefore, it may be possible to say CVT or CVL might provide students with the opportunity to design their own strategies to enrich their word-stock.

In response to the question whether learning the meaning of unfamiliar words from their context saves the time one may spend on looking up every word in dictionaries, 46 (92%) of the students in Group A witnessed as it does save time though 4 (8%) of them refused to accept. And when it comes to the question 'how much time it saves', 37 (74%) of them said that it saves 'much' or 'very much' time, 8(16%) revealed it saves, only, 'a little' or 'very little' time whereas 5 (10%) opposed the importance in terms of saving time. (See App. 4 P 95)

Likewise, the same question was asked to the respondents in Group – B. So, 46 (92%) of them approved its importance in saving the time one may spend on looking up every word in dictionaries though 4 (8%) of them disagreed. In fact, when it comes to the question of how much useful it is, 38(76%) of the students responded as it is ‘much’ or ‘very much relevant while 10 (20%) of them said it is ‘a little’ or ‘very little’ helpful and the remaining – 2 (4%)- refuted its relevance. (See APP 5 P 99)

The results obtained from the responses provided by the two groups, still, indicated that the respondents agreed on the relevance of CVL in terms of saving time even though minor differences appeared between the two groups. Then, it might be possible to say that students have, more or less, realized as CVL helps in saving time which by the same token, might mean avoiding or breaking boredom.

When students were asked whether they think that learning the meaning of unfamiliar words in their contexts and situations motivates them to make efforts to work out meaning on their own, 46(92%) of the respondents in Group- A witnessed as it does, though 4 (8%) of them refuted from saying so. Moreover, to the question which asked ‘how much it helps in this regard’, 30 (60%) of them declared as it aids ‘much’ or ‘very much’ while 16(32%) of them said it assists 'a little' or ‘very little’. In fact, the remaining-4 (8%) – stood out against any of the responses provided (see App. 4 P. 95)

The students in Group - B were also asked whether they think that learning the meaning of unfamiliar words in their contexts and situations motivates them to make efforts to work out meaning on their own; 48(96%) of them witnessed as it does, though 2(4%) of the respondents refuted from saying so. Moreover, to the question which asked 'how much' it helps in this

regard, 30(60%) of them revealed as it aids 'much' or 'very much' while 18 (36%) of them said it assists 'a little' or 'very little' (See App. 5 P99).

The fact that the responses of the students in the two groups are similar on the first question may lead one to the assumption that the two groups or the students in the two groups are exactly the same in their reaction. However, there are certain discrepancies, though they might not be worth considering. Despite the minor differences seen between the two groups, it may be possible to say students are, somehow, aware of the significance of CVL though it may not, again, be possible to deduce that they are fully conscious and they can employ it effectively to expand their vocabulary.

The respondents in Group-A were also asked to express their belief with regard to the relevance of guessing at unknown words from their contexts in terms of assisting learners to understand other subjects and building confidence in them. So, 45(90%) of them confirmed as it is relevant, but the other 5(10%) refuted from giving a positive response. In addition, 37(74%) of the respondents revealed it is 'much' or 'very much' significant in enabling one to understand other subjects and develop confidence, and the remaining- 11(22%)- said it is 'a little' or 'very little' important in this regard while 2(4%) hushed up. (see App _4_ P95).

Similarly, the respondents in Group- B were also asked to express their belief with regard to the relevance of guessing at unknown words from their contexts in terms of assisting learners to understand other subjects and build confidence in them. Then, 47(94%) of them asserted as it is relevant and the other 3(6%) refuted from giving a positive response. In addition, 35(70%) of the respondents confirmed as it is 'much' or 'very much' significant in enabling one to understand other subjects and develop



confidence. In fact, the remaining 12 (24%) and 3 (6%) said it is 'a little' or 'very little' useful and it is not at all helpful, respectively. (See App. 5 P. 99)

The results obtained from the responses of the respondents in the two groups prove that students believe that guessing at unfamiliar words helps learners to understand other subjects and build confidence in them. However, the number of respondents, in group-A, who said it is 'much' or 'very much' helpful exceeds the number of respondents in Group-B. Likewise, the number of respondents who said it is 'a little' or 'very little' relevant, in Group-A, is less than that of the respondents in Group-B. The results, therefore, might imply that the respondents in the experimental group are more conscious of CVT or CVL and the discrepancy may have occurred due to the intervention or teaching with regard to CVT.

To the question asked on whether students have developed the habit of checking whether their 'guess' is correct or almost correct after having guessed the meaning of an unfamiliar word, 32 (64%) of the respondents in Group-A confirmed as they already have whereas 18(36%) of them said they haven't. However, in response to the question how much students have developed the habit of checking their guess', 11 (22%) of them responded as they have 'much' or 'very much' developed this habit, 20 (40%) of them revealed as they have developed only 'a little' or 'very little' while the remaining- 19(38%)- refuted from saying that they have trained themselves in this regard. (See App. 5 P 99)

To the same question asked in the preceding paragraph 38(76%) of the respondents in Group-B confirmed as they already have whereas 12 (24%) of them revealed the opposite. However, in response to the question 'how much students have developed the habit of checking their guess', 16 (32%) of them

responded as they have 'much' or 'very much' developed this habit, 26(52%) of them revealed as they have developed, only, 'a little' or 'very little' while the remaining- 8 (16%)- refuted from saying that they have trained themselves in this regard. (See App. 5 P99)

The responses obtained from the respondents in the two groups depict as there are certain differences between them (i.e. the two groups). The number of respondents, respondents in Group-A, who said they have already developed the habit of checking whether their 'guess' is 'correct' or 'almost correct' is less than the number of the respondents who provided the same answer in group-B. Similarly, the number of the respondents, in Group-A, who said they have 'much' or 'very much' developed the habit is less than the number of the respondents who provided the same answer in Group B. These differences, therefore, might be an indication that the respondents in Group-A might have been positively affected by the lessons taught by the researcher with regard to CVT/L and reached the conclusion that CVT is not effectively employed in this regard after comparing what is usually being exercised in the classroom with that of the intervention carried out within the six weeks' time.

A question related to the preceding one was also asked to students in Group-A, that is, a question on whether the students know the steps they should follow in checking whether their 'guesses' are correct. So, 29(58%) of the respondents responded as they do know the steps whereas the remaining -21 (42%)- revealed the opposite. In addition, to the question asked, "how much the learners have used the steps in checking whether their 'guesses' are correct, only 5 (10%) of them said they follow the steps 'much' or 'very much', 23 (46%) of them confirmed as they use them 'a little' or 'very little' and 22(44%) of them asserted as they do not make use of the

steps to check whether their 'guesses' are correct or not correct. (see App. 4 P95)

The same question was also asked to the respondents in Group-B. Then, 42 (84%) of the respondents answered as they do know the steps while the remaining- 8 (16%)- revealed the opposite. In addition, to the question asked 'how much the learners have utilized the steps in checking whether their guesses are correct, only 12(24%) of them said they follow the steps 'much' or 'very much', 30 (60%) of them confirmed as they use them 'a little' or 'very little' and 8 (16%) of them responded as they don't make use of the steps to check whether their 'guesses' are correct or not correct (see App. _4__P95).

The respondents in the two groups differ greatly in their responses. 42(84%) of the respondents in Group-B responded as they know the steps to check whether their guesses are correct while only 29 (58%) of the respondents in Group-A did say so. Similarly, 12 (24%) of the respondents in Group-B revealed as they use the steps 'much' or 'very much' whereas only 5 (10%) of the respondents in Group-A do so. Besides, only 8 (16%) of the respondents in Group-B witnessed as they don't make use of the steps to check whether their 'guesses' are correct while 22 (44%) of the respondents in Group-A declared as they do not make use of the steps to check whether their 'guesses' are correct. (See App __5__p 99)

The results, therefore, imply that the respondents in Group-B do not seem to, fully, know the steps used to check whether one's 'guesses' are correct or not. The results in the preceding discussions appear to illustrate that the students in the control group are less aware of CVT/ CVL than those in the experimental group. Hence, it might be wrong to say that the respondents in the control group would be able to utilize only the steps to

check whether their guesses are correct or nearly correct while they seem less conscious of CVT/CVL than the respondents in the experimental group. Rather it might be reasonable to say that the respondents in Group-A might have given their genuine witnesses after they had compared the course offered as regards CVT in the six weeks' time with that of the usual lessons given from their text book.

In response to the question whether the students understand, explicitly or implicitly, 'context' and CVL from the point of view of its relevance in enabling them to work out meaning by using 'context clues' in spoken or written text, 44 (88%) of the respondents in Group-A agreed as they do while the remaining- 6 (12%)- expressed their disagreement. Besides, to the question asked 'how much' students perceive 'context' and 'CVL' in the manner stated earlier, 31 (62%) of them said 'a little' or 'very little', 5 (10%) refuted and 14 (28%) revealed they are 'much' or 'very much' conscious of 'context' and CVL in the manner presented a little earlier. (see App 4 p 95)

In response to the question asked to Group-A in the preceding paragraph, 42 (84%) of the respondents in Group-B agreed as they do understand, 'context' and 'CVL' explicitly or implicitly, from the point of view of its relevance in enabling them to work out meaning by using context clues in spoken or written text; 8 (16%) of them disagreed. Besides, to the question asked 'how much' students perceive 'context' and CVL in the manner stated above, 31 (62%) of them said 'a little' or 'very little', 5(10%) refuted and 14 (28%) revealed as they are 'much' or 'very much' conscious of 'context' and 'CVL' in the manner presented previously. App 5 p99)

There are still discrepancies in the results of the respondents in the two groups with regard to the relevance of 'context' and CVL in terms of enabling learners to work out meaning by using 'context clues'; 31 (62%) of

the respondents in Group-A said 'a little' or very little while only 23 (46%) of the respondents in Group-B said 'a little' or 'very little'. Besides, as regards the significance of context and CVL in terms of enabling learners to work out meaning by using context clues, only 14 (28%) of the respondents in Group-A revealed that they were 'much' or 'very much' conscious whereas 21 (42%) of the respondents in Group-B said they were 'much' or 'very much' conscious in this regard. The results, therefore, proved to be vice versa. In the majority of the responses in the preceding discussions, the respondents in group-A displayed their being more conscious of CVL whereas, now here, the respondents in Group-B recorded a bit astonishing results; they showed their being more conscious than the respondents in Group-A. Hence, the researcher suggests that this question be investigated by the other researchers who are desirous of conducting a research.

Asked whether they have accepted contextual way of vocabulary learning as a useful strategy, 47(94%) of the students in Group-A responded that they have already accepted it as a helpful strategy.

Students in Group-A were also asked 'how much' they have accepted 'guessing from context' as a relevant strategy; 29 (58%) of them responded that they have 'much' or 'very much' accepted it, 15(30%) expressed as they accepted 'a little' or 'very little', but 6 (12%) of them showed their disagreement. (See App. 4 P95).

Likewise, asked whether they have accepted contextual way of vocabulary learning as a useful strategy, 45(90%) of the students in Group-B responded that they have already accepted it as a helpful strategy.

Similarly, students in Group-B were also asked 'how much' they have accepted 'guessing meaning from context' as a relevant strategy and 26 (52%) of them responded that they have accepted it 'much' or 'very much'

19(38%) of them said that they have accepted it 'a little' or 'very little,' but 5(10%) of them showed their disagreement (see App. 5 P 99).

Then, the results obtained from the responses of the respondents in the two groups depict that the respondents in Group-A appear to be more conscious of CVL than the respondents in Group-B. For instance, asked how much they have accepted 'guessing meaning from context' as a helpful strategy, 29(58%) of the respondents in Group-A said 'much' or 'very much' whereas only 26 (52%) of the respondents in Group-B said so. In addition, 19 (38%) of the respondents in Group-B confirmed as 'guessing meaning from context' is 'a little' or 'very little' useful while only 15 (30%) of the respondents in group-A provided the same remark.

Finally, the respondents in Group-A were asked how much they have employed CVL to work out meaning. Thus, 12 (24%) of them responded that they have used 'guessing meaning from context' 'much' or 'very much', 32 (64%) said 'a little' or 'very little' while the remaining -6 (12%)- revealed they do not use it at all. (See App.- 4 p 95)

The same question was also asked to the respondents in Group-B. Thus, 15 (30%) of them responded that they have used 'guessing meaning from context' 'much' or 'very much', 30 (60%) of them said 'a little' or 'very little' while the remaining- 5(10%)- revealed they don't use it at all. (See. App. 5 p 99).

The responses obtained from the respondents in the two groups, somehow, indicate that learners use CVL, though the results also show that much more seems to remain to convince learners to use CVL as a dependable strategy.

As to the discrepancy observed between the two groups, 12 (24%) of the respondents in Group-A responded that they have employed CVL 'much'

or 'very much' whereas 15 (30%) of the respondents in Group-B provided similar answer. Similarly, 32 (64%) of the respondents in Group -A said they employ 'guessing from context' 'a little' or 'very little' while 30 (60%) of the respondents in Group-B said so. The differences reflected between the two groups, though not exaggerated, seem to reveal: (i) respondents in Group-A might have compared the intervention or teaching conducted with regard to CVT and concluded that CVT/CVL is not effectively employed. (ii) Respondents in Group-B might have been deluded into believing that CVT/CVL is being effectively employed because there are exercises on 'guessing meanings' in their English text books, etc.

Frequency Distribution of the Responses to the Questions in the Questionnaire concerning the Students' knowledge, attitude and practice as regards CVT/CVL, ETSSS (No. 1), AA,2001

Table 3

	ITEMS	Experimental			Control		
		Yes	No	Total	Yes	No	Total
		n(%)	n(%)	n(%)	n(%)	N(%)	n(%)
1	Do you think CVT is being effectively employed in grade 11?	17(34)	33(66)	50(100)	44(88)	6(12)	50(100)
2	Does learning meaning from context clues facilitate your reading?	45(90)	5(10)	50(100)	46(92)	4(8)	50(100)
3	Do you think CVT helps to read quickly and stimulate you to cover more reading?	43(90)	7(14)	50(100)	45(90)	5(10)	50(100)
4	Does CVL motivate you to design your own strategies to work out meaning?	48(96)	2(4)	50(100)	46(92)	4(8)	50(100)
5	Does CVL save you the time you may spend on looking up words in dictionaries?	46(92)	4(8)	50(100)	48(96)	2(4)	50(100)
6	Does learning meaning in different contexts and situations help you work out meaning on your own?	46(92)	4(8)	50(100)	48(96)	2(4)	50(100)
7	Do you think CVL helps you build confidence in yourself to understand other subjects and do well in your academic performances?	45(90)	5(10)	50(100)	47(94)	3(6)	50(100)
8	Have you already developed the habit of checking whether your 'guess' is correct or almost correct?	32(64)	18(36)	50(100)	38(76)	12(24)	50(100)
9	Do you know the steps you should follow to check whether the meaning of the unfamiliar word is correct or not correct?	29(58)	21(42)	50(100)	42(84)	8(16)	50(100)
10	Are you familiar with the term 'context' and its meaning, explicitly or implicitly, in such a way that you will be aided to guess meaning of unfamiliar words in a text?	44(88)	6(12)	50(100)	42(84)	8(16)	50(100)
11	Have you accepted CVL as a helpful strategy to work out meaning?	47(94)	3(6)	50(100)	45(90)	5(10)	50(100)

4.5 Results and Discussions of Responses to Questions for Teachers

As it is stated elsewhere in the STATEMENT OF THE PROBLEM, it is practically impossible to teach meanings of words in isolation as human mind, in most cases, fails to retrieve what has already been taught or learnt. So, some renowned authorities such as Wallace (1982), McCarthy (1988), Hatch and Cherry (1995) etc. suggest that CVT be employed to aid learners to enrich their word-stock.

Hence, this study attempts to investigate whether CVT is being effectively employed in Grade 11.

As shown in Table 4, teachers teaching English in Grade 11 have provided responses to items in the questionnaire designed for them. However, since there was no base line data on evaluation of CVT for comparison, the researcher is compelled to rely on the responses provided by the students, in both experimental and control groups, to items in the questionnaire prepared for the students.

Teachers were asked whether their students are familiar with the term 'context' and how much familiar they are. So, 9 (90%) of the teachers responded as their students are familiar with the term 'context'. Besides, to the question 'how much familiar their students are with the term 'context', 6 (60%) of them confirmed as their students are 'much' or 'very much' familiar, 3 (30%) of them revealed that their students are 'a little' or 'very little' familiar whereas only 1 (10%) refuted from saying his/her students are familiar. (See App. 6_p103)

A great majority of the respondents – 84 (84%) – in both experimental and control group also confirmed as they are familiar, a reasonable number of students said they are ‘a little’ or ‘very little’ familiar, however.

Asked whether students make use of ‘guessing meaning from context’ in Grade 11, all of the teachers – 10 (100%) – said their students employ ‘guessing from context’. Likewise, in response to the question ‘how much their students use guessing from context, 7 (70%) of the respondents revealed that their students utilize the strategy ‘much’ or ‘very much’, 3(30%) responded as their students use ‘guessing from context’ ‘a little’ or ‘very little’ (see App. 6__ p103

Nevertheless, a large number of students- 45(45%)- witnessed as they don’t effectively employ ‘guessing from context. As to its utility in this regard, only 21 (21%) of the respondents in both groups said it is ‘much’ or ‘very much’ used, but the majority 79 (79%) revealed they don’t employ the strategy effectively.

Teachers were also asked on whether ‘CVT’ will help students to design their own strategies to work out meaning on their own. So, 10 (100%) of the teachers asserted that CVT will, certainly, help their students in this regard. However, a little discrepancy was observed on the teachers’ responses when they were asked on the degree the strategy (i.e. guessing from context) helps their students design their own strategies; 9 (90%) of the teachers confirmed as the strategy helps ‘much’ or ‘very much’ whereas 1 (10%) of them said it does help ‘ a little’

A positive result was also observed on the students’ side in this regard , 94(94%) of the respondents in the two groups confirmed as 'guessing from context' helps them design their own strategies. In addition, 67 (67%) of them revealed that it is ‘much’ or very much’ helpful.

In response to the question whether it is possible to teach learners strategies to work out meaning on their own, 9 (90%) of the teachers responded as it is possible to teach learners strategies. In addition, to the question teachers were asked whether they themselves have tried to teach their students strategies, 9 (90%) of the respondents revealed that they do teach while 1 (10%) of them said "No".

The other question teachers asked was how much they have worked to teach their students strategies. However, discrepancies were observed on the teachers' responses, 4 (40%) said they have tried 'much' or 'very much' 4 (40%) revealed that they have tried 'a little' or 'very little'; 'while the remaining- 2 (20%)- confessed as they haven't at all tried (see App._6__ p_103)

Nevertheless, the responses teachers provided, above, seem to contradict with what was observed during classroom observations ; no single teacher was observed making efforts to teach strategies and there was no even mention of strategies.

Following, a question on 'whether their students make efforts to create their own strategies to work out meaning on their own was put to teachers. And, then, 6 (60%) of them responded as their students make efforts to create their own strategies to work out meaning and the rest, 4 (4%), refused their consent.

Besides, asked to what extent their students make efforts to create their own strategies to work out meaning on their own, 4 (40%) of the teachers said their students make 'much' or very much' effort, 3 (30%) of them revealed that their students make 'a little'; or very little' effort and the remaining- 3 (30%)- said their students do not make any efforts in this regard.

Teachers' responses on the two preceding questions appear to indicate that teachers themselves, though not all, are perplexed about the relevance of CVT in assisting students to make their own efforts to work out meaning whereas the great majority, 94(94%), of the students, elsewhere, in this study confirmed as CVT/CVL motivates them to design their own strategies which, implicitly, might mean they make efforts to work out meaning.

The researcher, therefore, suggests that research be conducted to investigate the case in this regard.

Teachers were also asked whether they are convinced about the relevance of CVT as a strategy. So, 9(90%) of the teachers responded that they are convinced while 1(10%) refused his/her consent.

Students also seem to agree on the relevance of CVT/CVL; 92(92%) of the respondents in the two groups have confirmed as they have accepted CVT or CVL as a helpful strategy to work out meaning.

Furthermore, when teachers were asked whether their students like 'guessing from context' as a strategy, 9(90%) of them responded that their students do while only, 1(10%) of them differed in her/his response.

How much they think their students like 'guessing from context' was also one of the questions put to teachers. In response to this question, 6(60%) of them confirmed that their students like the strategy – 'guessing'-'much' or 'very much' while the rest, 4(40%), refused their consent.

Teachers seem to have responded genuinely, here, as 92(92%) of the respondents in the two groups have also shown positive attitude in their responses in this regard a little earlier.

Whether they believe that learners benefit from CVT was also the other question presented to teachers. So, in response to this question all of them said their students do like 'guessing from context'.

Asked how much their students benefit from CVT, 9(90%) of the teachers responded students benefit 'much' or 'very much'; 1(10%) of them disagreed on the benefit students might gain.

Teachers were also requested to respond to the question which asked 'whether CVT will help students become intelligent guessers; 9(90%) of them, then, confirmed as the strategy does help though 1(10%) of them differed in his or her response.

In all the three questions asked in the preceding paragraphs, one can see clearly that teachers' responses imply that teachers have positive attitude towards employing CVT, directly or indirectly. And students are, also, not different in their responses from that of the teachers as indicated in the previous discussions.

To the question on how much progress is observed pertaining to becoming intelligent guessers as a result of employing CVT, 6(60%) of the teachers responded as 'much' or 'Very much' progress is observed, 3(30%) of them said 'a little' and 1(10%) disagreed on the progress.

Teachers seem to differ in their responses as one might see. However, the majority of the teachers confirmed as 'much' or 'very much' progress is observed, and so did the majority of the students in their responses.

When teachers were asked how much time CVT takes students to make use of it, 8(80%) of them said it takes 'much' or 'very much' time. And teachers' responses might reveal to us that using CVT as a strategy requires one to do a lot of practices with regard to using appropriate contextual clues to guess meanings of unfamiliar words. And this again needs adequate knowledge of grammar, vocabulary and reading skill. To acquire all these, then, it needs a lot of time.

Asked whether their students have already developed the habit of checking their 'guesses' after working out meaning on their own using contextual clues, 9(90%) of the teachers confirmed that their students have.

Teachers were also asked how much their students practise checking their 'guesses', 7 (7%) of them said that students practise checking their 'guesses' 'a little' or 'very little' , only 2 (20%) confirmed that students practise checking guesses 'much' . However, no single teacher was observed getting his/her students to do practices pertaining to checking 'guesses' after working out meaning.

In response to the question whether CVT will motivate students to read more by minimizing the students' using, of dictionaries, 9 (90%) of the teachers expressed their agreement, but 1 (10%) of them disagreed.

Following, teachers were asked how much they think CVT minimizes their students' using dictionaries and how much it encourages them to read. So, 8 (80%) of them said 'much' or ' very much', 2 (20%) responded as it minimizes 'a little'.

The teachers were also asked whether CVT facilitates students' reading. All of them said it does.

However, to rely on the responses teachers provided for the two questions asked in the preceding paragraphs, it appears to me that researches should be carried out.

When the teachers responded to the question how much CVT facilitates students' reading, 9(90%) of them said it facilitates reading ' much' or 'very much', but 1 (10%) said 'very little'. (See App. 6 P 103)

Nevertheless, the researcher suggests that a research be conducted as only providing responses that seem to be positive or attractive, but which

might also conceal facts regarding facilitating students' reading, may not be adequate.

A question with regard to the relevance of CVT in building confidence in students to understand other subjects was asked. In response to this question, all of the teachers agreed it is relevant.

Similarly, in response to the question how much teachers think CVT is relevant in building confidence in the students to understand other subjects, 9(90%) of the teachers confirmed that it is 'much' or 'very much relevant and 1(10%) differed in his/her answer (see App_6__ P__ 03).

It is good that teachers appear to realize the relevance of CVT in assisting students not only in expanding their vocabulary but also in helping them perform well in their academic world. However, due attention does not seem to be given to CVT as the effort made on the teachers' side was not visible during classroom observations.

Towards the end, teachers were also asked whether students are motivated to employ contextual clues to work out meaning on their own. And, then, they all responded students are motivated in this regard.

Finally, when teachers were asked how much students are motivated to employ contextual clues to work out meaning on their own, 5(50%) of them said that their students are motivated 'much' or 'very much' and 5(50%) of them responded that students are motivated 'a little' or 'very little'.

(See App. __6__ p103)

The responses provided to the last two concluding questions seem to reflect that teachers believe that students are motivated to use contextual clues to work out meaning. Nevertheless, it doesn't appear to be genuine/effective as it was observed during classroom observations and as the results obtained in/from the post-test, after the intervention, witnessed.

Table 4:

**Frequency Distribution of the Responses to Questions in the
Questionnaire pertaining to the Teachers'
Knowledge, Attitude and practice as regards CVT, ETSS, Y12
SS, ICSS and M II SS, AA, 2001.**

		Yes N(%)	NO N(%)	Total- N(%)
1	Do you think your students are familiar with the term 'context'?	9(90)	1(10)	10(100)
2.	Do you think your students make use of 'guessing meaning from context' in Grade 11?	10(100)	0(0)	10(100)
3.	Do you think that CVT will help students design their own strategies to work out meaning on their own?	10(100)	0(0)	10(100)
4.	Is it possible to teach learners strategies to work out meaning on their own?	9(90)	1(10)	10(100)
5.	Have you tried to teach your students strategies?	9(90)	1(10)	10(100)
6.	Do you think that your students make efforts to create their own strategies to work out meaning on their own?	6(60)	4(40)	10(100)
7.	Are you convinced about the relevance of CVT as a strategy?	9(90)	1(10)	10(100)
8.	Do you think that your students like, 'guessing from context' as a strategy?	9(90)	1(10)	10(100)
9.	Do you believe learners benefit from CVT?	10(100)	0(0)	10(100)
10.	Do you think that CVT will help students become intelligent guesses?	9(90)	1(10)	10(100)
11.	Have your students already developed the habit of checking whether their guess is correct or nearly correct after working out meaning on their own using contextual clues?	9(90)	1(10)	10(100)
12.	Do you think CVT will motivate students to read more by minimizing the students' using of dictionaries?	9(90)	1(10)	10(100)
13.	Do you think that CVT facilitates students' reading?			
14.	Do you think that CVT has some relevance in building confidence in students to understand other subjects as well?	10(100)	0(0)	10(100)
15.	Do you think that students are motivated to employ contextual clues to work out meaning on their own?	10(100)	0(0)	10(100)

4.6 Classroom Observation

Classroom observations were carried out to counter-check the results obtained from the data gathered after the questionnaires were filled out and returned by the teachers who teach English in Grade 11.

And, then, a check list, which consists of some of the items that are believed to be most important in contextual vocabulary teaching, was prepared. Moreover, those items (i.e. the items against which each teacher was evaluated) were chosen for classroom observations, as measuring sticks, and numbers, I-V, were given to the five statements (i.e. statements representing the qualities which are thought to be worth observing while English teachers are teaching vocabulary employing ‘guessing meaning from context’ as a strategy) included in the classroom observation checklist.

Based on the items on the checklist, therefore, a total number of 20 classes were observed and codes, A-J, were given to teachers whose classes were observed while they were teaching meaning to their students.

Finally, teachers were graded according to the items on the checklist against the grading scales (i.e. grades 1-5) – 1 = very poor, 2 = poor, 3 = satisfactory, 4 = good, and 5 = very good – and the results, at last, were analyzed.

4.6.1 Items Selected and Included in the Checklist for Classroom Observation

- I. Employing contextual way of vocabulary teaching or ‘guessing from context’ while teaching meaning.
- II. Giving clues or training students to indicate context clues that would help them understand the meaning of unfamiliar words.
- III. Teaching meaning contextually in a way it will have transferable strategy for learning that can be used with other vocabulary.
- IV. Encouraging students to use contextual clues to work out meaning during the English lesson period while students are working on ‘Guessing Meaning’ exercises.
- V. Encouraging students to check whether their guess(es) is/are correct or almost correct.

4.6.2 Analysis of Classroom Observation

Teachers were observed to make sure whether they employ ‘contextual way of vocabulary teaching’ or ‘guessing from context’ while teaching meaning. So, the following results were recorded: then, the result of 6 (60%) of the teachers was labeled as ‘satisfactory’, that of 3 (30%) ‘good’ and the remaining- 1 (10%)- ‘poor’ (see App. __7__ p _100__).

When teachers were observed to check whether they make attempts to give clues or train their students to indicate context clues that would help them understand or guess the meanings of ‘unfamiliar words’, 2 (20%) of them were found to exhibit a ‘very good’ result in this regard, 1 (10%) of them was

graded 'good', 4 (40%) of them 'satisfactory' and the rest, 3 (30%) were found to be 'poor' in their endeavour.

Likewise, teachers were, also, observed to ascertain that they teach meaning contextually in a way it will have transferable strategy for learning that can be used with other vocabulary. And when they were evaluated in this regard, 2 (20%) of the teachers were graded 'good', 3 (30%) of them 'satisfactory' and 5 (50%) of them 'poor' (see App. 7 p 106).

As regards encouraging students to use contextual clues to work out meaning during the English periods while students are working on 'Guessing Meanings' exercises, 3 (30%) of the teachers were observed to make 'very good' efforts, and 2 (20%) of them were graded good 5 (50%) showed 'satisfactory' movements in this regard.

Finally, when teachers were observed in the light of encouraging their students to check whether their guess(es) is/are correct or almost correct, 1 (10%) of them was graded 'very good,' 2 (20%) of them 'good', 5 (50%) of them were labeled as 'satisfactory' and the rest, 2 (20%) as 'poor' (see App. 7 P 106)

4.6.3 Results of the post-test

A pre-test was administered to the two groups-experimental and control groups- before the experimental group was taught lessons pertaining to CVT. And, then, the results of the two groups were the same in terms of average as one can see from the table - table - 5; their results were 50.4 and 50.8 respectively. Besides, there was no statistically significant difference between the two since both groups had the same t-value and the t-value was less than t-critical ($t_0 < t_c =$

0.888 < 1.645). If t-value is less than t-critical when two groups are compared, no statistically significant difference will be observed.

But, later on, lessons with regard to CVT were taught to students in the experimental group for one and a half months and a post-test was administered to both groups - experimental and control groups. Then, as it can be seen on table - 5, the results obtained after the intervention of the researcher differed widely; in the post-test, students in the experimental group scored an average of 65 marks whereas students in the control group obtained only an average of 50 marks. Moreover, a strong statistical difference was also observed on the experimental group's side ($t_0 > t_c = 57.6 > 1.645$ at $P < 0.05$)

When t-value is greater than t-critical, it is said that there is a statistically significant difference which might also mean a sign of development in most cases. Hence, as it can be clearly seen on the table, a big improvement is observed in the post-test results of the experimental group in terms of average (from 50.4 to 65) and in terms of a statistical figure as well ($t_0 > t_c = 57.6 > 1.645$).

Therefore, from this finding, it is possible to say that the lessons taught to the experimental group have brought about significant changes on the results of the group - experimental group.

And finally, the result of this observation suggests that if appropriate lessons are taught and adequate exercises done pertaining to CVT, the students' ability to 'guess meaning from context' will improve or increase from time to time.

Table 5. Comparison of the pre and post-test grade results of the experimental and the control group, ETSSS (No. 1), AA, 2001.

MARK ACHIEVED	PRETEST				POST TEST			
	EXPERIMENTAL		CONTROL		EXPERIMENTAL		CONTROL	
	N	%	N	%	N	%	N	%
≥ 50	33	66	39	78	46	92	30	60
< 50	17	34	11	22	4	8	20	40
TOTAL	50	100	50	100	50	100	50	100
MEAN	50.4		50.8		65		50	
SD.	10.7		7.5		12.5		10.4	
SX	1.51		1.06		1.8		1.46	
T ₀	0.888		0.888		57.6		2.5	
T _c	1.645		1.645		1.645		2.575	

P value < 0.05 for computing t₀ and t_c.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 CONCLUSION

In the preceding chapters, the significance of the English language, both as a means of communication and the immense role it plays in the academic world, was mentioned. And the necessity for adequate vocabulary knowledge, for one to be able to communicate meaningfully and achieve better in one's academic performance, was also vividly stated. Besides, relevant literature pertaining to 'context' and CVT was reviewed at large in the hope that it would assist much as a measuring stick for the study. Moreover, the most appropriate research procedures were also indicated and properly followed to make the study a success.

Likewise, questionnaires were also designed, taking the utmost care and time, and employed to know about the attitude, knowledge and practice of both teachers and students with regard to the English language in general and 'context' and CVT in particular. Following, responses to questions on the questionnaires were analysed, discussed, compared and comments provided.

Moreover, classroom observations were conducted; what was observed was carefully recorded and teachers were evaluated against the points embraced in the classroom observation checklist.

Pre- and post-tests were also administered to both groups, experimental and control groups, and the means were compared to see whether discrepancies would be observed as a result of the intervention. Later, the results were discussed and a conclusion was arrived at.

All this was, in fact, done to obtain the necessary information in line with the objective of the study and reach a sound conclusion.

Therefore, it was, finally, possible to conclude the following from this study:

Both teachers and students have shown a positive attitude towards CVT as obtained from the questionnaires. This, then, denotes that there is a great hope to employ CVT provided that adequate lessons and exercises would be presented pertaining to "guessing meaning from context."

Both teachers and students have also shown great interest towards the English language. This, hence, indicates that students are eager to learn the English language and teachers are also interested in teaching it.

Nevertheless, the majority of the students reported that proper CVT is not being effectively employed in Grade 11. The study, therefore, reveals to us that steps must be taken so that CVT would be utilized meaningfully as it could be a remedy to expand the students' vocabulary though no attempt would be made to say it is a panacea.

A very wide discrepancy was also observed between the experimental and control groups after the intervention with regard to CVT: students in the experimental group showed great improvement after the intervention. This, again, vividly implies that CVT would help students increase their word-stock if due attention is paid to it.

Finally, a big discrepancy was mirrored between the responses of students and teachers pertaining to the question whether CVT is being effectively employed in Grade 11; teachers reported that CVT is being effectively employed which is contrary to this study finding and the students' opinion.

5.2 RECOMMENDATIONS

Based on the findings of the study, then, the following recommendations are suggested though there might be some more, others could provide in the researches they are likely to do.

1. Techniques and principles with regard to CVT should be taught both to teachers and students. This, of course, would create more awareness, in both, with regard to CVT and its utility as well.

2. Curriculum designers and text book or course book writers must be advised to include sufficient exercises that would provide students with opportunities to practise more on CVT/CVL and indicate contextual clues that help them guess meaning.

3. Evaluation with regard to CVT/CVL should be carried out and amendments be given if need be. Evaluation pertaining to CVT would let one see problems that require greater attention.

4. Refresher courses with regard to CVT/CVL must be offered to teachers and workshops organized to reinforce teaching meaning in context. Teachers

would be able to catch up with up-to-date information and adjust their teaching accordingly if such efforts are made.

5. Further and wider/deeper study, as regards CVT, is highly required as this study can only serve as a base line.

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የ11ኛ ክፍል ተማሪዎች ዳራ /ባክግራውንድ/ ጥናት

የት/ቤቱ ስም _____
ክፍልና ሴክሽን _____ ዕድሜ _____ ዓታ _____
ቀን _____
ኮድ _____

1. የመጀመሪያ ደረጃ ትምህርትህን/ሺን/ የተማርህበት/ሺበት/ ት/ቤት ስም _____
2. የመለስተኛ 2ኛ ደረጃ ትምህርትህን/ሺን/ የተማርህበት /ሺበት/ ት/ቤት ስም _____
3. የእንግሊዝኛ ትምህርት መማር የጀመርህበት /ሺበት/ ክፍል _____
4. እንግሊዝኛ ቋንቋን ለመማሪያነት መጠቀም የጀመርህበት /ሺበት/ ክፍል _____
5. ብዙውን ጊዜ እንጊሊዘኛህን/ሺን ለማሻሻል ከክፍል ወይም ከትምህርት ቤት ውጭ የምታገኘው/ሺው እገዛ
 - ሀ. በቤት ውስጥ መምህር ወይም በሌላ
 - ለ. በጓደኛ በኩል
 - ሐ. በቤተሰብ በኩል
 - መ. በቋንቋው ባለቤቶች/በውጭ አገር ሰዎች
 - ሠ. ምንም እገዛ አላገኝም

6. የቃላት ዕውቀትህን /ሺን/ ለማዳበር በአብዛኛው የምትጠቀምበት /ሚበት/ ስልት
 - ሀ. መጽሐፍ በማንበብ
 - ለ. መጽሔት ወይም ጋዜጣን በማንበብ
 - ሐ. ሬዲዮን በማዳመጥ፣ ቴሌቪዥን ወይም ቪዲዮ በማዳራት
 - መ. መዝገበ ቃላትን በመጠቀም
 - ሠ. ምንም አልጠቀምም

7. ለእንግሊዝኛ ቋንቋ ትምህርት ያለህ/ሺ/ ፍላጎት/ ዝንባሌ
 - ሀ. ዝቅተኛ
 - ለ. በጣም ዝቅተኛ
 - ሐ. ከፍተኛ
 - መ. በጣም ከፍተኛ
 - ሠ. ሌላ ከአለ _____
- ለምርጫህ ምክንያትህን /ሺን/ ከዚህ በታች በአለው ቦታ አስቀምጥ/ጭ/
-
-

ለአሳዩኸው /ሺው/ ቀና ትብብር ክፍ ያስ ምስጋና አቀርባለሁ።

የ11ኛ ክፍል ተማሪዎች መጠይቅ

ይህ መጠይቅ እንግዳ የሆኑ የእንግሊዝኛ ቃላትን ፍች አውዳዊ ስልትን በመጠቀም በአመርቂ ሁኔታ ማስተማርን ለማረጋገጥ በተመለከተ ጥናት ለማድረግ የተዘጋጀ ነው።

ስለዚህ በመጠይቁ ውስጥ የተካተቱ ጥያቄዎች እንደ ፈተና ሊቆጠሩ አይገባም። ስለሆነም ትክክለኛ ወይም ስህተት የሆኑ መልሶች አይኖሩም። ይሁን እንጂ በመጠይቁ ውስጥ ለቀረቡ ጥያቄዎች የሚሰጠው ጥንቃቄ የተመላበትና እውነተኛ ነው ተብሎ የታሰበ ምላሽ መጠይቁ ለታለመለት ተግባር መሳካት ከፍተኛ አስተዋጽኦ አለው። ስለሆነም መልስ ሰጭው ትክክለኛ ነው ብሎ የሚያስበውን ምላሽ መስጠት ይጠበቅበታል።

ውድ ተማሪዎች፣

"የእንግዳ ቃላትን ፍች አውዳዊ ስልትን በመጠቀም ማስተማር በ11ኛ ክፍል በአመርቂ ሁኔታ እየተተገበረ ነውን?" በሚል ጥያቄ ዙሪያ ማጥናትን አስመልክቶ ጥያቄዎች ተጠይቀዋል። ለጥያቄዎችም ምርጫዎች ከሥራቸው ተቀምጠዋል። "አዎ" ወይም "አይደለም" የሚል ምላሽ ለሚሰጣቸው ጥያቄዎች አማራጮች የትክክለኛ መልስ ማረጋገጫ ምልክት /✓/ ማስቀመጫ ቦታ ተዘጋጅቶላቸዋል። ስለዚህ ጥያቄዎችን በጥንቃቄ ካነቡ/ሸ/ በኋላ ከሁለቱ አንዱን በመምረጥ ይህንን የትክክለኛ መልስ ማረጋገጫ ምልክት /✓/ በሳጥኖቹ ውስጥ አስቀምጥ/ጭ/።

ለሌሎች ጥያቄዎቹ ግን ሀ፤ ለ፤ ሐ፤ ወዘተ ተብለው አማራጮች ተሰጥተዋቸዋል። እናም ለእነዚህ ጥያቄዎች መልስ ተገቢ ነው ብለህ/ሽ/ የምታምነውን/ኚውን አማራጭ የያዘውን ፊደል በመክበብ አሳይ። ከምርጫዎቹ መካከል መልስ የለም ብለህ/ሽ/ ካሰብህ/ሽ/ ግን 'ሌላ መልስ ከአለ' ከሚለው ሐረግ በኋላ በአለው ክፍት ቦታ መልስ ወይም አማራጭ ነው ብለህ/ሽ/ የምታስበውን/ቢውን ጻፍ/ፊ።

ስዚህ መጠይቅ ለሚሰጠው ከፍተኛ ግምትና ትኩረት በቅድሚያ ከፍ ያለ ምስጋና አቀርባለሁ።

ለ11ኛ ክፍል ተግባራት የተዘጋጀ መጠይቅ

1. የቃላትን አውዳዊ ፍቺ ማስተማር በአመርቂ ሁኔታ ተግባራዊ ሆኑዋልን?

አዎ	<input type="text"/>
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አይደለም	<input type="text"/>
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2. መልስህ/ሽ/ "አዎ" የሚል ከሆነ ምን ያክል ተግባራዊ ሆኑዋል?

ሀ/ በጥቂቱ

ሐ/ በብዙ

ለ/ በጣም በጥቂቱ

መ/ በጣም በብዙ

ሠ/ ሌላ መልስ ከአለህ/ሽ/ _____

3. ከቃላት አገባብ/አውድ/ በሚገኙ ፍንጮች በመረዳት/በመገልገል /የቃላትን ፍቺ ለመማር መቻል ንባብን ያቀላጥፍ ይመስልሃልን/ሻልን? /ማለትም የምታነበውን / ቢውን በቀላሉ በመረዳት ረገድ/?

አዎ	<input type="text"/>
----	----------------------

አይደለም	<input type="text"/>
-------	----------------------

4. ለ3ኛ ጥያቄ መልስህ / ሽ / "አዎ" የሚል ከሆነ ምን ያህል ያግዛል?

ሀ/ በጥቂቱ

ሐ/ በብዙ

ለ/ በጣም በጥቂቱ

መ/ በጣም በብዙ

ሠ/ ሌላ መልስ ከአለህ/ሽ/ _____

5. ለ3ኛው ጥያቄ መልስህ /ሽ/ "አዎ" የሚል ከሆነ በፍጥነት ለማንበብ ከማገዙም ሌላ ብዙ ለማንበብ ያነቃቃል ብለህ/ሽ/ ታስባለህን/ቢያለሽን/?

አዎ	<input type="text"/>
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አይደለም	<input type="text"/>
-------	----------------------

6. ለ5ኛው ጥያቄ መልስህ/ሽ/ "አዎ" የሚል ከሆነ ምን ያህል ፍጥነት ይጨምራል? ምን ያህል ያነቃቃል ?

ሀ/ በጥቂቱ

ሐ/ በብዙ

ለ/ በጣም በጥቂቱ

መ/ በጣም በብዙ

ሠ/ ሌላ መልስ ከአለህ/ሽ/ _____

7. የቃላትን ፍቺ ከአውዳቸው ለመማር መቻል የቃላትን ፍቺ ለመፈለግ የሚያስችል የራስህ /የራስሽ/ የሆነ ዘዴ ለማዳበር የሚያግዝ ይመስልሃል/ይመስልሻል?

አዎ	<input type="text"/>
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አይደለም	<input type="text"/>
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Questionnaire for Students

(The English Version)

Dear Student: This questionnaire is designed for research on "Is contextual vocabulary Teaching being Effectively Employed in Grade 11?". Thus, the items in the questionnaire should not be regarded as examination questions. However, the due attention that should be given to the replies will have a great contribution to the success of the study.

Therefore, you are kindly requested to give the answer (i.e. to each item in the questionnaire) which you feel is genuine.

Dear Students,

Questions are asked regarding "whether contextual vocabulary Teaching is being Effectively Employed in Grade 11" and choices are provided beneath each item.

To items whose choices are only 'Yes' or 'No' show your responses by putting a 'tick' / ✓ / in the box beside your answer.

To other multiple choice questions indicate your choice by encircling the letter which contains the answer which you think is appropriate.

Nevertheless, if you feel that the answer is not, at all, given in the choices, write your answer on the space provided after the last choice (i.e. the choice which says, "Any other answer").

Questionnaire to be filled in by students of Grade 11

1. Is contextual way of vocabulary teaching being effectively employed or exercised?

Yes	
------------	--

No	
-----------	--

2. If your answer is 'Yes', how much is it employed?

A. a little B. very little C. much D. very much

E. Any other answer: _____

3. Does learning meaning from context clues facilitate reading (i.e. does it help you understand what you read easily)?

Yes	
------------	--

No	
-----------	--

4. If your answer to question 3 is 'Yes', how much does it help?

A. a little B. very little C. much D. very much

E. Any other answer: _____

5. If your answer to question 3 is 'Yes', does it also help you read quickly and stimulate you to cover or do more reading?

Yes	
------------	--

No	
-----------	--

6. If your answer to question 5 is 'Yes' how much does it help you read quickly and stimulate you to read?

- A. a little B. very little C. much D. very much

E. Any other answer: _____

7. Does contextual way of vocabulary learning motivate you to design your own strategy to work out meaning?

Yes	
-----	--

No	
----	--

8. If your answer is 'Yes', how much does it help?

- A. a little B. very little C. much D. very much

E. Any other answer: _____

9. Does contextual way of vocabulary learning save you the time you may spend looking up words in your dictionaries?

Yes	
-----	--

No	
----	--

10. If your answer to question 9 is 'Yes', how much is it useful in this regard?

- A. a little B. very little C. much D. very much

D. Any other answer: _____

11. Does learning meaning in different contexts and situations help you work out meaning on your own?

Yes	
-----	--

No	
----	--

12. If your answer is 'Yes', how much helpful is it?

A. a little B. very little C. much D. very much

E. Any other answer: _____

13. Do you think (that) contextual way of learning meaning helps you build confidence in yourself to understand other subjects and do well in your academic performances?

Yes	
-----	--

No	
----	--

14. If your answer is 'Yes', how much is it helpful in this regard?

A. a little B. very little C. much D. very much

E. Any other answer: _____

15. After guessing the meaning of unfamiliar words, have you already developed the habit of checking whether your guess is correct or almost correct?

Yes	
-----	--

No	
----	--

16. If your answer to question 15 is 'Yes', how much does this help?

- A. a little B. very little C. much D. very much

E. Any other answer: _____

17. If your answer to question '15' is 'Yes', do you know the steps you should follow to check whether the meaning of the unfamiliar word is correct?

Yes	
-----	--

No	
----	--

18. If your answer to question 17 is 'Yes', how much have you used them?

- A. a little B. very little C. much D. very much

E. Any other answer: _____

19. Are you familiar with the term 'context' and its meaning explicitly or implicitly in such a way that you will be aided to guess meaning of unfamiliar words in a written or spoken text?

Yes	
-----	--

No	
----	--

20. If your answer is 'Yes' how much familiar are you with the term?

- A. a little B. very little C. much D. very much

E. Any other answer: _____

21. Have you accepted contextual vocabulary learning as a helpful strategy to workout meaning?

Yes	
-----	--

No	
----	--

22. If your answer to question 21 is 'Yes', how much have you accepted it?

A. a little B. very little C. much D. very much

E. Any other answer: _____

23. If your answer is 'Yes' to question 21 how much have you used the strategy (i.e. contextual way of learning meanings)?

A. a little B. very little C. much D. very much

D. Any other answer: _____

Appendix 3

Questionnaire to be filled in by Grade 11 English teachers of the four target schools - Ethiopia Tikdem Senior Secondary School, Intoto Comprehensive Secondary School, Yekatit 12 Secondary School and Minilik Secondary School.

Background information Study regarding English teachers
of Grade 11

Name of the School _____

Governmental Private

1. Sex _____ 2. Age _____

3. Qualification : T.T.I. Diploma B.A. M.A.

Any other qualification: _____

Major: _____ Minor: _____

4. Service: 1 - 5 5 - 10 10 and above

5. Your interest towards teaching English:

A. low B. very low C. High D. very high

E. Any other answer:

Please give a reason or reasons for your choice or for whatever you may say

Questionnaire for Teachers

Dear teacher,

This questionnaire is prepared for the research on "Is contextual vocabulary teaching being effectively used in Grade 11?" Thus, you are kindly requested to give due attention to each item of the questionnaire and provide the correct information.

When you give your answers,

- (a) To questions whose choices are only 'yes' and 'No', indicate your responses by putting a tick /✓ / in the box beside your answer.

- (b) To other multiple choice questions show your choice by encircling the letter which contains the answer that you think is appropriate. Nevertheless, if you feel that the answer is not given in the choices, write your response on the space provided after the last choice (i.e. the choice which says. "Any other answer").

I thank you very much in advance for spending your precious time and invaluable energy by filling out the questionnaire.

1. Are your students familiar with the term 'context'?

Yes	
-----	--

No	
----	--

2. If your answer is 'Yes', how much familiar are they with the term 'context'?

A. a little B. very little C. much D. very much

E. Any other answer:

3. Do students make use of 'guessing meaning from context' in grade 11?

Yes	
-----	--

No	
----	--

4. If your answer is 'Yes', how much do they make use of it?

A. a little B. very little C. much D. very much

E. Any other answer:

5. Do you think that contextual vocabulary teaching will help students design their own strategies to work out meaning on their own?

Yes	
-----	--

No	
----	--

6. If your answer is 'Yes', how much does it help in this regard?

A. a little B. very little C. much D. very much

E. Any other answer:

7. Is it possible to teach learners strategies to work out meaning on their own?

Yes	
-----	--

No	
----	--

8. If your answer is 'Yes', have you tried to teach your students strategies?

Yes	
-----	--

No	
----	--

9. If you answered 'Yes', how much have you worked in this regard?

A. a little

B. very little

C. much

D. very much

E. Any other answer:

10. Do your students make efforts to create their own strategies to work out meaning on their own?

Yes	
-----	--

No	
----	--

11. If your answer is 'Yes', to what extent do you think they do?

A. a little

B. very little

C. much

D. very much

E. any other answer:

12. Are you convinced about the relevance of contextual way of vocabulary teaching as a strategy?

Yes	
-----	--

No	
----	--

13. If your answer is 'Yes', how much are you convinced?

- A. a little B. very little C. much D. very much

E. Any other answer:

14. Do your students like 'guessing from context' as a strategy?

Yes	
-----	--

No	
----	--

15. If your answer is 'Yes', how much do you think they like it?

- A. a little B. very little C. much D. very much

E. Any other answer:

16. Do you believe learners benefit from contextual way of vocabulary teaching?

Yes	
-----	--

No	
----	--

17. If your answer is 'Yes', how much do they benefit?

- A. a little B. little C. much D. very much

E. Any other

answer: _____

18. Do you think contextual vocabulary teaching will help students become intelligent guessers?

Yes	
-----	--

No	
----	--

19. If your answer is 'Yes', how much progress is observed in this regard?

- A. a little B. very little C. much D. very much

E. Any other answer:

20. If your answer to question 18 is 'Yes', how much time do you think it takes the students to make use of it?

A. a little B. very little C. much D. very much

E. Any other answer:

21. Have your students already developed the habit of checking whether their guess is

correct or nearly correct after working out meaning on their own using

contextual

clues?

Yes	
-----	--

No	
----	--

22. If your answer is 'Yes', how much do you think they practise in this regard?

A. a little B. very little C. much D. very much

E. Any other answer:

23. Do you think contextual vocabulary teaching will motivate students to read more

by minimizing the students' 'using of dictionaries'?

Yes	
-----	--

No	
----	--

24. If your answer is 'Yes', how much do you think it will help them?

- A. a little B. very little C. much D. very much

E. Any other answer:

25. Do you think that contextual way of teaching vocabulary facilitates students' reading?

Yes	
-----	--

No	
----	--

26. If your answer is 'Yes', how much does it help?

- A. a little B. very little C. much D. very much

E. Any other answer:

27. Do you think that contextual vocabulary teaching has some relevance in building

confidence in students to understand other subjects as well?

Yes	
-----	--

No	
----	--

28. If your answer is 'Yes', how much do you think it is relevant in this regard?

- A. a little B. very little C. much D. very much

E. Any other answer:

29. Are students motivated to employ contextual clues to work out meaning on their

own?

Yes	
-----	--

No	
----	--

30. How much do you think students are motivated to employ contextual clues to work out meaning on their own?

A. a little B. very little C. much D. very much

E. Any other answer:

Table A2 Students' responses for background information study items
Experimental Group (A)

A table showing items, tallies, total number of the study population of one group and percentage pertaining to the background information study of 'the experimental group' of the target school - Ethiopia Tikidem Senior Secondary School (No. 1)

5	Aid mostly gained to develop English (I.e. outside room)	Tutor	Friends	Parents	Foreigner	Never	Percentage	2 ways	Total	Percentage	Grand Total	Total Percentage			
		###-###-### ###-###-### ###	35	70%	-###-### ///	13	26%	//	2	4%	50	100%			
6	Strategies to expand one's vocabulary	1 Strategy	Total	Percentage	2 Strategies	Total	Percentage	3 strategies	Total	Percentage	Grand Total	Percentage			
		###-###-### ###-###-### ///	33	66%	###-###	9	18%	###-###	8	16%	50	100%			
7	Interest towards the English language	Low	Total	Percentage	very low	Total	Percentage	High	Total	Percentage	V.high	Total	Percent	Grand Total	Total Percentage
		###-###	9	18%	0	0	0%	###-### ###-###-###	21	42%	###-### ###-###	20	40%	50	100%

Reasons for having 'low' interest as mentioned by the respondents

because teachers themselves neither speak nor teach in English
shaky base
forgetfulness in recalling words taught or learnt
because English is difficult to learn
lack of confidence
family problem
lack of help from teachers etc.

Reasons for 'high' or v. high interest as mentioned by the respondents

inherent interest
for it is a medium of instruction
because it is an international language
because it is a means of communication
because it could be a means of survival in the future etc.

Table A3 Experimental Group (A) Students' responses for items on the questionnaire
 A table indicating item numbers, options, tallies and percentage.

Question No.	Options		Options and tallies		Total	Percentage		Total
	Yes	No	Yes	No		Yes	No	
1	Yes	No	### IIII ### II	### IIII ### IIII	50	34%	66%	100%
3	"	"	### IIII ### IIII IIII	###	50	90%	10%	100%
5	"	"	### IIII IIII IIII IIII IIII	### II	50	86%	14%	100%
7	"	"	### IIII ### IIII IIII IIII IIII IIII	II	50	96%	4%	100%
9	"	"	### IIII ### IIII IIII IIII IIII I	IIII	50	92%	8%	100%
11	"	"	### IIII ### IIII IIII IIII IIII I	IIII	50	92%	8%	100%
13	"	"	### IIII ### IIII IIII IIII IIII	###	50	90%	10%	100%
15	"	"	### IIII ### IIII IIII IIII II	### IIII IIII IIII IIII	50	64%	36%	100%
17	"	"	### IIII ### IIII IIII IIII IIII IIII	### IIII IIII IIII IIII IIII I	50	58%	42%	100%
19	"	"	### IIII ### IIII IIII IIII IIII IIII IIII	### I	50	88%	12%	100%
21	"	"	### IIII ### IIII IIII IIII IIII IIII IIII II	III	50	94%	6%	100%

N.B. Question numbers represent the items on the questionnaire designed for students. And options are for each item on the questionnaire.

Table A4 Experimental Group (A) Students' responses for the items on the questionnaire
 A table indicating item numbers, options, tallies and percentage

Question No	Options	Options and tallies					Total	Percentage					Total
		a little	v.little	much	v.much	Any other/no		a little	v.little	much	v.much	Any other/ No	
2	A. a little B. v. little C. much D. v.much E.any other	### ### III	### I	III		### ### III ### ### III	50	26%	12%	6%	0%	56%	100%
4	A. a little B. v. little C. much D. v.much E.any other	###-### ### IIII	### I	### ### II	### IIII	IIII	50	38%	12%	24%	18%	8%	100%
6	A. a little B. v. little C. much D. v.much E.any other	### ### I	IIII	### ### ### II	### ### IIII	IIII	50	22%	8%	34%	28%	8%	100%
8	A. a little B. v. little C. much D. v.much E.any other	### IIII	###	### ### ### ### IIII	### ### IIII		50	16%	10%	48%	26%	0%	100%
10	A. a little B. v. little C. much D. v.much E.any other	IIII	IIII	### ### IIII ###	### ### ### II	###	50	8%	8%	40%	34%	10%	100%
12	A. a little B. v. little C. much D. v.much E.any other	### ### II	IIII	### ### ###	### ### ###	IIII	50	24%	8%	30%	30%	8%	100%
14	A. a little B. v. little C. much D. v.much E.any other	### I	###	### ### ### IIII	### ### ### III	II	50	12%	10%	38%	36%	4%	100%
16	A. a little B. v. little C. much D. v.much E.any other	###-### IIII I	IIII	### II	IIII	### ### IIII IIII	50	32%	8%	14%	8%	38%	100%
18	A. a little B. v. little C. much D. v.much E.any other	### ### IIII III	###	###		### ### ### ### II	50	36%	10%	10%	0%	44%	100%
20	A. a little B. v. little C. much D. v.much E.any other	### IIII III IIII	IIII III I	### ### I	III	###	50	40%	22%	22%	6%	10%	100%
22	A. a little B. v. little C. much D. v.much E.any other	### II	### III	### ### IIII I	### ### III	### I	50	14%	16%	32%	26%	12%	100%
23	A. a little B. v. little C. much D. v.much E.any other	III ### IIII III	### III IIII	### ###	II	### I	50	36%	28%	20%	4%	12%	100%

Appendix 5

Table B1

Control Group (B)

A table showing items, tallies, total number of the study population of one group and percentage to the background information study of the the controlled group of the 'target school' - Ethiopia Tikdem Senior Secondary School (No. 1)

Age	15 - 18	Total	Percentage	18 and above	Total	Percentage	Grand Total	Total Percentage
	### ### ### ### ### ### ### //	37	74%	### ### ///	13	26%	50	100%
Sex	Male	Total	Percentage	Female	Total	Percentage	Grand Total	Total Percentage
	### ### ### ### ### ### /	31	62%	### ### ### ////	19	38%	50	100%

Item No.	Items	Govern.	Total	Percentage	Private	Total	Percentage	Grand Total	Total	percentage	Grand Total	Total Percentage
1	Elementary School	### ### ### ### ### ### ### ### ### ////	49	98%	/	/	2%	50				
2	Junior School	### ### ### ### ### ### ### ### ### ////	49	98%	/	/	2%	50				
3	Beginning Grade of learning English	1 st	Total	Percentage	2 nd	Total	Percentage	3 rd	Total	percentage	Grand Total	Total Percentage
		### ### ### ///	18	36%	///	3	6%	### ### ### ### ### ////	29	58%	50	100%
4	Beginning grade of using English ass a medium of instruction	7 th	Total	Percentage	8 th	Total	Percentage	9 th	Total	percentage	Grand Total	Total Percentage
		### ### ### ### ### ### ### ### ###	45	90%	1	1	2%	////	4	8%	50	100%

Table B2

Control Group (B)

A table showing items, tallies, total number of the study population of one group and percentage pertaining to the background information study of 'the control group' of the target school - Ethiopia Tikidem Senior Secondary School (No. 1)

Item No.	Items	Tutor	percent	Friends	percentage	parents	Percentage	Foreigner	percent	Never	percent	Grand Total	Percentage		
5	Aid mostly gained to develop English (I.e. outside class room)	12	24%	4%	8%	8	16%	7	14%	19%	38%	50%	100%		
6	A strategy most frequently used to expand vocabulary (I.e. outside the classroom)	reading books	percent	News, p. mag. etc.	percentage	radio, TV, Video	Percentage	Dictionary	percent	Never	percent	Grand Total	Percentage		
		5	10%	6%	12%	4	8%	20	40%	15%	30%	50	100%		
7	Interest towards English language	Low	Total	Percentage	V.low	Total	Percentage	V.High	Total	Percentage	V.high	Total	Percentage	Grand Total	Percentage
		###	5	10%	0	0	0%	### ## ### ##	20%	40%	### ## ### ## ###	25	50%	50	100%

Reasons for 'low' interest as mentioned by the respondents

because teachers themselves neither speak nor teach in English.
poor background
forgetfulness in recalling words taught or learnt
because English is difficult to learn
lack of confidence
family problem
lack of help from teachers, etc.

Reasons for 'high' or v.high interest as mentioned by the respondents

inherent interest
for it is a medium of instruction
because it is an international language
because it is a means of communication

because it could be a means of survival in the future, etc.

Table B₃

Controlled Group (B)
Student's responses for items on the questionnaire

A table indicating item numbers, options, tallies and percentage

Question	Options		Options and tallies		Total	Percentage		
			Yes	No		Yes	No	Total
1	Yes	No	###-### ### ### ### ### ###-###	###-1	50	88%	12	100%
3	Yes	No	### ### ### ###-### ### ### ### ### I	###	50	92%	8%	100%
5	Yes	No	### ### ### ### ### ### ### ### ###-	###	50	90%	10%	100%
7	Yes	No	### ### ### ### ### ### ### ### ### I	###	50	92%	8%	100%
9	Yes	No	###-### ### ###-### ### ### ### ### III	II	50	96%	4%	100%
11	Yes	No	### ### ### ### ### ### ### ### ### III	II	50	96%	4%	100%
13	Yes	No	### ### ### ### ### ### ### ### ### II	###	50	94%	6%	100%
15	Yes	No	### ### ### ### ### ### ### III	### ### II	50	76%	24%	100%
17	Yes	No	### ### ### ### ### ### ### ### II	### III	50	84%	16%	100%
19	Yes	No	### ### ### ### ### ### ### ### II	### III	50	84%	16%	100%
21	Yes	No	### ### ### ###-### ### ### ### ###-	###	50	90%	10%	100%

Table B4

Controlled Group (B)

Students' responses for items on the questionnaire

A table indicating item numbers, options, tallies and percentage

Question No.	Options	Options and tallies					Total	Percentage					Total
		a little	v.little	much	v.much	Any other/no		a little	v.little	much	v.much	Any other/ No	
2	A. a little B. v. little C. much D. v.much E.any other	### ##-###-###	###-###	###-###-###-###		###	50	38%	16%	36%	0%	10%	100%
4	A. a little B. v. little C. much D. v.much E.any other	##-##-##-##-##	##	###-###-###-###	###-	//	50	40%	10%	36%	10%	4%	100%
6	A. a little B. v. little C. much D. v.much E.any other	###-###-###-	###-###	###-###-###-	###-###	//	50	32%	16%	32%	16%	4%	100%
8	A. a little B. v. little C. much D. v.much E.any other	###-###	//	###-###-###-###	###-###-###-###	//	50	16%	4%	38%	38%	4%	100%
10	A. a little B. v. little C. much D. v.much E.any other	###-###-###-	###	###-###-###-	##-##-###		50	34%	6%	34%	26%	0%	100%
12	A. a little B. v. little C. much D. v.much E.any other	###-###-###	###-	##-##-###-	###-###-###		50	28%	12%	32%	28%	0%	100%
14	A. a little B. v. little C. much D. v.much E.any other	###-###-	//	###-###-###-###	###-###-###-	//	50	22%	4%	36%	34%	4%	100%
16	A. a little B. v. little C. much D. v.much E.any other	###-###-###	###-###-	###-###-	###	###-###	50	28%	24%	24%	8%	16%	100%
18	A. a little B. v. little C. much D. v.much E.any other	###-###-###-###	###-###-	###-###	//	###-###	50	38%	22%	20%	4%	16%	100%
20	A. a little B. v. little C. much D. v.much E.any other	###-###-###	###-###	###-###-###-	###-	###-	50	28%	18%	32%	10%	12%	100%
22	A. a little B. v. little C. much D. v.much E.any other	###-###-###	###-	###-###-###-	###-###	###	50	28%	10%	32%	20%	10%	100%
23	A. a little B. v. little C. much D. v.much E.any other	###-###-###-###-	###-###	###-	###-###	###-	50	40%	20%	14%	16%	10%	100%

Appendix _____ 6 _____
Table C₁

A table showing various items of the background information study of the teachers of the four target schools - Ethiopia Tikidem Senior Secondary School, Intoto Comprehensive Secondary School; 'Yekatit 12' Secondary School and Minilik Secondary School.

Name of the School	Ethiopia T.S.s. No.1	Intoto' CSS	Yekatit 12' SS	Minilik' SS
Governmental or Private	Governmental	Governmental	Governmental	Governmental
Sex	T1 T2 T3 M, M, F	T1 T2 F M	T1 T2 T3 M M M	T1 T2 M F
Age	T1 T2 T3 48 48 41	T1 T2 47 44	T1 T2 T3 49 48 53	T1 T2 45 48
Qualification	T1 T2 T3 B.A B.A B.A	T1 T2 B.A B.A	T1 T2 T3 B.A B.A B.A	T1 T2 B.A B.A
Any other qualification	x x x	T1 T2 x x	T1 T2 T3 x x x	T1 T2 x x
Major	T1 T2 T3 English English English	T1 T2 English English	T1 T2 T3 English English EDAD	T1 T2 English English
Minor	x x Amharic	T1 T2 x x	T1 T2 T3 x x English	T1 T2 x x
Service	T1 T2 T3 10 & above 10 & above 10 & above	T1 T2 10 & above 10 & above	T1 T2 T3 10 & above 10 & above 10+	T1 T2 10+ 10+
Interest towards teaching English	T1 T2 T3 v. high v. high v. high	T1 T2 low v. high	T1 T2 T3 high v.high v.high	T1 T2 high v.high
Any other answer than the one mentioned above	X X X	x x	T1 T2 T3 X X X	T1 T2 x x
Reasons for the choice of each teacher concerning interest towards teaching English:	Because of X X its being international language	T1 T2 Because of international language medium of instruction natural interest the students' bad behavior	T1 T2 T3 means of curiosity and interest to master language living interest	T1 T2 interest interest

Table - C2

A table illustrating the most important items in the preceding table (I.e table C-1) in terms of Percentage

No	Items	No of teachers falling under each item	Total	Percentage
1	B.A holders	10	10	100%
2	English majors	9	9	90%
3	English minors	1	1	10%
			10	100%
4	Teachers with teaching service of 10 years and above	10	10	100%
5	Teachers with 'very high' interest towards teaching English	7	7	70%
6	Teachers with 'high' interest towards teaching English	2	2	20%
7	Teachers with 'low' interest towards teaching English	1	1	10%
			10	100%
8	Teachers who say their attitude towards English is 'high' or 'very high' because of inherent interest, its being international language, medium of instruction, etc.	7	7	70%
9	Teachers who say their attitude towards English is 'low' because of the students' mal-discipline	1	1	10%
10	Teachers who didn't say anything about their choices	2	2	20%
			10	100%

Table C3: Teachers' responses for the items on the questionnaire

A table illustrating item numbers, options, tallies and percentage

Question No.	Options		Options and tallies		Total	Percentage		Total
			Yes	No		Yes	No	
1	Yes	No	### ////	/	10	90%	10%	100%
3	Yes	No	### ###		10	100%	0%	100%
5	Yes	No	### ###		10	100%	0%	100%
7	Yes	No	### ###	/	10	90%	10%	100%
8	Yes	No	### ////	/	10	90%	10%	100%
10	Yes	No	### /	////	10	60%	40%	100%
12	Yes	No	### ////	/	10	90%	10%	100%
14	Yes	No	### ////	/	10	90%	10%	100%
16	Yes	No	### ###		10	100%	0%	100%
18	Yes	No	### ////	/	10	90%	10%	100%
21	Yes	No	### ////	/	10	90%	10%	100%
23	Yes	No	### ////	/	10	90%	10%	100%
25	Yes	No	### ###		10	100%	0%	100%
27	Yes	No	### ###		10	100%	0%	100%
29	Yes	No	### ###		10	100%	0%	100%

N.B. Question numbers represent items on the questionnaire designed for teachers. And options are for each item on the questionnaire.

Table C4 Teachers' responses for the items on the questionnaire

A table illustrating item numbers, options, tallies and percentage

Question No.	Options	Options and tallies					Total	Percentage					Total
		a little	very little	much	very much	Any other/no		a little	very little	much	very much	any other/no	
2	A. a little B. v.little C. much D.v.much E. Any other	/	//	### /		/	10	10%	20%	60%	0%	10%	100%
4	A. a little B. v.little C. much D.v.much E. Any other	/	//	### /	/		10	10%	20%	60%	10%	0%	100%
6	A. a little B. v.little C. much D.v.much E. Any other	/		### //	//		10	10%	0%	70%	20%	0%	100%
9	A. a little B. v.little C. much D.v.much E. Any other	///	/	//	//	//	10	30%	10%	20%	20%	20%	100%
11	A. a little B. v.little C. much D.v.much E. Any other	///		///	/	///	10	30%	0%	30%	10%	30%	100%
13	A. a little B. v.little C. much D.v.much E. Any other			### /	////		10	0%	0%	60%	40%	0%	100%
15	A. a little B. v.little C. much D.v.much E. Any other	//	/	### /		/	10	20%	10%	60%	0%	10%	100%
17	A. a little B. v.little C. much D.v.much E. Any other			### ///	/	/	10	0%	0%	80%	10%	10%	100%
19	A. a little B. v.little C. much D.v.much E. Any other	///		###	/	/	10	30%	0%	50%	10%	10%	100%
20	A. a little B. v.little C. much D.v.much E. Any other		/	////	////	/	10	0%	10%	40%	40%	10%	100%
22	A. a little B. v.little C. much D.v.much E. Any other	###	//	//		/	10	50%	20%	20%	0%	10%	100%
24	A. a little B. v.little C. much D.v.much E. Any other	/		###	///	/	10	10%	0%	50%	30%	10%	100%
26	A. a little B. v.little C. much D.v.much E. Any other	//		### /	//		10	20%	0%	60%	20%	0%	100%
28	A. a little B. v.little C. much D.v.much E. Any other		/	### ///	/		10	0%	10%	80%	10%	0%	100%
30	A. a little B. v.little C. much D.v.much E. Any other	////	/	###			10	40%	10%	50%	0%	0%	100%

N.B. Question numbers represent items on the questionnaire designed for teachers and options are for each item on the questionnaire.

Appendix 7
Table D1

Items Selected and included in the checklist
for classroom Observation

- I. Employing contextual way of vocabulary teaching or 'guessing form context' while teaching meaning.
- II. Giving clues or training students to indicate context clues that would help them understand the meaning of unfamiliar words.
- III. Teaching meaning contextually in a way it will have transferrable strategy for learning that can be used with other vocabulary.
- IV. Encouraging students to use contextual clues to work out meaning during the English period while students are working on 'Guessing meaning exercises'.
- V. Encouraging students to check whether their guess (es) is/are correct or almost correct.

Evaluation of Teachers in terms of the 'five items' listed above:

Teacher - A

	1	2	3	4	5
I			✓		
II		✓			
III		✓			
IV			✓		
V			✓		

Teacher - B

	1	2	3	4	5
I			✓		
II		✓			
III		✓			
IV			✓		
V			✓		

Teacher -C

	1	2	3	4	5
I			✓		
II			✓		
III		✓			
IV			✓		
V		✓			

Teacher - D

	1	2	3	4	5
I			✓		
II			✓		
III			✓		
IV				✓	
V				✓	

Table D2

Teacher - E

	1	2	3	4	5
I				✓	
II					✓
III				✓	
IV					✓
V					✓

Teacher - F

	1	2	3	4	5
I			✓		
II			✓		
III		✓			
IV			✓		
V			✓		

Teacher - G

	1	2	3	4	5
I		✓			
II		✓			
III		✓			
IV			✓		
V		✓			

Teacher - H

	1	2	3	4	5
I			✓		
II			✓		
III			✓		
IV				✓	
V			✓		

Teacher - I

	1	2	3	4	5
I				✓	
II					✓
III				✓	
IV					✓
V				✓	

Teacher - J

	1	2	3	4	5
I				✓	
II				✓	
III			✓		
IV					✓
V			✓		

Key:

I, II, III, IV, V

Numbers representing items selected and included in the checklist for classroom observation.

1, 2, 3, 4, 5

Numbers representing grades (1 = very poor, 2= poor, 3 = satisfactory 4 = good, 5 = very good given to each teacher in terms of each item.

A - J

Letters representing the 10 teachers observed in the four target schools - Ethiopia Tikidem Senior Secondary School, 'Yekatit 12' Secondary School, Intoto Comprehensive Secondary School and Minilik II Secondary School.

Table D3

Table indicating tallies of results of classroom observation of the teachers on each item.

Item number	Grades and tallies illustrating the number of teachers falling under each grade in each item				
	1	2	3	4	5
I	X	/	###/	///	x
II	X	///	////	/	//
III	X	###	///	//	x
IV	X	x	###	//	///
V	X	//	###	//	/

Table indicating the percentage of the total number of teachers who fall in the same categories of grades

i

Item No.	Grade	Total Number of teachers	Percentage
I	2	1	10%
	3	6	60%
	4	3	30%
Total		10	100%

ii

Item No.	Grade	Total Number of teachers	Percentage
II	2	3	30%
	3	4	40%
	4	1	10%
	5	2	20%
Total		10	100%

Table D₄

Item No.	Grade	Total number of teachers	Percentage
III	2	5	50%
	3	3	30%
	4	2	20%
	Total	10	100%

Item No.	Grade	Total number of teachers	Percentage
IV	3	5	50%
	4	2	20%
	5	3	30%
	Total	10	100%

Item No.	Grade	Total number of teachers	Percentage
V	2	2	20%
	3	5	50%
	4	2	20%
	5	1	10%
Total		10	100%

Some current trends in vocabulary teaching

(James Nattinger.)

Comprehension and production

Any discussion of vocabulary acquisition and of language performance in general needs to draw a clear distinction between comprehension and production ... comprehension of vocabulary relies on strategies that permit one to understand words and store them, to commit them to memory, that is, while production concerns strategies that activate one's storage by retrieving these words from memory, and by using them in appropriate situations.

1. Comprehension

1.1 Enhance understanding

First and foremost one has to know what unfamiliar or unknown words mean. It is at the same time very important to assure or to inform the learner that she/he does not have to know all the words of a passage before she/he can understand its meaning; a single mysterious word - or two or three will not prevent comprehension- It is the understanding of the text that will be his/her greatest aid in guessing these difficult words. Besides, it is important that the learner must know that she/he does not need to know all the meanings of any particular word but that she/he can be content or satisfied knowing only a general meaning for it.... Finally, one needs to convince the learner that instead of looking up every word in a dictionary, she/he should rely or depend on the kinds of techniques that are used for discovering meaning but one should advise the learner that the dictionary be used as a last resort or alternative.

Context Clues

Guessing vocabulary from context is the most frequent way to discover the meaning of new words, and to be able to do this, one needs to look for a number of clues.

Guesses are guided by:

- (a) the topic - which in conversation is obvious or clear from the type of social interaction involved, and which in reading may be signalled by an abstract or outline of what one is about to read. Even a title provides an effective or useful source of clues for guessing (Dooling and Lachman 1971)
- (b) Words in discourse - Discourse is full of redundancy or repetition, anaphora or word used to substitute a word said previously (e.g. if you don't want to iron my shirt, I will do it.) and parallelism (e.g. Don't

exaggerate the parallelism between the two cases.) and each offers or gives clues for understanding new vocabulary.

- (c) grammatical structure - grammatical structure, as well as intonation in speech and punctuation in writing contain further clues.

Exercises which work with the three kinds of context clues that would help sharpen students' ability to discover meaning through context alone and examples which emphasize the redundancy of language by demonstrating the types of contexts which can provide the meaning of an unfamiliar word' (Clarke and Silberstein 1977, P.145):

1. Synonym in apposition: Our uncle was a nomad, an incurable wanderer who never could stay in one place.
2. Antonym: While the aunt loved Marty deeply, she absolutely despised his twin brother Smarty.
3. Cause and effect: By surrounding the protesters with armed policemen, and by arresting the leaders of the movement, the rebellion was effectively quashed.
4. Association between an object and its purpose or use: The scientist removed the treatise from the shelf and began to read.
5. description: Tom received a new roadster for his birthday. It is a sports model, red with white interior and bucket seats, capable of reaching speeds of more than 150 km./h.
6. Example: Mary can be quite gauche: yesterday she blew her nose on the new linen tablecloth.

Slightly adapted and extracted from
Vocabulary and Language Teaching
(by Ronald Carter and Michael
McCarthy, 1988)

Lesson 2 Brainstorming Session

2. Production

2.1. Vocabulary Use

It is more important for students to use the newly stored or learnt language or word as effortlessly and quickly as possible that it is for them to wait for control of precise vocabulary (or perfect grammar), even though what they produce stray far from the standard. Being able to participate in conversation with some degree of fluency leads to the self confidence necessary to take more chances with the language. (Ronald Carter and Michael McCarthy, 1988)

Ways of Promoting Fluency or Vocabulary Use

1. Urging students to put language together the best they can and avoid the self-monitoring that would inhibit its use.
2. Teaching students the knack or ability of circumlocution- (instance of the use of many words to say something that could be said in a few words) - makes use of the ways we have of coining words to fill lexical gaps in the language such devices as derivation, compounding, blending, imitation and back-formation, etc.

Circumlocution

Examples

For the word 'incense'

Sara burnt a substance that produces smoke and pleasant smell when she made coffee.

Sara burnt incense.

For the word 'Priest'

When Ato Birru died last time, mother asked a religious father to perform religious duties in the church.

Word- formation Processes

A. Derivation

Derivation is the most common word - formation process found in the production of new English words.

Derivation is accomplished by means of a large number of small 'bits' of the English language which are not usually given separate listings in dictionaries. These small 'bits' are called affixes.

Examples:

un-, mis-, pre-, il-, ir-, im-, in-, -ful, -less, -ish, -ness, -ism, etc.

<u>unnecessary</u>	<u>illegal</u>	<u>boyish</u>	<u>useless</u>
<u>mislead</u>	<u>incorrect</u>	<u>beautiful</u>	<u>sadness</u>

Prefixes and suffixes

Prefixes are affixes added to the beginning of a word (e.g. im-, in-, pre-, post- etc.)

Suffixes are affixes added to the end of a word (e.g. -ism, -ish, -less, -ful, etc.)

Derivation - taking a root (word) and adding affixes.

e.g. inability - as unablence

imbalanced - unbalanced

root	prefix	suffix
able	in-	-ity

root	prefix	suffix
able	un-	-ness

B. Compounding

Compounding is one of the word-formation processes; it is a process of combining or joining of two or more words to form a word.

e.g. chalk box table cloth
 ink-pot commander - in- chief etc.

Variety of compounds or compound words

- salesman (together)
- table cloth (separated)
- pocketbook (together)
- bird cage (separated)
- whitewash (together)
- mother - in - law (hyphenated)
- ink-pot (hyphenated)

C. Blending

Blending is a process of combining two separate forms to produce a single new term.

e.g. breakfast + lunch = brunch
 gasoline + alcohol = gasohol
 motor + hotel = motel
 television + broadcast = telecast etc.

D. Back-formation

Backformation is a very specialized type of reduction process. Typically, a word of one type (usually a noun) is reduced to form another word of a different type (usually a verb)

e.g. televise - from television
 circumcise - from circumcision
 edit - from editor
 donate - from donation
 inform - from information
 discover - from discovery etc.

E. Clipping

Clipping is the element of reduction process which is noticeable in blending.

e.g. ad - advertisement
fan - fantastic
prof - professor
lab - laboratory
plane - aeroplane
flu - influenza etc.

F. Acronyms

Some new words are formed from the initial letters of a set of other words. These acronyms often consist of capital letters.

e.g. WHO - World Health Organization
FAO - Food and Agriculture Organization
UNESCO - United Nations Educational Scientific and
Cultural Organization
NASA - National Aeronautics and Space Administration.
NHS - National Health Service.
NI - National Insurance etc.

In fact, acronyms can lose their capitals to become everyday terms.

e.g. laser - light amplification by stimulated emission or
radiation.
radar - radio detecting and ranging
scuba - self contained underwater breathing apparatus etc.

G. Borrowing

The process labelled 'borrowing' is one of the least common process of word-formation in English.

e.g. alcohol (Arabic)
boss (Dutch)
Piano (Italian)
robot (Czech)
zebra (Bantu)
fiancé (French) etc.
(George Yule, 1994: 5 - 8)

2. Vocabulary Retrieval

The storage of information does not guarantee its retrieval; we need ways to increase the probability that retrieval clues will be effective, just as we need techniques that will permit the recall of words that are appropriate for the situation. Techniques that enhance production will have to be centred on the meanings of words rather than on their forms ... The most effective associative bonds or

bindings for production, therefore, connect the word and its meaning. The following are some of the techniques that gather words in such a way.

Situational Sets

... They are group of words that are associated because of the subject of the text, its purpose or its construction; they are words related to particular situation. Conversation about a department store, for example, would most likely contain vocabulary such as price, floor, sales, charge, clothes; that about school would involve teacher, student, class, textbook, lesson.

Semantic Set

.... Semantic sets, like situational sets, are ways of bringing words together so that inferential associations are more obvious or clear.

Words can be grouped as:

1. synonyms e.g. (sofa, couch)
 - (a) formal and informal synonyms - (child, kid)
 - (b) poetic and non-poetic synonyms - (bough, branch)
 - (c) Positive and negative synonyms - (thrifty, stingy)
2. antonyms (wide, narrow), (big, small), etc.
3. co-ordinates (oak, elm)
4. super-ordinates (skunk, animal)
5. subordinates (fruit, pear)
6. stimulus response pairs - pairs such as accident, car and boy, mother etc.

A typical exercise treating synonyms as presented by Martin (1976) for teaching academic vocabulary by grouping several verbs of analysis along with a sentence context:

consists of - the proposal consists of several parts
be composed of - the report is composed of four sections.
contain - the solution contains many inert compounds
be made up of - water is made up of two elements.

(Martin 1976, P.94)

Such groups help form associative bonds, while at the same time they 'illustrate how semantically similar verbs can have different syntactic, semantic and pragmatic restrictions' (Mickay 1980b, P.19)

Metaphor Sets

Metaphors or words which indicate something different from (though related in some way to) the literal meaning, permit us to understand something that often is abstract or mysterious in terms of something that is more concrete or familiar, exert a powerful influence on the ways we think and the actions we

take. Words like waste, spend, cost, spare, worth, borrow, profit, though possible to organize as a situational set, are easily associated in terms of the metaphor time is money.

You are wasting my time.
How do you spend your time?
 That flat tire cost me an hour.
 I've invested a lot of time in her
 I don't have time to spare.
 Is that worth your while?
 He's living on borrowed time
 You don't use your time profitably.

(Lakoff and Johnson 1980)

Lesson 3

What is 'context'?

Advanced Learner's Dictionary (1989) defines the word 'context' in two ways:

Context: 1. words that come before and after a word, phrase, statement, etc. helping to show what its meaning is:

Examples

- (a) They dropped the ash from their cigarettes into that glass dish. That is why it's called an ashtray.

Unfamiliar or unknown word	Meaning	Context clues
ashtray	small dish into which smokers put tobacco ash, cigarette, end, etc.	-ash from cigarettes - glass, dish, etc.

- (d) The length of women's skirts goes up and down from year to year. In the 1960s, mini skirts became very fashionable and a woman could wear a skirt twenty or thirty centimetres above the knee. A few years later, maxi skirts became trendy and then you had to wear skirts twenty or thirty centimetres below the knee. Each season there is always a 'correct' length and if your skirt is a little too long or too short some people will think that you are unfashionable.

Unfamiliar or unknown word	Meaning	context Clues
trendy	fashionable	- mini skirts - maxi skirts - mini skirts became fashionable - maxi skirts became <u>trendy</u> ...
unfashionable	not fashionable	the prefix un- (meaning : 'not')

Context: 2. circumstances in which something happens or in which something is to be considered.

Examples

- in the context of childhood
- in the context of adulthood
- in the context of economic crisis due to shortage of sth. (e.g. fuel or petrol)
- in the context of a certain society etc.

Activities that usually occur in the context of childhood

- Playing in the rain.
- eating anything found on the ground or elsewhere
- breaking glasses, dishes etc.
- doing things usually knowingly and sometimes unknowingly or knowingly, etc.

Activities that usually occur in the context of adulthood

- playing in a safe (i.e. clean, suitable etc.) area
- eating clean food.
- not breaking glasses under normal circumstances /conditions/
- doing things usually knowingly and sometimes unknowingly or knowingly, etc.

Things to be considered in the context of economic crisis

- scarcity /shortage of petrol, of food supplies due to either less production of crops or natural calamity/disaster etc.
- inadequacy of proper machinery that would facilitate production,
- scarcity of commodities and other supplies due to war or disagreement between or among countries, etc.

Activities or circumstances to be viewed in the context of a certain society.

- folk dances /cultural dances in the rural or urban society/

- style of life in countryside's and towns or cities.
- outlook /ways of thinking in backward and modern societies, etc.

Lesson 4

Factors which affect guessing from context:

- background knowledge of the subject matter of a given text i.e. the general context.
- the density of the unknown words (i.e. high density of the unknown words results in great difficulty to guess meaning from context)
- the ratio of unknown words to known words in a text.
- clarity or easiness of the necessary clues.
- training or not training learners to guess from context.
- the number of times the same unknown word occurs in a text and the variety of contexts in which it occurs in the text.
- the importance of the unknown word to understand the context to which it is embodied or included.
- the closeness of the contextual information to the unknown word (Carnine, Kameenu; and Coyle 1984)
- the usefulness of prior knowledge, etc.

A strategy for guessing from context

According to Clarke and Nation (1980) the following strategy has been given as an elaboration for guessing meaning from context. And it represents a procedure learners can use to ensure that they are making good use of the available context clues. It is, however, expected that as the learners become more proficient in the use of the clues, they will not need to follow the steps of the strategy so rigidly.

Two things the strategy presupposes (implies/indicates)

Firstly, the learners are able to follow the ideas in the text they are reading, that is, they have sufficient command of vocabulary, grammar and reading skills to achieve basic comprehension of the text they are reading and secondly that learners bring some relevant background knowledge to the text.

The five steps the strategy (i.e. guessing from context) consists:

1. Finding the part of speech of the unknown or unfamiliar word.
2. Looking at the immediate context of the unknown or unfamiliar word and simplifying this context if necessary.
3. Looking at the wider context of the unknown word. This means looking at the relationship between the clause containing the unknown word and surrounding clauses and sentences.
4. Guessing the meaning of the unknown word.

5. Checking that the guess is correct.

Initially, the strategy is a major interruption to the reading process while learners develop familiarity with the range of clues available.

Steps 1 and 2: **Focussing on the word and its immediate context**

The first two steps of the strategy focus on the word itself and the pattern it fits into with the words close to it. According to Aborn, Rubenstein and Sterling (1959) increasing the context beyond 10 words does not increase predictability. The length at which context attains maximum effectiveness lies between five and ten words (1959/79).

Studies of incorrect guesses (Haynes 1984; Laufer and Sim 1985) show that many learners are unable to make use of the immediate context and are often misled by the form of the unknown word.

Step 2, immediate context, can be elaborated by listing possible sources of information that learners can look for:

1. Use the context to answer the question 'what does what?' about the unknown word.
2. Make use of any related phrases or relative clauses.
3. Remove and or make two or more simple sentences.
4. Interpret punctuation clues such as italics (showing the word will be defined), quotation marks (showing the word has a special meaning), dashes (showing apposition or brackets (enclosing a definition))

Step 3 Using the wider context

Surrounding clauses and sentences in texts can help one to guess meaning. The relationship between these clauses and sentences include cause (the reason for sth. to happen) and effect (result due to the occurring or happening of sth.) Contrast (comparing and finding out differences between two things or persons) generalization - detail, exclusion (on the contrary, instead) explanation (in other words, that is) time (before, subsequently, finally), and arrangement (in the first place, secondly)... Helping learners make use of these relationships usually involves making the implicit (indirect/unclear/ hidden etc.) relationships explicit (direct/clear) (Nation 1984).

The wider context can also be elaborated or made clear by citing possible sources of information for learners to make use of.

1. Make use of any reference word clues like this, that, it, etc.
2. Complete any comparison clues (as good as this or that...) but it is better than, but it doesn't bear comparison with this or that) etc.

3. Choose and interpret the appropriate conjunction (but, and, or etc.) relationships between the clause or sentence with the unknown word and the clauses or sentences that come before and after.

...

The use of most guessing strategies is to make learners aware of the range of information available from context so that after practice they have no need to keep to any rigid guessing procedure.

Step 4: Guessing

Step 4 consists of the actual guess made by the learner using the clues obtained in steps 1-3. This guess may be made in the mother tongue or in English.

Step 5: Checking the guess

There are several ways of checking the guess.

1. Checking that the part of speech of the guess is the same as the part of speech of the unknown word. (Similar (adj), identical (adj)).
2. Break the unknown word into parts and see if the meaning of the parts relates to the guess.

e.g. dehumanization - removing qualities of a humanity
de-remove human -ization (suffix)

3. Substitute the guess for the unknown word.
Does it make sense in context?

e.g. We may not be happy with what we see or hear since
we have different tastes/interests, etc.

4. Look in dictionary

Lesson 5 Word Analysis

One way to find the meaning of an unknown word is through ANALYSIS of its parts. Prefixes and stems can sometimes help you to analyze words you don't know.

- A PREFIX is a form added before a word to change its meaning.
1. It has been considered infeasible to produce superconductors that operate at room temperatures.

(A) attainable
(B) desirable
(C) impractical
(D) impenetrable

The word infeasible begins with the prefix in - meaning "not". Answers (C) and (D) contain the prefix im-, which also means "not". These are the only possible choices. (C) is the correct answer.

- A STEM is the main part of a word to which other forms can be added.
2. The lungs are the chief organs of respiration in human beings and other animals.
- (A) oxygen
 (B) creation
 (C) breathing
 (D) activity

The Latin stem -spir- means "breathe". Prefixes can be added to the stem to form words such as respire and inspire. Suffixes (attached to the ends of stems) can be added to form words such as respiration and inspiring. (C) is the correct answer.

- A prefix can be added to a stem to form a new word.
3. The U.S. Government stockpiles petroleum reserves in strategically located subterranean caves.
- (A) enormous
 (B) underground
 (C) protected
 (D) secretive

sub - is a prefix that means "under". "-terra-" is a stem that means 'earth'. (B) is the correct answer.

- The following common prefixes are organized into groups having the same meaning.

NOT	a-	atypical
	un-	unusual
	dis-	disappear
	in-	incredible
	im-	impossible
	il-	illegal
	ir-	irresponsible
AGAIN	re-	reconsider
BACK	retro-	retroactive

BEFORE	ante- pre-	antecedent predict
TOGETHER	co- syn-	cooperate synonym
MANY	multi- poly-	multicolored polygon

Lesson -6

Context Clues

Sometimes you can determine the meaning of a word from its context. The term "context" refers to the meaning of other words in a sentence, as well as the overall meaning of the sentence.

- Pieces of information that help you to determine the meaning of unknown vocabulary are called CONTEXT CLUES.
1. Prehistoric man farmed the land by using primitive tools fashioned with rock and wood.
 - (A) advanced
 - (B) metallic
 - (C) simple
 - (D) decorative

The term "prehistoric" tells you that the time is in the distant past. The terms "rock" and "wood" suggest that the tools were made by hand of available material. These context clues indicate that the correct answer is (C).

- Generally, you should use context clues in three situations:
 - a) You have some idea of the meaning of the underlined word, but you aren't sure. In this case, the context could help you to decide.
 - b) You know what the underlined word means, but you aren't sure which answer is correct. In this case, you use context to eliminate the impossible answers and then guess from the remaining choices.
 - c) You notice that the underlined word has more than one possible meaning. You should check the context to see which meaning is being used and then choose the appropriate answer.
- You have to be careful in using context because sometimes it could lead you to choose the wrong answer.

2. The Watergate burglary was a bungled attempt to influence the outcome of the 1972 presidential elections.
- (A) political
 - (B) illegal
 - (C) inefficient
 - (D) decisive

The **word "burglary"** suggests that the answer might be (B). The term "**elections**" suggests that the answer might be (A). However, neither of these choices means the same as "bungled". The correct answer is (C).

From Practice Tests for IELTS
(Jakeman & McDowell)

Vocabulary Practice

Directions: In questions 1 - 10, each sentence has a word or phrase underlined. Below each sentence are four choices and you must select that MOST CLOSELY MEANS THE SAME AS the underlined word.

Example:

Meteorologists use balloons to forecast weather patterns.
A. cause B. predict C. create D. test

(B) is the correct answer because the word "predict" most closely means "forecast".

1. Lionel Barrymore was a celebrated actor in the theatre, radio and movies, as well as a musician and composer.
- (A) an acclaimed
 - (B) an industrious
 - (C) a talented
 - (D) an inscrutable
2. Pollination transpires when insects such as bees carry pollen on their feet from one flower to another.
- (A) develops
 - (B) occurs
 - (C) transfers
 - (D) fertilizes

3. Bacteria can be both detrimental and helpful to human, depending on the specific type and effect.
- (A) productive
(B) useful
(C) harmful
(D) fatal
4. It is generally recognized that Asia was the cradle of civilization about 5,500 years ago.
- (A) known (B) determined
(C) challenged (D) distributed
5. A barometer is a device for measuring changes in atmospheric pressure.
- (A) method (B) an invention
(C) a figure (D) an instrument
6. Although the Red Cross is widely known for its work during wartime, it also aids people during natural disasters.
- (A) specifically (B) generally
(C) occasionally (D) spaciouly
7. The two stages preceding the birth of a child are the embryo (during the first two months) and the fetus (during the last seven months).
- (A) platforms (B) types
(C) scenes (D) steps
8. Alcoholism is the third leading cause of death and afflicts over 10 million Americans annually.
- (A) rejuvenates (B) controls
(C) destroys (D) affects
9. Animals were first domesticated as a source of food and later as a source of clothing and transportation.
- (A) raised (B) bought
(C) found (D) tamed
10. The technique of putting colourful designs on fabric is called batik.
- (A) metal (B) plastic
(C) rubber (D) cloth

(From: Practice Tests for IELTS
by
Jakeman and McDowell)

Pre - test

Date: _____

Name of the school : _____

Student's code : _____

Grade and section : _____

Words in context : Read the passage and do the questions.**Time for a laugh**

Every body loves a good **joke**. Even children at a very early age start **telling jokes** to their friends. They especially like to **tell riddles** such as what has four legs but cannot walk?' and 'What can go up a chimney down but can't go down a chimney up?'

Some people are very good at telling **funny** stories. When they tell a joke everybody finds it **amusing**. But someone else telling the same joke may not make you laugh. This is because it is not only the end of the joke that has to be funny. A good joke-teller is amusing while telling the whole story.

Some people are **witty** in their normal every-day conversation. They say **humorous** things all the time. They can quickly see two different meanings in the same word and then like to **make puns**. If someone says to them, after their trip to England, 'How did you find London?' they will probably answer by saying something like, 'By turning left at Paris.'

There is another type of humour where people **play jokes on** their friends. They **tease** them by saying untrue things like, 'Someone has just told me that our English teacher is going to give us a test today. When their friend starts to worry, they laugh and say, 'I'm only **kidding!**' These people love to **pull your leg**. But sometimes when you are having your leg pulled you may not like it because it often seems as if the joker is **making fun of you**, making you look **silly** and ridiculous. And nobody likes to be made fun of. Except, of course, on April 1st. On this day everyone is allowed to play jokes on their friends.

Direction: For questions 1-5, choose the word or phrase which most closely means the same as the underlined word(s) in the passage.

Example
silly (line 35)

- A. good looking
- B. foolish
- C. clever
- D. innocent

(B) is the answer because the word 'silly' closely means 'foolish'.

1. riddles (line 4)
 - A. challenging questions
 - B. easy questions
 - C. interesting stories
 - D. true statements

2. funny (line 7)
 - A. enjoyment
 - B. not seriously
 - C. providing pleasure
 - D. amusing
3. witty (line 16)
 - A. ignorant
 - B. clever
 - C. innocent
 - D. easy
4. humorous (line 18)
 - A. serious
 - B. funny
 - C. jokes
 - D. harmful
5. tease (line 27)
 - A. amaze
 - B. challenge
 - C. fool
 - D. convince

II (A) choose the most suitable word(s) that can complete each of the following sentences best.

B. Choose only the letter of your answer and write it on the space provided in front of each sentence.

Example

- A. boring B. lovely C. damaging D. honest

___D___ Saba is an ___ girl, she never tells lies to anybody.

- A. amusing B. true C. kidding D. jokes E. silly

_____ 6. Don't take it seriously; I am only _____.

_____ 7. What an _____ story! I like such a thing.

_____ 8. Seble knows a lot of _____; her friends would like to listen to her and get pleasure.

III. In questions 9 - 10 each sentence has a word or phrase underlined. Below each sentence are four choices and you must select the one that most closely means the same as the underlined word.

Example:

Sahle comprehends passages easily; he can tell you the gist of the passage quickly.

- A. understands B. reads C. writes D. discusses

(A) is the correct answer because the word 'comprehends', most closely means 'understands'.

9. Endale is a very industrious person; he never sits idly.
 - A. muscular
 - B. hard-working
 - C. restless
 - D. effective
10. Such a thing is very rare; you never hear anything like this very often.
 - A. common
 - B. new
 - C. unusual
 - D. real

Post- test for Grade 11 Students

Name of the School: _____
Code: _____ Date: _____
Grade and Section: _____

Read the following Passage and answer the questions that follow it.

The Famous Poetess Died

Firmaye's death story came as a shock to her admirers and the public at large some months ago.

The poetess was famous not only for her unmatched poems that touch every aspect of life but also for her unique way of presentation that arrested the attention of all 5 who had the chance to listen to her.

Firmaye used to appear at big forums and other gatherings with at least a poem that taught or criticised while amusing its audience at the same time. Her poems, many of them, short and to the point addressed peoples of all status and walks of life.

Firmaye was praised anywhere she happened to appear with one or the other of her 10 works that remain as her living memorandum to inspire, entertain and teach the public.

Firmaye, who was 45 years of age, has only a daughter.

The poetess was born and raised in Genbicho area of the Southern Nations, Nationalities and peoples state where she completed her elementary and high school education.

15 Firmaye had also joined the Addis Ababa University where she obtained a diploma in foreign language and literature. She had also been working on her B.A. and was expected to graduate at the end of this academic year.

The poetess had done commendable job of encouraging poetess friends to make their works known to the public. She had also been one of the founders of the Ethiopian 20 Women Writers Association where she served as its president to the time she perished.

Firmaye had been working with various government organizations. Many of her poems have been written in books that she published on her own and in collaboration with her poetess friends.

The loss of the great poetess is very much felt among the community.



Directions: I. For questions 1 - 12, choose the word or phrase which most closely means the same as the underlined word(s) in the passage.

Example

famous (line 3)

- A. genuine
- B. creative
- C. popular
- D. industrious**

(C) is the answer because the word 'famous' most closely means 'popular'.

- | | | |
|---|--|---|
| 1. admirers (line - 1)
A. opponents
B. clients
C. supporters
D. neighbours | 2. unmatched (line 3)
A. unbalanced
B. dissimilar
C. scattered
D. incomparable | 3. arrested (line 4)
A. attracted
B. absorbed
C. imprisoned
D. controlled |
| 4. gatherings (line 6)
A. crowds
B. meetings
C. collections
D. groups | 5. memorandum (line 10)
A. monument
B. funeral
C. document
D. summary | 6. inspire (line 10)
A. please
B. amuse
C. instruct
D. encourage |
| 7. raised (line 12)
A. stood up
B. grown up
C. lifted up
D. backed up | 8. commendable (line 18)
A. wonderful
B. understandable
C. difficult
D. undesirable | 9. served (line 20)
A. provided
B. performed
C. worked
D. practised |
| 10. perished (line 20)
A. lived
B. stopped
C. left
D. died | 11. published (line 22)
A. lost
B. read
C. wrote
D. bought | 12. collaboration (line 22)
A. collection
B. association
C. co-operation
D. organization |

II. (A) choose the most suitable word(s) that can complete each of the following sentences best.

(B) Write only the letter of your answer on the space provided in front of each sentence or question.

Example

A. boring B. tasty C. amusing D. detective

 C Rahwa told us an _____ joke. We all laughed very much.

 D We watched a _____ film yesterday. We enjoyed it much.

A. shelter B. umbrella C. unforgettable D. useful
E. genius F. outstanding G. hotel H. apartment

_____ 13. Excuse me. Where can I get a _____? I'm very hungry.

_____ 14. What an _____ student! He obtained 7 A's.

_____ 15. It's going to rain. Let's look for a _____.

_____ 16. She told me as the film taught her an _____ lesson.

III. (A) In questions 17-20 each sentence has a word or phrase underlined. Below each sentence are four choices, and you must select the one that **MOST CLOSELY MEANS THE SAME AS** the underlined word.

(B) Encircle the letter of the correct answer.

Example

After his father's death, Debela runs the business.

A. seizes B. manages C. masters D. handles

(B) is the correct answer because the word 'runs' most closely means 'manages'.

17. There was a border incident between Ethiopia and Eritria a year ago.

A. event B. conflict
C. accident D. disturbance

18. Don't worry! You won't pay anything. Lunch will be served at 12:00 everyday until the meeting ends.

A. worked B. prepared
C. provided D. bought

19. It will be a great loss if banks lend money to those who cannot pay back their loans.

A. negotiate B. purchase
C. reinforce D. return

20. Inadequate supply of oxygen to the blood can cause death within minutes.

A. substantial B. Insufficient
C. Excess D. Nonexistent

APPENDIX __11_____

PRE - TEST RESULTS OF EXPERIMENTAL AND CONTROL GROUPS

Experimental Group (A)

Code No	Results out of 100	Code No	Results out of 100
0011	60	0046	60
0012	60	0047	50
0013	40	0050	60
0014	50	0051	50
0015	40	0052	60
0016	30	0053	40
0018	40	0054	40
0019	50	0056	50
0020	50	0057	50
0021	60	0058	50
0022	50	0059	40
0023	60	0060	40
0024	50	0062	60
0026	70	0072	60
0029	60	0075	40
0030	60	0078	40
0031	70	0079	70
0032	70	0080	60
0035	50	0081	50
0036	40	0083	50
0039	50	0085	30
0040	40	0086	40
0042	30	0087	60
0043	40	0088	60
0044	50	0091	40

Mean : 50.4
 SD : 10.7
 SX : 1.51

Control Group (B)

Code No	Results out of 100	Code No	Results out of 100
0003	60	0053	50
0004	50	0056	40
0010	50	0058	50
0014	40	0060	40
0016	50	0064	50
0017	40	0066	50
0018	50	0067	50
0019	40	0068	60
0021	60	0069	60
0022	60	0070	70
0026	50	0071	50
0027	40	0072	50
0028	50	0073	40
0029	50	0074	60
0032	50	0076	50
0034	50	0080	50
0036	40	0083	40
0038	50	0084	50
0040	60	0086	60
0042	50	0087	50
0045	50	0088	40
0046	60	0090	50
0047	40	0091	60
0048	60	0092	60
0050	50	0098	60

Mean: 50.8
 SD : 7.5
 SX : 1.06

APPENDIX 12

RESULTS OBTAINED WHEN THE PRE-TEST WAS PILOTED ON 10 STUDENTS - STUDENTS OF SOCIAL SCIENCES - AT YEKATIT 12 SECONDARY SCHOOL IN GRADE 11

Pr P1

CODE	RESULTS OUT OF 100
A1100	50
A1101	60
A1102	30
A1103	70
A1104	40
A1105	80
A1106	60
A1107	50
A1108	60
A1109	40

RESULTS OBTAINED WHEN THE PRE-TEST WAS ADMINISTERED TO THE SAME 10 STUDENTS TO CHECK ITS RELIABILITY.

Pr P2

CODE	RESULTS OUT OF 100
A1100	50
A1101	60
A1102	40
A1103	70
A1104	40
A1105	80
A1106	60
A1107	50
A1108	60
A1109	40

MEAN OF Pr P1 = 54
MEAN OF Pr P2 = 55

MEAN DIFFERENCE BETWEEN
Pr P2 and Pr P1 = 1

Appendix 13

Post-test results of experimental and control groups

Experimental Group (A)

Code No	Results out of 100	Code No	Results out of 100
0011	65	0046	55
0012	70	0047	85
0013	45	0050	55
0014	60	0051	60
0015	50	0052	65
0016	45	0053	50
0018	45	0054	45
0019	65	0055	65
0020	60	0056	70
0021	65	0058	60
0022	70	0061	50
0023	65	0062	55
0024	75	0063	80
0026	55	0065	75
0029	90	0072	60
0030	80	0075	55
0031	85	0078	85
0032	90	0079	70
0035	65	0080	65
0036	55	0081	55
0039	60	0083	60
0040	60	0085	75
0042	65	0086	85
0043	60	0088	85
0044	80	0091	55

Mean: 64.9
 SD. : 12.5
 SX : 1.8

Control Group (B)

Code No	Results out of 100	Code No	Results out of 100
0003	60	0053	50
0004	50	0056	55
0010	45	0058	50
0014	40	0060	35
0016	60	0064	50
0017	40	0066	50
0018	55	0067	45
0019	35	0068	55
0021	50	0069	65
0022	55	0070	75
0026	55	0071	30
0027	35	0072	50
0028	50	0073	55
0029	35	0074	65
0032	45	0076	50
0034	55	0080	35
0036	35	0083	40
0038	30	0084	60
0040	45	0086	65
0042	60	0087	45
0045	60	0088	40
0046	45	0090	60
0047	55	0091	60
0048	40	0092	65
0050	55	0098	45

Mean: 49.7
 SD : 10.4
 SX : 1.64

Results obtained when the post -test was piloted on 10 students at Addis Ketema Secondary School, prior to administering it to the study groups- experimental and controlled groups - in grade 11

P1

Code No.	Results out of 100
S001	35
S002	65
S003	55
S004	70
S005	30
S006	60
S007	50
S008	75
S009	60
S010	55

P2

Results obtained when the post test was administered to the same 10 students at Addis Ketema Secondary School in Grade 11-12, after 3 days, to check the reliability of the test - the post test

Code No.	Results out of 100
S001	40
S002	65
S003	55
S004	70
S005	30
S006	55
S007	50
S008	75
S009	60
S010	60

Mean of p1 55.5

Mean of p2 56

Mean difference between p1 and p2= 0.5

Declaration

I hereby declare that the work has been done by myself and no portion of the work contained in this thesis has been submitted in support of any application for any other degree or qualification of this or any other university or institute of learning.

Name: Ewnetu seid

Signature: 
