

An Evaluation of the Effectiveness of Modern
Vocabulary Teaching Methods and the
Extent to which these are Implemented
in Freshman English Courses

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Dessie Berhane
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By

Dessie Berhane

Date

Institute of Language Studies

Approved by Board of Examiners

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Chairman, Department of Graduate Committee

.....

Advisor

.....

Examiner

NORMAN APRILWAGE Norman Aprilwage

Examiner

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ABSTRACT

The purpose of this research is to evaluate the effectiveness of modern vocabulary teaching methods and the extent to which these are implemented in Freshman English Courses.

For this purpose, the researcher implemented these modern vocabulary teaching methods by conducting actual teaching for an Experimental group. There was also another group known as the controlled group where teaching was conducted following the methods that are currently in use in the teaching of Freshman English Courses.

An attempt to find out if there was a difference between the two groups was made by an administration of a pre-test which enabled the researcher to accept the hypothesis that the two groups have no statistically significant differences of background in their knowledge of vocabulary learning strategies. Then, a six-week teaching of a material of almost the same content was conducted for both the groups, though the methods of teaching differed substantially.

Subsequently, a post-test of the same nature was given both to the Experimental and Controlled groups at the same time. The results of the Post-Test of both groups were compared and a mean difference of a significant statistical value was manifested. The mean of the Experimental group was much higher than the mean of the controlled group and such a difference could have come due to the modern vocabulary teaching methods with which the Experimental group was favoured. Having had the same background knowledge of strategies of vocabulary learning at the beginning, the difference could be said due to nothing else, but the implementation of the modern vocabulary teaching methodology which have armed the Experimental group with the needed strategies with which they can effectively tackle any problem of a vocabulary encounter.

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CHAPTER ONE

1. Introduction

The methodology of English vocabulary teaching has been changing in an attempt to find better ways of imparting vocabulary knowledge to learners of English as a foreign language. The methods of teaching English vocabulary were under constant evaluation for many years. However, the majority of the methodologists have been concerned with creating their own methods rather than testing the effectiveness and applicability of the methods that they knew existed before. Consequently, despite the endeavours made, the development of the methods was so slow that on top of a lack of a sound English language teaching methodology, the problem of vocabulary teaching-learning in particular became a chief concern of educators such as Thorndike and Lorge;¹ and West.² Thus, even if many methods of vocabulary teaching have been advocated to be effective, vocabulary teaching in our universities and colleges still seems to have some prevailing problems of its own.

1.1 Statement of the Problem

One of the obvious problems that needs immediate recognition, identification and attention in teaching English as a foreign language to Freshman students seems to be the method of vocabulary teaching. A considerable number of the different course instructors know and helplessly

¹Edward E. Thorndike and Irving Lorge. The Teacher's Wordbook of 30,000 Words, New York: Teachers College Columbia University, 1963, (4th printing).

²Michael West. Teaching English in Difficult Circumstances, London: Longmans, Green and Co. Ltd., 1960.

complain that they face a problem in teaching their courses effectively, due to their students' lack of proficiency in the English language. Their inability to take down lecture notes, express themselves and participate in class discussions is obvious.

The lack of knowledge of English vocabulary learning strategies has become a noticeable impediment to the students in coping with their academic requirements. This is principally manifested in their inability to tackle their vocabulary encounter. The students are handicapped both in their awareness and use of vocabulary items in various and related contexts. Furthermore, as is repeatedly commented on by many of the different course instructors, one of the factors that increases Freshman drop-outs from the university is that most of them find it difficult to comprehend their courses because of their inability to manipulate their vocabulary. This has come as a result of the lack of their awareness of the indispensable modern vocabulary learning strategies in English. The students have not been thoroughly exposed to the pertinent vocabulary learning strategies that could have enabled them to independently handle real situations they would find themselves involved in, and enriched their vocabulary knowledge of general use. So, it seems that a thorough mastery by Freshman Ethiopian students of the modern vocabulary learning strategies in English in their Freshman English Service Courses is alarmingly indispensable. This becomes important, because it is one of the most prominent means with which the learners can probe and grasp the essential concepts of the different courses they are taking. Thus, there seems to be an urgent need to identify some of the modern vocabulary teaching methods which could facilitate the comprehension and handling of the crucial and complex concepts that the students encounter in their different courses.

So, the problem seems to be still prevailing for the fact that equipping Freshman students with the modern vocabulary learning strategies in English does not seem to have gained a significant recognition and attention by those who have endeavoured to design Freshman English learning-teaching materials. Therefore, the unintentional exclusion or rejection of modern vocabulary learning strategies results in inadequate and inappropriate learning-teaching materials production for students. Consequently, teachers of Freshman English service courses seem to find it difficult, if not impossible, to teach vocabulary items effectively because they are not supplied with the necessary guidance that indicates the implementation of modern methods of vocabulary teaching in presenting their materials to the learner.

Though Freshman English Service Courses are taught to Ethiopian University students with the general assumption that the methodology of vocabulary teaching has been considered significantly in the preparation of the textbooks, they do not seem to have alleviated the learners' comprehension problems. Moreover, the problem remains a chronic deficiency due to the lack of students' awareness of English modern vocabulary learning strategies. Such a lack has deterred the preparation of the students for their tasks.

1.2 Importance of the Study

A number of authorities, such as Rivers (1968), Kelly (1969) and Bright and McGregor (1978) have pointed out the importance of teaching vocabulary in the English Service courses in order to arm students with the salient means of tackling linguistic problems that could impede their understanding of any material they come across.

Mackey (1965) has pointed out that in learning a foreign or a second language different variables have their influence. Among these variables, the variable of teaching materials is very complex. Vocabulary constitutes a very significant component of this variable and plays a very important role in learning a foreign or a second language. However, due to inadequate recognition and identification of the immediate needs of Freshman English students, the methods by which vocabulary could be effectively taught seems not to have been given due attention in Ethiopian universities and colleges. As a result, students face problems in listening, reading, comprehension, writing and speaking appropriately, both in their Freshman English service courses and the other different courses that they have to encounter. In this study, therefore, an experiment to evaluate the effectiveness of modern vocabulary teaching methods is implemented upon Freshman English students for it is considered important to provide an insight into the suitable and correct designing of modern methods of vocabulary teaching. Thus, the present investigation is important for it aims at:

1.2.1 The immediate recognition and urgent recommendation for implementation of vocabulary learning strategies in the Freshman English Service courses because Freshman English is given as a service course to equip students with the necessary vocabulary knowledge which could only be acquired if students were exposed to vocabulary learning strategies that could enable them to internalize essential concepts.

1.2.2 The provision of guidance and feedback to Freshman English Service courses designers and textbook writers, so as to include the implementation of Modern

Vocabulary learning strategies in English in the teaching materials.

1.2.3 Furnishing and facilitating language learning in the process of including vocabulary learning strategies so that Freshman students are motivated to reward themselves in the enrichment of their vocabulary knowledge.

1.3 Delimitation of the Study

Such a study would have involved considerable expense, much more time and a high exertion of mental and physical energy had its scope not been limited to the evaluation of the effectiveness of modern vocabulary teaching methods and the extent of their implementation in Freshman English courses. The researcher has restricted himself to the implementation and in-depth treatment of a limited number of vocabulary teaching methods which he emphasized in order to test their effectiveness without overlooking the importance of those that are beyond the scope of this study.

1.4 Hypotheses

In this study, an attempt is made to find out whether there is a statistically significant difference in achievement between Freshman English students taught the same vocabulary material following two different methods. These are, the one currently followed by the Freshman English Service courses textbooks with which the controlled group is taught, and the modern methods of vocabulary teaching with which the experimental group is taught. The following Null and Alternate Hypotheses are made.

1.4.1 The Null Hypothesis (H_0) states that there is no statistically significant difference in achievement

between Freshman English students taught vocabulary with the implementation of the currently in use methods of Freshman English Service courses and with the implementation of modern methods of vocabulary teaching at 5% level of significance.

1.4.2 The Alternate Hypothesis (H_1) states that there is a statistically significant difference in achievement between Freshman English students taught vocabulary with the currently in use methods of Freshman English Service Courses and with the implementation of modern methods of vocabulary teaching at 5% level of significance.

1.5 Abbreviations, Symbols and Terms Used

1.5.1 Abbreviations

FE = Freshman English
FEC = Freshman English Course/s
FLEN = Foreign Language English
FESC = Freshman English Service Courses
FEV = Freshman English Vocabulary
CC = Context Clues
GS = Grammatical Structure
WS = Word Structure

1.5.2 Symbols

Exptl. Gp = Experimental Group
Cltl. Gp = Controlled Group
 \bar{X} = Mean (average)
S1 = Variance 1
N = Sample Size
t. cal = t - calculated
t. tab = t - tabulated
S2 = Variance 2
Sp = pooled variance

1.5.3 Terms

Freshman English Service Courses - Freshman English 101. A (1985) and Freshman English 101. B (1986) textbooks.

Modern Methods of Vocabulary Teaching - methods selected for teaching vocabulary to the Experimental Group.

Freshman English Vocabulary Teaching Methods - Methods currently in use for teaching vocabulary to the Controlled Group.

CHAPTER TWO

2. Review of Related Literature

Educators and methodologists of teaching English as a foreign language have shown enormous interest in the methods of vocabulary teaching. Many theories were proposed and practised during the classical and medieval eras and various experiments were carried out to improve and strengthen the teaching of vocabulary in the second half of the nineteenth century. Some of the experiments which have been carried out since the 1930s have gained wide application and acceptance. Since the second half of the twentieth century methodologists have been trying to stress the importance of vocabulary teaching. Even though the methodologists and researchers did not reach a consensus on the best method of teaching vocabulary, most of them have agreed upon certain points and stressed their importance consistently.

2.1 Preliminary Works on the Nature of Vocabulary Teaching.

Like any field of language study, the teaching of vocabulary has been one of the widely practised school activities in foreign or second language teaching.

Kelly has pointed out that meaning of words is the most obvious aspect of language and its transmission should come first to mind in any consideration of language learning. He further states:

Teaching word meaning presents two aspects- familiarizing the pupil with the connection between a concept and its linguistic sign, and acquainting him with the other linguistic, emotional and material associations of the sign itself.³

³L.G.Kelly. 25 Centuries of Language Teaching: 500 B.C.-1969. Massachusetts: Newbury House Publishers, 1969.P.9.

Diller has quoted Guira who expressed the importance of words, stressing that words are the bricks from which all human utterances are constructed, and as such they can not be said to belong to any kind of scientific or elitist jargon, but rather must be known by everyone.⁴

Kelly wrote that Augustine in 389 A.D. had said:

We do not learn from words as mere words, i.e., as sound and noise. Those which are not signs can not be words. If I hear a word, I do not know whether it is a word or not until I know what it means. Once we establish its link with things, we come to know its meaning.⁵

Words, therefore, must be learned from things, for they can neither exist nor be understood without the things. But, to the extent that words and things are joined they exist in the mind of the learner and fulfil a certain function.

Kelly has also demonstrated what Felix Franke had pointed out about the direct connection between the concept of an object and a foreign word, and stated:

To establish the direct connection between concept and foreign word that existed in the mind of the foreign speaker, he suggested object lessons. We saw no reason why the native word should intervene at all. There was heart felt agreement from most of the Direct Methodists.⁶

⁴ Karl Conrad Diller. The Language Teaching Controversy. Massachusetts: Newbury House Publishers, 1978. P- _____

⁵ Kelly Op.Cit. P. 10-

⁶ Ibid. P. 14.

2.1.1 Nineteenth Century Vocabulary Teaching Techniques

In the nineteenth century, teachers in general, saw translation of a foreign or second language into the mother tongue as the only sure method of transmitting meaning. However, after Gouin had failed to learn German by memorizing the grammar, the roots and the dictionary of the language, he invented the 'Series Method' which stresses that meaningful situations should be involved for full grasp and longer retention of the vocabulary being taught. He advocated that meaningful and grammatical contexts are the key to easy and effective vocabulary learning. As Diller has pointed out, Gouin had condemned learning of isolated words from a dictionary as follows:

Words are not representations of reality or of any of learners perceptions, they are not living conceptions, but are dead abstractions. The word was always as a dead body stretched upon the paper. Its meaning shone not forth under my gaze, I could draw forth neither the idea nor the life.⁷

Gouin experienced the difficulty of studying the definitions of a long list of isolated words when he tried to learn German by studying the definitions of words from a dictionary. He opposed this traditional system of vocabulary teaching - learning that came next to translation, which was based on an assimilation of lists of isolated words, and insisted on the introduction and wide application of the 'Series Method'.

The importance of contextual vocabulary teaching has also been stressed by Bright and Gregor who stated:

⁷ Diller Op.cit, pp. 58-59.

We cannot leave vocabulary to look after itself. Lack of experience of appropriate context may make understanding the meaning of the words used in it extremely difficult.⁸

2.1.2 Early Twentieth Century Vocabulary Teaching Studies

As a result of the recognition that vocabulary teaching had gained during the first half of the present century, many researches were conducted and their findings have contributed to the betterment of vocabulary teaching in particular and language learning in general.

Among the many researches made were those discussed by Bright and McGregor.

2.1.2.1 The work done by the Carnegie Corporation from 1934-36 that involved Dr. Faucett, Professor Thorndike, Dr. West, etc., where they completed, A 'General Service List' and foresaw the need for it to be supplemented by lists of immediate environmental word elements of word building, i.e. prefixes, suffixes, inflectional endings, etc.

2.1.2.2 Dr. West's thorough investigation of previous works and deep study of the field of vocabulary that enabled him to conclude that all adequate definitions could be based on about 2000 words of very wide meanings and that in order to survive in a foreign language environment, a person needs to ask questions about a very broad range of necessities of daily life.

⁸J.A. Bright and G.P. McGregor. Teaching English as a Second Language. London: Longman Group. Ltd., 1978. P. 15.

2.1.2.3 Dr. Lorge, in his selection of words for the teaching of English to foreigners, stated that selection of words to a large degree, has to be based on the frequency of the occurrence of words in printed English. He left the method of teaching the selected words to the judgement of the teacher, for he is the one who has to choose which meanings of these words to impart to the learners.⁹

2.2 Vocabulary Teaching at Present

Vocabulary teaching and learning is gaining wide recognition nowadays. Many investigators have come to observe the focus in language teaching towards syntax, even if the researchers in the field of error analysis by Cornu, Rudzka and Channell show that learners manifest more vocabulary problems than syntactic ones.¹⁰ Therefore, based on the findings of error analysis, many researchers have endeavoured to analyse the existing problems and have recommended solutions, which they feel would mitigate, if not completely eradicate the problems that existed.

Wilkins, Cornu, and Rudzka and Channell have made vocabulary learning basic to the whole process of language learning. For example, Wilkins has emphasized the central role of vocabulary to language learning where he stated, "The fact is that while without grammar very little can be

⁹ Ibid. PP. 20-23.

¹⁰ Anne-Marie Cornu. The First Step in Vocabulary Teaching, Modern Language Journal. August, 1978, PP. 262-63.
B. Rudzka and J. Channell. "The Words You Need: More Words You Need." English Language Teaching, Vol. 40, 1, January 1986, PP. 75-76.

conveyed, without vocabulary 'nothing' can be conveyed."¹¹
This central importance of vocabulary teaching had also been stressed by Broughton where he said that the day-to-day problems of learners are very frequently lexical.¹²

Rudzka and Channell have also pointed out the neglect of vocabulary in language teaching:

This neglect is all the more striking in that the learners themselves readily admit that they experience considerable difficulty with vocabulary, and once they have got over initial stages of acquiring their second language, most learners identify the acquisition of vocabulary as their greatest source of problem.¹³

2.2.1 Problems Identified in Vocabulary Teaching Methods ✓

Channell, Martin and Thomas have made extensive contributions to the recognition of problems of vocabulary teaching. Some of them have tried not only to reveal the problems and indicate their hindrance to learning, but have also pointed out possible solutions which they thought could lessen the prevailing difficulties in teaching-learning vocabulary.

Channell has classified the common errors that are made by learners, even after they have grasped the basic meanings of words as:

¹¹ D.A Wilkins. Linguistics in Language Teaching, London: Edward Arnold Publishers Ltd., 1978. P. 111.

¹² G. Broughton. "Native Speakers Insight" English Language Teaching, Vol. XXXII: No 4, July 1978. PP. 253-57

¹³ Rudzka and Channell, Op.cit, P. 100.

The learner has grasped the basic meaning of the word but does not know its collocations (which words it will go with). Native language interference-learner assumes the distribution is the same as that of the translation equivalent. Overuse of a few general forms which he is sure of-the result is a flat, uninteresting style, and failure to express the variety of ideas he wants to communicate. Insufficient generalization-the learner knows 'Pretty girl;' but does not know that 'pretty' may also collocate with 'bird, flower, landscape, picture, and even mess.' Thus, he does not realize the potential of even the words he does know.¹⁴

Thomas who had a wide experience of teaching English has also found that advanced learners make predominantly lexical, stylistic and appropriateness errors. Even if there is little teaching material designed to help the second language learner with the avoidance of such problems, his study indicates that they are widely spread. In his analysis he discovered that students found it easier to pick out the more grammatical errors than to find the purely lexical ones.¹⁵

Again, Martin has made it clear that as fluency of advanced language students increases, so too does the number of vocabulary errors they generate, both in speaking and writing; stating:

¹⁴ Joanna Channell, "Applying Semantic Theory to Vocabulary Teaching," English Language Teaching, Vol. 35, No.2. Jan. 1981, pp. 115-116.

¹⁵ Helen Thomas, "Developing the Stylistic and Lexical Awareness of Advanced Students," English Language Teaching, Vol. 38, 3, July 1984, pp. 187-191.

Some of these errors are the result of first language transfer, but the majority are interlingual, i.e., they reflect confusion between and among lexical items in the second language itself. An examination of errors made by advanced learners leads to the confusion that the teaching of vocabulary synonyms is a prime culprit in the production of unhappy lexical choices among advanced students. The present work explores the origins of several kinds of errors: stylistic, syntactic, collocational and semantic.¹⁶

2.2.2 Currently in use Methods of English Vocabulary Teaching

Gouin has studied about half a dozen languages under widely differing methods and had demonstrated the effectiveness of the 'Series Method.' Other researchers have also shown that some methods of language teaching are more effective than others. Their work has served as a stepping stone towards designing better ways of imparting vocabulary knowledge to learners.

Bright and McGregor have marked the extensiveness of recognition of reading vocabulary of learners that enables them to tackle reading. They stated:

Native speakers and foreigners alike recognize and understand more words than they actually use. The words they recognize but do not use are the items by which their receptive vocabularies exceed their productive ones.¹⁷

¹⁶ Marilyn Martin. "Advanced Vocabulary Teaching". The problem of synonyms, "Modern Language Journal," 1984, P. 130.

¹⁷ J.A. Bright and G.P. McGregor, Op.cit. P. 19.

They stressed that as far as vocabulary growth is concerned, what we are interested in is new meanings for old words (rather than new words) and in giving the learners practice in jumping to the exact meaning of the word from its context.

As far as vocabulary teaching methods in particular is concerned, certain researchers, Cornu, Channell, Nolan, Mezynski and Martin have suggested similar devices of presenting vocabulary. Cornu points out:

Vocabulary teaching encompasses two aspects. First, a correct and thorough presentation of the meaning of the words to be acquired is needed. Second, the organization of the teaching must be done in such a way as to improve retention.¹⁸

Cornu, states that vocabulary teaching should also include associations, collocations and derivations which are necessary not only to fully understand the meaning of a word and its use in a sentence, but also to help retention and production.

Channell states the needs of the intermediate and advanced learners after their mastery of basic grammatical structures as follows.

When a learner has mastered the basic grammatical structures of English, he may have a vocabulary of 1000-2000 words. What he needs to acquire at this stage is more words-words to put into the structure he knows. Usually he's told to 'read as much as possible,' the hope being that, in some magic way, exposure to

¹⁸Cornu, Op.cit, P. 262.

large numbers of words will lead to rapid vocabulary extension.¹⁹

He, again has stressed that analysing vocabulary into semantic fields is of potential value to the language teacher, and states:

The vocabulary of language consists not of a long random list of words, but rather of many interrelating networks of relations between words. A very simple example of a semantic field is the set of kinship terms: mother, father, son, daughter, brother, sister, aunt, uncle, etc. It is in this sense that the vocabulary of a language should²⁰ be seen as a set of interrelating networks.

Thus, when vocabulary is analysed into semantic fields, we are not dealing with random lists, but with a systematic structure, and one which can be practically passed on to learners.

Besides, Channell added that the differences of words in the same semantic field that share some aspects of meaning could be illustrated by 'Componential Analysis', as 'Walk and run' are similar in being verbs of movement and differ in that 'run' implies faster movement of legs than 'walk'.²¹

Rudzka and Channell have also mentioned that words in the same semantic field could sometimes be confusing, so a grid to analyse their different features could be used to

¹⁹ Channell, Op.Cit. P. 115.

²⁰ Ibid, P. 117

²¹ Ibid, P. 118.

identify ways in which these words collocate. For example, dirty; filthy, grimy and grubby are in the same semantic field, but 'dirty' can describe a man, a house, a window, a language, a trick etc., whereas 'grimy' can only describe a house and a window.²²

2.2.2.1 Vocabulary Teaching and Comprehension

Mezynski has stressed the existence of a strong relationship between vocabulary teaching-learning and comprehension, in stating:

The presence of a substantial relationship between vocabulary knowledge and reading comprehension surprises no one. Indeed, it is difficult to imagine how a reader could comprehend a text in which most of the words were unfamiliar. Although a strong tie between vocabulary knowledge and reading comprehension seems obvious, there remains much to learn about the process of acquiring word knowledge and about how that relates to learning from text.²³

Thus, comprehension suffers when the reader lacks a substantial knowledge of vocabulary in a text. A high density of unknown vocabulary in a reading material would hinder the reader's understanding if he is not well acquainted with various vocabulary learning strategies. So density of unknown words is decisive in understanding a comprehension material. Comprehension can only be facilitated and improved

²² Rudzka and Channell, Op.cit. PP. 75-76.

²³ Karen Mezynski, "Issues concerning the Acquisition of Knowledge: Effects of Vocabulary Training on Reading Comprehension," Review of Educational Research, Vol.53, No. 2, Summer 1983, P. 253.

by teaching the meaning of unknown words presented in a context. Therefore, training should ensure that students have the broad word knowledge needed to comprehend the words as they occur in texts.

2.2.2.2 Teaching Vocabulary in a Context as a Method

Mezynski has referred to several researchers who have emphasized the beneficial effects of context at different levels of reading:

Context facilitates word recognition (Tulving and Gold 1963), increases reading speed (Samuels, 1968) and clarifies ambiguous meaning to allow better comprehension and retention of sentences (Anderson and Ortony, 1975).²⁴

Smith has also confirmed that anybody interested in language, needs a ready command of words for his trades in a practical context, by saying:

Clearly it is an advantage to tackle words in a practical situation as those working in the word-trades do of necessity. They learn them on the site, in relation to an immediate need. That way they don't forget them. Further, they acquire a feeling for the word and a sense of what company it belongs in.²⁵

Martin expressed that the denial to foreign and second language learners, the luxury of multiple exposures on words

²⁴Ibid. 260.

²⁵Stephenson Smith, S. How to Double Your Vocabulary, New York: Thomas Y. Crowell Company, 1952, P. 34.

over time and in a variety of meaningful contexts is a hindrance to the enrichment of vocabulary knowledge. Learners need to be exposed to multiple contexts of words to gather enough collocational information, which is a vital component in learning new vocabulary of a foreign language. He has stressed the importance of collocational information in vocabulary learning, saying "One does not really know a word until one knows its collocational profile."²⁶ Martin has further assured that vocabulary is enriched when taught in context, quoting Kankashian, who stated, "Synonym use should be avoided and there should be a concomitant reliance on the actual occurrences of words in meaningful contexts."²⁷

Lado has also emphasized the importance of learning words in context. He stated:

The meaning of words is much more fluid than is usually realized by most people. In a sense, words mean the memory of the situations in which they have been observed and understood, brought out by the context in which they are used. The meaning of a word has a variety of features. When the word is used in context, some of these features are brought out, and others remain dormant. To know a live word is to be able to use it or understand it in situations in which the person has not experienced it before. 28

This point of teaching vocabulary in a context is repeatedly mentioned by Wallace, where he said:

²⁶ Martin, Op. Cit. P. 133.

²⁷ Ibid. _____.

²⁸ Robert Lado, Language Teaching: A Scientific Approach, New York: McGraw-Hill, Inc., 1964, P. 118.

The best way of developing one's vocabulary in a foreign language is to encounter it in situations and contexts which are as authentic as possible, without causing the learner to be overwhelmed and frustrated by the quantity and/or difficulty of the new material.²⁹ ✓

Learners could be shown the different ways in which the meaning of an unknown word can be inferred from authentic contexts or in the use of short contexts. For example - The museum contained almost every type of ____: cars, buses, trams, and even old carriages and coaches. (Vehicle. This word is used here as a word that includes all other terms which are listed).

Bright and McGregor have also touched on the importance of vocabulary teaching in context. They stated:

The whole business of inference of meaning from context needs to be explained to pupils and they need to be convinced through examples that it is possible and useful. It has never occurred to many of them that they can understand what a new word means without being told or looking it up.³⁰ ✓

The preference of presentation of new words either through visual aids or in context to the presentation of words in isolation or in word lists (unless the words on the list from a particular semantic field) is also advocated by Palmberg. Though he accepts that dictionaries are important tools in most vocabulary building exercises and activities, he emphasizes:

²⁹ Michael J. Wallace, Teaching Vocabulary, London: Heinemann Educational Books Ltd., 1982, P. 64.

³⁰ Bright and McGregor. Op.Cit. P. 30.

It is equally important that learners' ability to make intelligent guesses' as to the meaning of a word before looking it up in a dictionary should be developed. This is especially crucial in extensive-reading activities where context and general knowledge should provide the learners with ample opportunities of guessing the meaning of unknown words.³¹

Thus, the need to develop the learners' ability to tackle unknown vocabulary in an encountered situation, and device a means of deducing its meaning from the surrounding words is to be encouraged. ✓

2.2.2.3 Teaching Vocabulary by Word-Structure as a Method

Wallace has dealt with word-structure which he has already mentioned as one of the most effective ways of expanding vocabulary and of great utility in inferring word-meaning. He points out that one of the most useful aspects of word-structure is the very common use of 'prefixes' and 'suffixes' in English, which could be categorized by their meaning from a functional point of view. He further states, "Indeed, there are so many of these that they really ought to be categorized in some way for teaching purposes"³²

³¹ Rold Palmberg. "Vocabulary Teaching in the Foreign Language Classroom," English Teaching Forum, Vol. XXIV, No. 3, July 1986, pp. 18-19.

³² Wallace, Op.cit. pp. 86-87.

We have prefixes which are 'negative' (un-, non-, in-, dis-, a-), 'reversative or privative' (un-, de-, dis-), 'pejorative' (mis-, mal-, pseudo-), of 'degree or size' (arch-, super-, out-, sur-, sub-, over-, under-, hyper-, ultra-, mini-), 'attitude' (co-, counter-, anti-, pro-), 'locative' (super, sub-, inter-, trans-), of 'time and order' (fore-, pre-, post-, ex-, re-), 'number' (uni-/ mono-, bi-/ di-, tri-, multi-/ poly-), etc., with which we can devise many exercises that will familiarize our students with many words that could otherwise be difficult to grasp without the knowledge of the prefixes.

Lewick-Wallace, who has made a thorough coverage of word-structure pinpoints that word parts such as 'roots, prefixes and suffixes' help very much to unlock the meaning of words in use. Word parts that are very frequently used in ways that give important information about word meaning are the most useful ones.³³

He further states that when we look at words in light of what they 'mean', we see that a word can have up to three main parts to tell us its meaning-which are 'prefix' root word and suffix'. Thus to break-up a word into its parts to see if you can recognize what any of the parts means could serve as a step toward figuring out what the entire word means.³⁴

³³ Mary Lewick-Wallace, Vocabulary Building and Word Study, New York: McGraw-Hill Book Company, 1981, pp. XI-XIII.

³⁴ Ibid. P. 4.

Smith also noted that most of the long, abstract words are derived from Greek and Latin, with special change of meaning given by prefixes and suffixes from the same source. He said:

Once you know these few key roots (prefixes and suffixes) you can take a lot of long words apart without any trouble, when you meet them and make a good guess at their primary or literal meaning. Studying these is a prize, short cut that will pay big dividends in extending the command of words. And it will help make the other short cuts shorter.³⁵

McCrimmon has also stated that many Latin and Greek words have been borrowed and assimilated by English, and a knowledge of the most common Latin and Greek Prefixes and roots helps us to recognize, at least in a general way, the meanings of many words. It was estimated that a knowledge of fourteen Latin and Greek roots will help us to recognize over 14,000 words.³⁶

Wallace further discusses suffixes and states that they usually have functional meanings. One of the best known of these, is the '-er' suffix to denote an agent, i.e., the person or thing that does something: teacher, writer,

³⁵ Smith. Op.cit., P. 87.

³⁶ James M. McGrimmon. Writing With a Purpose, Boston: Houghton Mifflin Company, 1963, P. 183.

receiver, etc. Thus, suffixes can usually be related to a part of speech, indeed, they are often used to change one part of speech into another. So, we have suffixes like '-ous' which are characteristically adjectival, and others like '-ify' which are characteristically verbal, and so on.³⁷

2.2.2.4 Teaching Vocabulary by Grammatical Structures as a Method.

Many a time learners are observed to be at a loss because they get confused by the amorphous nature of words. They find a word used as a verb in a certain context, and as an adjective in another context and often consider it to be a word totally unfamiliar to them even if they may know it in one of the two forms. Due to such impediments their understanding could be hampered. Such problems could be avoided if learners are familiarized with the different grammatical structures and word classes that are common in the English word formation.

As for the ways of mastering vocabulary Nasr Quotes Frisby who stated:

To be aware of how words can be built up from various parts of speech is one way of mastering the vocabulary by changing the form of a word. The words which can be called 'content' words consist of the names of 'things' (or nouns), the names of 'actions' (or verbs) and names of 'qualities' (or adjectives or adverbs).³⁸

³⁷ Wallace. Op.cit. PP. 87-88.

³⁸ Raja T.Nasr. Teaching and Learning English, London: Longman Group Limited, 1972, PP. 65-66.

In this way nouns could be produced from verbs by adding -al, -ance, -ment, -ion, -age, -th, -ant, -ee, etc., from adjectives by adding -ness, -ity, -th, -etc. verbs can be produced from nouns as - 'joy = enjoy, throne = enthrone, head = behead, friend = befriend.' Adjectives can be produced from nouns as - 'hair = hairy, dirt = dirty, mist = misty, man = manly, child = childish, boy = boyish, colony = colonial, brute = brutal, etc.'; and from verbs as 'broken, chosen, learned, living, passing, dependent, consistent, laughable enjoyable, etc.'

Lado, Bright and McGregor as well support the ways of teaching vocabulary by familiarizing learners with these, various patterns into which words are categorized so as to accelerate their vocabulary mastery.

ⓧ Lado stated that vocabulary is increased by giving examples of a derivation pattern and asking the students to build derived words by analogy or expansion of words through families of words from given basic ones.³⁹ For example, nouns such as faith, doubt and their adjective forms-faithful and doubtful could be given and students could be asked to make the adjective forms of cheer, hope, use, help, basket, mercy, etc. In like manner a class of words which are produced from basic words could be given and learners could be asked to produce the whole family of some basic words. For example: reason - reasonable, unreasonable - reasonably-reasonableness, profit - profitable - unprofitable - profitably - profitableness and basic words like work, hope, care, depend, argue, etc. could be given to produce their class words.

³⁹ Lado. Op.cit. PP. 130-32.

Bright and McGregor have also said:

A large part of the unfamiliar vocabulary the learner will meet when he starts reading above the simplified English level will consist of words related in different ways to words he already knows. So, the learner needs to be pushed to mature productive use of nouns that are related to verbs and nouns that are related to adjectives; verbs related to nouns and adjectives; and adjectives that are related to nouns and verbs.⁴⁰

These relations are marked by suffixes of various nature such as-denial, reversal; departure, exposure; flattery, forgery; acquaintance, attendance; accomplishment, achievement; obscurity, perplexity; collision, conversion; drainage, leakage; claimant, accountant, etc., for persons and mixer, roller, etc. for things, are nouns from verbs; and nouns related to adjectives marked by suffixes-stillness, slipperiness; capacity, seniority, etc. In like manner, verbs related to nouns and adjectives are words as besiege, bedevil, enrage, entangle, etc.; and sicken, enable, moisten, embitter, etc. Adjectives related to nouns and verbs are like-messy, chilly; leisurely, beastly; bookish, devilish; ancestral, ceremonial; etc.; broken, suspended, etc.

Thus, as is proved from the researches that were done by many investigators and supported by the above mentioned educators and methodologists, there are various dependable techniques of vocabulary teaching-learning. Learners' vocabulary study would be greatly facilitated and expanded vastly as well as strongly founded if they follow these modern strategies of mastering vocabulary.

⁴⁰ Bright and McGregor. Op.cit. PP.32-33

CHAPTER THREE

3. Procedure and Methodology

3.1 Procedure

In this chapter the writer describes the sample and the data collection of the study.

3.1.1 Subjects

Sixty-four Freshman students studying Freshman English 101-A (1985) as a foreign language at Addis Ababa University were randomly selected of all the Freshman students. Thirty-two of the students who were studying in the Social Sciences Stream were again randomly assigned to the Experimental Group and the other thirty-two of the students who were studying in the Natural Science Stream were assigned to the Controlled Group. Freshman English students were chosen as a target of the study because the writer has been teaching English at this level for the past seven years and is quite familiar with the kinds of linguistic problems Freshman English students face.

3.1.2 Data Collection

First a pre-test was administered to both the Exptl. and Ctld. Gps. in order to record their level of knowledge in English vocabulary and vocabulary learning strategies. The questions were designed by the writer and were prepared and administered after the consideration of some comments from an expert. (See Appendix A).

The results of the pre-test revealed that there was no significant difference between the Exptl. and Ctld. groups in

their knowledge of English vocabulary and vocabulary learning strategies. Since the purpose of the study was to make a comparison of the two teaching approaches (methods), an experimental justification was required in order to find out the progress the learners make.

The Exptl. Gp. was taught by what the writer called modern methods of vocabulary Teaching which are a) Context, clues, b) Word-Structure and c) Grammatical Structure, and the Ctld. Gp. was taught by the methods that are currently followed in teaching Freshman English courses. Almost the same teaching material was prepared by the writer for both groups. (See Appendix B). Then actual classroom teaching was conducted in both groups for an equal extension of time, i.e., six weeks.

After the six-week lessons were conducted, a post-test (see Appendix C) was given to both the Exptl, and Ctld. groups to determine whether there was any significant difference in vocabulary knowledge between the two groups. The testees were given oral instructions to answer questions independently and to feel free in giving their responses, for the results of the post-test would not in any way affect their Freshman English final grades. Both tests were conducted in the presence of the writer and the teachers of the Exptl. and Ctld. groups.

3.2 Methodology

3.2.1 Teaching Materials

The teaching material used for the experiment was selected on the basis that it should be part of the regular Freshman course or equivalent, and appropriate in its

Level of difficulty to learn for the students of this level. Once the material to be taught had been selected, lessons were taught in accordance with the two methods. The content of the teaching material (lessons) that was taught to both groups was almost the same, but a difference was made in the methods of presenting it.

3.2.2 Treatment

The teaching material was divided into six small parts to be taught in six consecutive weeks. The Exptl. and the Ctld. groups were taught by two different teachers who were given the necessary directives by the writer on how to perform their presentation and at times supervised as well. In the Exptl. Gp. the teacher emphasized the implementation of the modern methods of vocabulary teaching which are: a) Context clues, b) Word Structure and c) Grammatical Structure. On the other hand in the Ctld. Gp., lessons were presented with no special emphasis on any of the previously mentioned methods, but following the a, glossary, context clues and grammatical structures that are followed by Freshman English courses shallowly. Learners were supplied with material, but the Exptl. Gp. was doing some additional exercises that go in accordance with the strategies that they were exposed to.

3.2.2.1 Presentation of Teaching Material with the Implementation of Modern Methods of Vocabulary Teaching

A. Context Clues - In most cases students could be guided and encouraged to make intelligent guesses on the meaning of unknown word from the way a word is used in a sentence or in a reading passage. To learn the meaning of a word from

a context, students are motivated and helped to develop confidence in their attempt to derive the meaning of a vocabulary item either from the general information of a passage or from the surrounding words in a sentence - those preceding or following the unknown word. The collocational use of words would make them aware of the clues and enable them to find out the meaning of certain words. If this is done with concentration, in most cases they could come into correct guesses and this would enhance their understanding and speed-up their reading.

Some short context sentences are also very helpful to expand the vocabulary of the learners and such exercises are given to the Freshman English students after the necessary discussion in class. In addition to this, students were supplied with contextual meanings of words which are supposed to be unfamiliar to them in a given passage and asked to find the words that match with them rather than being given a glossary beforehand.

B. Word - Structure - Most students in the Freshman English level are ignorant of the big role word-structure plays in the expansion of one's English Vocabulary knowledge. Analysing words into root words, prefixes and suffixes and figuring out meanings of each word from its components would enable learners to arm themselves with the means of tackling some difficult vocabulary. If they knew the root word, or the prefix, or the suffix or all three, they would be very much helped in finding out the meaning of an unknown word by synthesizing the meaning of its parts. Thus, the ways of breaking up certain words into word parts and what these word parts mean in most situations is revealed to the students in this method. Then, the devices of how to find the meaning of an unfamiliar word by connecting the meanings of its parts is

shown to the learners and reinforced by exercises.

C. Grammatical Structure - It is common in the English language that we produce nouns from verbs, adjectives from nouns, adverbs from adjectives and so on. However, this amorphous nature of a considerable number of English vocabulary items creates much confusion in the vocabulary of Freshman English students. They may know a word in its verb or noun or adjective or adverb form, but not in all of its forms and they feel as if they are faced by a new vocabulary. Therefore, they should be well exposed at least to the different and common suffixes or inflections that cause a change in the different forms of a word without bringing a substantial change in its meaning. This is thoroughly and widely dealt with as a strategy.

3.2.2.2 Presentation of the Teaching Material according to Vocabulary Teaching Methods of Freshman English Courses.

Contextual meaning of words is taught by supplying learners with a glossary of unknown words right after the reading passage. This selection seems to be based on making a guess of the unfamiliar words in a passage and teaching word meaning by definition and synonymy. Some short context sentences are also given in the form of exercises but are not substantial.

The next shallowly considered method seems to be vocabulary expansion by grammatical structure. But, it is lightly touched on in some of the units of the Freshman courses that it cannot be said it is considered as much as it is needed by the learners.

The method of vocabulary teaching by word-structure, where the emphasis on the analysis of words into root word, prefix and suffix is made in order to find the meaning of an unknown word by synthesizing the meanings of the components is not at all touched on. So, this is a serious oversight seen in the implementation of the vocabulary teaching methods strategies in Freshman English courses.

CHAPTER FOUR

4. Discussion and Analysis of the Findings

4.1 Discussion

Homogeneity of the students' background was expected and required from the beginning, and it was hypothesized that the two groups should not show statistically significant differences in their pre-test results. For this reason, the researcher developed and administered the same pre-test for both the experimental and the controlled groups before the treatment of the experiment (App. A). After the pre-test results of the students' were computed, the raw-scores of the results of the two groups showed practically no statistically significant differences. The results were a mean of 20.16 for the Exptl. Gp., and a mean of 19.50 for the Ctld. Gp. (Table 1).

Table 1

Pre-test Results

Group	N	X	S^2	t-cal.	t-tab.	Significance
Exptl.	32	20.16	7.26	0.392	1.999	no significant
Contld.	32	19.50	6.15	Inside the range		difference

$$dF = 62$$

$$\text{Alpha} = 0.05$$

The researcher wanted to find out whether students taught vocabulary items by the modern methods of vocabulary teaching-learning would score significantly higher ($P. > 0.05$) in the post-test than those students that are taught the same vocabulary items by the methods which are currently followed for

vocabulary teaching in the Freshman English courses. In order to measure and evaluate the differences in effectiveness between the two methods, an experiment was conducted. When the experiment was completed after 6 weeks of teaching, a post-test was conducted. The post-test was given to see whether better performance which must be statistically significant as measured by a statistical test would be manifested in one of the two groups.

The expected results were:

4.1.1 If the Exptl. and Contld. groups perform similarly in the post-test, that is, if the difference between their means is not statistically significant; the Null hypothesis (H_0) which states that there is no difference between the methods that are currently followed, and the modern methods, in developing students' independence in tackling vocabulary items in reading the different courses material would be accepted.

4.1.2 If the Exptl. gp. or the Contld. Gp. performs better, that is, if the difference between their means is statistically significant; then, the Alternate hypothesis (H_1) which states that there is a difference between the methods that are currently followed in vocabulary teaching, and the modern methods of vocabulary teaching in developing students' independence to tackle vocabulary items in the reading of various courses material would be accepted.

As the purpose for conducting the post-test was to evaluate and determine the magnitude of progress made by the two groups, and to find out if there is a marked difference in the degree of progress made between the Exptl. and Contld. groups, the Exptl. Gp. achieved significantly better results than those obtained by the contld. Gp. The results of the

post-test came-up with a mean of 32.91 for the Exptl. Gp. versus a mean of 26.78 for the Contld. Gp. (Table 2).

Table 2

Post-Test Results

Group	N	\bar{X}	S_2^2	t-cal.	t.tab.	Significance
Exptl.	32	32.91	6.56	3.753	1.999	statistically significant difference
Contld.	32	26.78	6.51	outside the range		

4.2 Analysis

To test the hypothesis, the results of each group were computed by the t-test analysis. The t-test was chosen for testing the hypothesis because it supplies an exact distribution applicable to similar sample sizes.

Since the variances (S_1^2 and S_2^2) of the two groups are unknown, their estimates must be pooled to obtain a common variance (S_p), which is needed for evaluating the differences between the two means. The common variance (S_p) is estimated by pooling the two sample variances using the following equation.

$$t = \sqrt{\frac{\bar{X}_1 - \bar{X}_2}{\frac{1}{N_1} + \frac{1}{N_2}}}$$

$$S_p = \sqrt{\frac{N_1 S_1^2 + N_2 S_2^2}{N_1 + N_2 - 2}}$$

The Null hypothesis (H_0) was the hypothesis parameter

value which was compared with the sample results. The hypothesis value can be either accepted or rejected. The Alternate hypothesis (H1) can be accepted only if the Null hypothesis (H₀) is rejected.

A significance level of 0.05 was taken as a critical region for supporting or rejecting the Null hypothesis of the study. The sample size of each group was thirty-two (32) students. The degree of freedom was sixty-two (62).

It is established from the beginning that if the t-cal. is greater than the t-tab. which is obtained from the value given in the statistical table, then the 'Alternate hypothesis is supported by rejecting the 'Null hypothesis, and the reverse is true, that is, if the t-cal. is less or smaller than the t-tab., then the Alternate hypothesis is not supported, for the Null hypothesis will be accepted.

As can be observed from the computation of the pre-test results, the t-cal. is inside the range of the t-tab. that is, there is no statistically significant difference between the two groups at the beginning. This by implication reveals that both the groups are at almost the same background knowledge of English vocabulary and strategies of learning the meaning of English vocabulary items which freshman English students may encounter in reading different courses material before the experiment started. Thus, the Null Hypothesis (H₀) is not rejected at this initial level and therefore, any difference that might come after the administration of the experiment is attributed to the difference in the implementation of the two methods.

However, as is observed and reflected from the computation of the results of the post-test, Freshman English students that are taught by the implementation of the modern

methods of vocabulary learning-teaching, achieved a remarkably higher performance in manipulating vocabulary items and developing independent reading. According to the t-test analysis, the t-cal. 3.753 is beyond and outside the range of the t-tab., which is 1.999, under the significance level of 0.05. Such a higher deviation could unhesitatingly be considered and accepted as a statistically significant difference. The achievement of better results reveals the effectiveness and helpfulness of the modern strategies of vocabulary learning in accelerating students' ability to comprehend words in their independent reading.

Therefore, in the case of the post-test, the Null hypothesis (H_0) is rejected and the Alternate hypothesis (H_1) is accepted, because there is a statistically significant difference in achievement between the Exptl. and Contld. groups at 5% level of significance.

The Null hypothesis (H_0) which states that there is no statistically significant difference between the students that are taught by the methods currently followed in teaching vocabulary in Freshman English courses, and the students that are taught by the modern methods of vocabulary teaching to gain strategies that enable to tackle different courses material and develop independent reading is rejected. The Alternate hypothesis (H_1) which states that there is a statistically significant difference between the students taught by the currently followed methods of vocabulary teaching in Freshman English courses, and the students that are taught by the modern methods of vocabulary teaching in gaining knowledge of the strategies and developing independence in their reading is accepted.

Thus, despite the fact that both groups had the same

background of vocabulary knowledge and strategies for tackling vocabulary, the experiment manifests that the results of the Exptl. Gp. were far better than the results of the Contld. Gp. which most likely is due to nothing, but the favourable methodological factors with which the Exptl. Gp. was provided.

CHAPTER FIVE

5. Conclusion and Recommendations

5.1 Conclusion

It has been repeatedly stated by many educators that methods of teaching English vocabulary that could help learners as strategies of grasping more vocabulary are many and varied.

As can be seen from the thesis, the researcher has limited himself to only three methods of teaching vocabulary in the administration of his experiment. This was done because the writer of the research assumed these methods to be the methods that would help freshman English students to equip themselves with the urgently needed strategies that could enable them to tackle their difficulties in vocabulary. However, though these methods are implemented by the researcher because he thought that they are of wide benefit and use, these are not the only methods that could equip or arm students with the necessary strategies in learning vocabulary. There are others that could as well be used as methods, but the methods that are followed by the researcher are needed prominently, and should be given priority of implementation in this higher level of teaching-learning English, so that students develop independence in tackling materials of various fields with such strategies. Their reading and comprehension would be greatly accelerated if they were exposed to and well aware of such very helpful and widely applicable vocabulary learning strategies and they would be able to manipulate and solve any problem of vocabulary with ease and therefore mitigate any conceptual obscurity that they encounter due to unfamiliar vocabulary.

It can be observed from the research that the researcher has emphasized the wide application of methods of teaching

vocabulary with Context Clues, Word Structures and Grammatical Structures, not because they are not mentioned or implemented as methods of vocabulary teaching in Freshman English Texts, but, because he has found out that they are shallowly touched and lightly implemented.

Thus, it is with an emphatic and reiterated implementation of these methods in teaching vocabulary that the researcher was able to come up with a positive and statistically significant difference of achievement. It is because students were given the opportunity to confront unfamiliar vocabulary with such strategies that could be operational in covering different materials that brought a marked positive achievement of results after the administration of the Post-test. The results of the post-test of the Experimental group being much better than the results of the Controlled group is a good indication that there is room for improvement at least on the part of vocabulary teaching in the Freshman English texts.

5.2 Recommendations

The researcher has not as such administered completely new methods of vocabulary teaching that have never been implemented at all before by anyone. He has only selected some methods and tried to put them into effect, so that Freshman English students could develop them as their strategies with which they can tackle their vocabulary encounter of any material in any course. Thus, the following recommendations are made:

- As has been intentionally observed by the researcher and vividly known, students have a very high dependence on their instructors and dictionaries, which they can't easily

afford. So, it is recommended that students be conversant and well armed with these strategies on the Freshman English level, so that they can develop independence to face vocabulary difficulties confidently.

- The currently in use textbooks of Freshman English are very much better than the teaching materials of English before them. But, they are not without their shortcomings completely. Thus, they need to incorporate the wide implementation of word structure as one of the widely applied methods of teaching Freshman English vocabulary because it has proved to be very useful as the Experimental group students have shown remarkable strides of improvement when they were exposed and well acquainted with it in their post-test results.

- Both the currently in use textbooks of Freshman English have shallowly and differently touched the methods of vocabulary teaching by Context Clues and grammatical structures. Context Clues particularly is taught with the provision of a glossary at the end of each passage. But, as is often reflected in most of the actual classroom teachings, students' interest to learn new vocabulary is greatly motivated further in most cases, when they try to pin-point the unfamiliar words by themselves, rather than being guided or have them indicated to them beforehand. So, it is recommended instead, to let the students confront the passage and isolate the vocabulary which could be of immediate use but unfamiliar and that would elicit them to find its meaning through context clues from their reading or applying any other method. As a result, dependence on their instructor and/or on a dictionary that may not be easily available is largely minimized. In the long run self-reliance and confidence would be taking root in those who have no strategic background at all and strengthened gradually in all. Otherwise no confidence could be developed and

academic cowardice will continue to hamper and inhibit the students for a long time in the future. Their ability to rationalize and come into sensible decision by themselves will be curbed and nipped in the bud.

- As for vocabulary teaching-learning methods that may further help students to attain some effective strategies the Sophomore English text which was prepared by Ato Solomon Gebregiorghis would be of immense utility if it could be used as a reference or if Freshman English textbooks followed such methods of presenting vocabulary items.



APPENDICES

Appendix A

Name : _____

I.D.Number: _____

Section : _____

Pre-Test

When you have an Accident

Drivers on the Basingstoke by-pass used to have their attention diverted by a sign that read - 'A Moment's Inattention Causes Accidents'. This self-defeating warning has now been removed, but its message is still very much to the point.

Almost anything can cause an accident. Apart from momentary inattention, it might be a minor miscalculation, a sudden fit of coughing, a bop on the head with a teddy-bear from a child in the back-seat, an argument with the wife, fog, falling asleep at the wheel, bad eyesight, a glaring sun, ice, rain, wind, or snow-all these, can make the difference between a tragic hit and a lucky miss.

Although human error plays its part, it is by no means the only cause of accidents. There must be some cause other than simple human error. Road construction plays its part: researchers have found that it is not at the obvious danger spots - sharp corners, cross-roads, narrow lanes - that accidents happen. It is on those roads where there are subtle visual traps, unexpected changes in the shape or surface of the road, or even insufficient or badly-placed signs. Wherever there is a 'black spot', it means that something is seriously wrong with the road. Why else did the careless driving of so many come out at that particular spot?

What the law requires when you have an accident. There are firstly, the legal formalities of exchanging names and addresses with others involved in an accident and, in certain cases, informing the police. However, you are required by law to stop after an accident only if:

1. Somebody other than yourself in or outside your car has been injured.
2. A vehicle not your own has been damaged.
3. Any horse, cow, donkey, sheep, or dog has been injured.

It has been said that if a driver continues unaware of causing injury he must be acquitted. But the courts are wary of that excuse. Furthermore, the driver himself must wait at the scene; it is not enough for him to leave his chauffeur or a friend to attend to the boring formalities while he goes off on more important business.

If you have been involved in an accident and have stopped you must give your name, address, and registration number to anyone who has a good reason for requesting it; this means anyone affected by the accident. If somebody is injured, the driver must produce his insurance certificate on request. If these, formalities are complied with it is not necessary to wait for the arrival of the police. It's, however, often wise to do so. The police are expert at drawing plans, taking measurements and photographs and gathering other evidence. In your absence the police could be given a biased story against you; and you yourself might want to point out certain features of the accident to the police.

(Beyond words 1976, PP. 10-12).

I. Vocabulary in Context

Choose the word or phrase which best fits these words

or phrases as they are used in the text.

1. diverted (line 2)
 - a) attracted
 - b) sharpened
 - c) improved
 - d) tested
2. to the point (line 4)
 - a) indicator
 - b) pertinent
 - c) good guide
 - d) leading to exactness
3. miscalculation (line 6)
 - a) similar computation
 - b) wrongly done calculation
 - c) careless suggestion
 - d) exact guess
4. researchers (line 13)
 - a) men who make a search into the earth.
 - b) men who are in search of knowledge.
 - c) those who go deep to know a problem in science.
 - d) those who investigate in order to discover new facts and get additional information.
5. insufficient (line 17)
 - a) too small
 - b) too few
 - c) too confusing
 - d) a and b
6. Unaware (line 29)
 - a) not conscious
 - b) not caring
 - c) not certain
 - d) not believing
7. acquitted (line 30)
 - a) arrested
 - b) fined
 - c) released
 - d) prosecuted
8. Wary (line 31)
 - a) tired of
 - b) suspicious of
 - c) used to
 - d) ignorant of

9. complied with (line 41)

- a) understood
- b) observed
- c) explained
- d) forgotten

10. drawing plans (line 43)

- a) sketching beautiful pictures
- b) drafting rough pictures
- c) making a representation of plans
- d) making a sketch of what has taken place.

II. Match the words or phrases in Column A, with the words or phrases in Column B which fit the context, by placing the letter of your answer on the space provided.

<u>Column A</u>	<u>Column B</u>
_____ 1. self-defeating	a) the place in which any event occurs
_____ 2. glaring	b) inclination to one side
_____ 3. tragic hit	c) become revealed
_____ 4. danger spots	d) wearying by being dull or uninterested
_____ 5. subtle	e) has an effect
_____ 6. lucky miss	f) placed as to forewarn of danger
_____ 7. black spot	g) hard to detect
_____ 8. boring	h) disasterous crash
_____ 9. bias	i) that which brings oneself to nothing
_____ 10. come out	j) very bright
_____ 11. plays its part	k) having much training and knowledge in a certain field
_____ 12. scene	l) points which are liable to be risky or insecure
_____ 13. expert at	m) happening that turned to be fortunate.

III. Find your own words which are similar in meaning to the underlined words and write them on the space provided.

- _____ 1. Seifu has sufficient information of the course, but Zeleke would suffer as the result of the in-sufficient preparation he has made.
- _____ 2. Being unaware of what has happened to his sister, he went to sodere for his week-end.
- _____ 3. Defeating his enemy, the general ordered his soldiers to return to their barracks. However, when the enemy mobilized and attacked again, the general regretted of his self-defeating order.
- _____ 4. If to calculate means to compute, what would mis-calculate mean ?
- _____ 5. If expert at is to mean skillful in doing something, what would quick at mean?

IV. Complete the following passage using the given words and phrases in their appropriate places and their correct forms.

impose, offence, done away with, raise, pedestrian, restrict, exceeding, advisory, fall, controversy, casualties, maintain, claim, abolish, speeding, inexperience, trifles, fatal, traffic density, deaths, safety,

Parliament has now increased the speed limit to 14 m.p.h. But by 1903 the development of the car industry had made it necessary to _____ 1 _____ the limit to 20 m.p.h. By 1930, however, the law was so widely ignored that speeding restrictions were _____ 2 _____ altogether. For five years motorists were free to drive at whatever speeds they liked. Then in 1935 the Road Traffic act _____ 3 _____ a 30 m.p.h. speed limit in built-up areas,

along with the introduction of driving tests and 4 crossings.

Speeding is now the most common motoring 5 in Britain. Offences for speeding fall into three classes: exceeding the limit on a restricted road, 6 on any road the limit for the vehicle you are driving, and exceeding the 70 m.p.h. limit on any road. A 7 road is one where the street lamps are 200 yards apart or less. One motorist measured the distance between two lamps and found that they were 201½ yards apart. Unhappily for him he was told: 'The law does not concern itself with 8.'

The main 9 surrounding 10 laws is the extent of their 11 value. The Ministry of transport 12 that speed limits reduce accidents. It 13 that when the 30 m.p.h. limit was introduced in 1935 there was a 14 of 15 per cent in 15 accidents. Likewise, when the 40 m.p.h. speed limit was implemented on a number of roads in London in the late fifties, there was a 28 per cent reduction in serious accidents. There were also fewer 16 and 17 in the year after the 70 m.p.h. motorway limit was implemented in 1966.

In America, however, it is thought that the reduced accident figures are due rather to the increase in 18. This is why it has even been suggested that the present speed limits should be abolished completely, or that a guide should be given to 19 drivers and the speed limits made 20, as is done in parts of the U.S.A. ('The Sunday Times' Magazine).

Appendix B

Lesson One

Tall Tales From the Back woods

I know a man who collected English words. He lived in an upturned water tank in the middle of the Australian desert. Unbelievably hot. He was the official town Librarian of one of these ghost towns in the outback of Australia. It was founded in the 1980s. People turned up and hammered wooden pegs into the sand and laid out boulevards and avenues. They built a jail and a huge corrugated-iron hotel. That's about all, except that someone down south had it on his books that this was an official town, and he sent a library to it, 3000 volumes and a sum of money as a salary for the librarian. This friend of mine, whose name was Roger, had been a 'no-hoper', as they say, wandering about the outback of Australia. He somehow discovered that there was money to be had there and, what is more, boxes of unopened books sitting in the deserted hotel.

He turned up there, got the job, and settled down in the hotel, to begin with. The hotel did, actually, just function, that is, it had half a dozen guests a year who would ride up on horseback, sleep on the floor for an evening, and then push off the next day. This was too much for Roger. It got in the way of his reading. So he took the immense water-storage tank, rolled it a mile into the desert, carried his books out there and lived inside it - so, as he did, 'I could get a bit of peace and quiet.'

Words were a fascination for Roger, and he used to sit in his tank, just thinking about words. If there was a pause in the conversation he would look at you and ask some such question as: 'D'you happen to know what "transubstantiation"

is? 'If you said you knew, he was very cast down, because he wanted to tell you.

One of his regular visitors was the government officer who went by every six months. Roger would ask him if he knew what a word meant, and then he would have to admit that he didn't, and Roger would be very pleased with himself. Taz, as his name was, got very fed up with this. So, on one occasion, before he went, he spent an evening with the Oxford English Dictionary. He rode in, tied up his horse and went in to see Roger, and Roger said: 'D'you happen to know what an "embolism" is?' and Taz said: 'No, I bloody don't. Then Taz asked him: 'D'you happen to know what a "leotard" is?' Roger was upset to be asked a question. He said* 'A leottard?' I think I saw the skin of one once. 'and Taz said: You bloody didn't? So Roger said: 'well, what is a leotard?' Taz said: 'I'm not going to bloody tell you!'. He got on his horse and rode off and went to sleep in the desert five miles away.

Some time later he was suddenly woken up by a steely grasp on his coat. Hands picked him up bodily from the ground and held him in the air and shook him. He opened his eyes and it was Roger with his eyes glinting in the moon light, staring at him, and saying: 'what's a bloody leotard?'

(Beyond Words! Maley and Duff, 1976, P. 3).

I. Read the passage carefully, then answer the following questions. Choose the response which best reflects the meaning of the Text.

1. The outback town was given a library because
 - a) it was expanding rapidly
 - b) Roger was a collector of English words.
 - c) a government official thought it necessary

- d) the people of the town had requested one from the government.
2. Roger did not stay long at the hotel because
 - a) it was forced to close down.
 - b) there were too many guests.
 - c) he wanted more time for reading.
 - d) he was used to living in the desert
 3. Taz, the government officer,
 - a) was fascinated by Roger's encyclopaedic knowledge
 - b) felt sorry for Roger.
 - c) got tired of being asked the meaning of words.
 - d) was ashamed at knowing less than Roger.
 4. When Taz asked his question, Roger
 - a) thought he knew the right answer.
 - b) pretended not to know the right answer.
 - c) admitted at once that he did not know the right answer.
 - d) deliberately gave a stupid answer.
 5. The reason Roger went into the desert after Taz was that
 - a) he wanted to murder Taz.
 - b) he was desperate to know what the word meant.
 - c) he thought Taz had been trying to fool him.
 - d) he had suddenly remembered the answer to the question.

II. Without looking back at the text, decide whether the following statements are true or false.

1. Roger was a trained librarian.
2. Roger was dismissed from his job as a librarian.
3. When Roger asked meaning of words he was sad if they knew the answer.

4. Taz deliberately asked Roger a word he would be unlikely to know.
5. Roger woke Taz up because he wanted to tell him what he thought 'leotard' meant.

III. Vocabulary in Context.

Choose the word or phrase which best fits these words or phrases as they are used in the text.

1. Ghost town (line 3)
 - a) town haunted by evil spirits
 - b) a trading station
 - c) a town that has lost its life
 - d) a new settlement in the desert
2. Outback (lines 4, 5)
 - a) unpopulated parts
 - b) northern region
 - c) mining area
 - d) suburban area
3. had it on his books (line 7)
 - a) had read about it
 - b) had an official record on it
 - c) had a book about the town
4. no-hoper (line 10)
 - a) a man who has little chance of succeeding
 - b) a man who has had a lot of bad luck
 - c) a man who has just lost his job
 - d) a man who is seriously ill
5. cast down (line 23)
 - a) delighted
 - b) relieved
 - c) surprised
 - d) disappointed
6. upset (line 33)
 - a) displeased
 - b) amused
 - c) puzzled
 - d) grateful

another, so that he never finished a sentence. He 4 :
'S-so g-glad, c-come, s-sit.'

He was most friendly and he took us into his hut, which was 5 dirty, and sat us down. Then he said: 'W-would you chaps like a drink/ and he produced some bottles of red-wine - claret. It was an 6 to produce in remotest New Guinea. Whisky you could understand.

'S-stupid blokes on the C'-coast', he said. 'I had one of these medical chaps to see me - he comes through once every year or so - and he looked at my eyes and said: "What you want, Jim, is-is carrots. They'll help you to-to see better." Now, you can't grow carrots up here, so I got on the radio to the store on the coast and I said: "S-send me three sacks of carrots." But the stupid fool thought: "What's Jim asking for carrots for? He must mean claret." So they dropped sixty bottles of claret from an air drop.'

We 7 his claret and helped him over that particular problem. 'Glad you could 8 some of it', he said. 'I can't 9.' Then, next morning, we 10 again, with our porters. As we were going, I looked back and there was Jim, outlined against his hut, waving rather sadly.

V. Try to say something about the use of the following words and phrases.

this friend of mine and my friend, laid out, fed up with, turned up, settled down, push off, went by, upturned, downcast, overcast, deserted, wandering about.

Lesson Two

Gold

Mankind's fascination with gold is as old as civilization itself. The ancient Egyptians esteemed gold, which had religious significance to them, and King Tutankhamun was buried in a solid-gold coffin 3300 years ago. The wandering Israelites worshipped a golden calf, and the legendary King Midas asked that everything he touched be turned into gold.

Not only is gold beautiful, but it is virtually indestructible. It will not rust or corrode; gold coins and products fabricated from the metal have survived undamaged for centuries. Gold is extremely easy to work with; one ounce, which is about the size of a cube of sugar, can be beaten into a sheet nearly 100 square feet in size, and becomes so thin that light passes through it. An ounce of gold can also be stretched into a wire 50 miles long. Gold conducts electricity better than any other substance except copper and silver, and it is particularly important in the modern electronics industry.

People have always longed to possess gold. Unfortunately, this longing has also brought out the worst in the human character. The Spanish 'conquistadores' robbed palaces, temples, and graves, and killed thousands of Indians in their ruthless search for gold. Often the only rule in young California during the days of the gold rush was exercised by the mob with a rope. Even today, the economic running of South Africa's gold mines depends largely on the employment of black labourers who are paid about £40 a month, plus room and board, and who must work in conditions that can only be described as cruel. About 400 miners are killed in mine accidents in South Africa each year or one for every two tones of gold produced.

Much of gold's value lies in its scarcity. Only about 80,000 tones have been mined in the history of the world. All of it could be stored in a vault 60 feet square, or a supertanker.

Great Britain was the first country to adopt the gold standard when the Master of the Mint, Sir Isaac Newton, established a fixed price for gold in 1717. But until the big discoveries of gold in the last half of the nineteenth century - starting in California in 1848 and later in Australia and South Africa - there simply wasn't enough gold around for all the trading nations to link their currencies to the precious metal.

An out-of-work prospector named George Harrison launched South Africa into the gold age in 1886 when he discovered the metal on a farm near what is now Johannesburg. Harrison was given a £12 reward by the farmer. He then disappeared and reportedly was eaten by a lion.

One of the big gold-mining areas in the Soviet Union is the Kolyma River Region, once infamous for its prison camp. The camp has gone, but in a way nothing has changed. Many ex-prisoners have stayed on to work the mines and are supervised by ex-guards.

Despite the Current rush to buy gold, 75 per cent of the metal goes into jewellery. Italy is the biggest user of gold for this purpose, and many Italian jewellers even tear up their wooden floors and burn them to recover the tiny flecks of gold.

Historically, the desire to hoard gold at home has been primarily an occupation of the working and peasant classes who have no faith in paper money. George Bernard Shaw defended

their instincts eloquently:

'You have to choose between trusting to the natural stability of gold and the natural stability of the honesty and intelligence of the members of the government', he said, and with due respect to these gentlemen, I advise you... to vote for gold.'

(' 'Beyond words' Maley and Duff, 1976, PP. 25-28)

I. Read the passage carefully, then answer the following questions. Choose the response which best reflects the meaning of the text.

1. One of the disadvantages of gold is that
 - a) it loses its shape too easily.
 - b) it is easy to destroy.
 - c) it is expensive to mine.
 - d) it is of no use in industry.
2. Gold has always been considered a precious metal because
 - a) money is made of it.
 - b) it is rare.
 - c) a small quantity goes a long way.
 - d) it has religious significance.
3. After the gold discoveries in the late nineteenth century
 - a) most nations adopted the gold standard.
 - b) the trading nations were unable to get enough gold
 - c) gold coins were used by most nations.
 - d) gold ceased to be an important metal
4. The gold standard is
 - a) the average price of gold on the world market.
 - b) a basis for determining the value of currency.

- c) the amount of gold required by a nation before its currency can be made convertible.
 - d) a means of determining the quality of gold.
5. George Bernard Shaw thought that
- a) the members of the government were honest and intelligent
 - b) the value of gold was likely to change unexpectedly.
 - c) one could place more faith in gold than in politicians.
 - d) gold was more valuable than paper money.

II. Without looking back at the text, decide whether the following statements are true or false.

- 1. Gold was of no use to the Egyptians.
- 2. Gold is a good conductor of electricity.
- 3. Before the big gold discoveries in the nineteenth century nobody was interested in gold.
- 4. Most gold today is used for jewellery.
- 5. Bernard Shaw thinks it is better to rely on politicians than on gold.

III. Choose the word or phrase which best fits these words or phrases as they are used in the text.

- 1. esteemed (line 2)
 - a) valued
 - b) worshipped
 - c) produced
 - d) needed
- 2. not only is gold beautiful (line 7)
 - a) gold is not beautiful
 - b) gold is both beautiful and
 - c) gold is only beautiful, and not...
 - d) gold is beautiful, but...

3. virtually indestructible (line 7)
 - a) has the virtue of being easy to destroy
 - b) is almost impossible to destroy
 - c) can be easily extracted
 - d) is extremely difficult to break
4. corrod (line 8)
 - a) be eaten away
 - b) melt
 - c) change colour
 - d) lose shape
5. ruthless (line 19)
 - a) hopeless
 - b) needless
 - c) heartless
 - d) useless
6. there simply wasn't enough gold around (line 35)
 - a) the gold mines were exhausted
 - b) gold was being stored by the wealthy nations
 - c) gold was difficult to find
 - d) there was too little gold available
7. current (line 45)
 - a) continuous
 - b) present
 - c) recent
 - d) periodic
8. for this purpose (line 46)
 - a) for this reason
 - b) for buying gold
 - c) for trading purposes
 - d) for making jewellery
9. stability (line 52)
 - a) constancy
 - b) value
 - c) function
 - d) scarcity
10. longing (line 17)
 - a) making longer
 - b) length
 - c) desire to possess
 - d) earnest desire
11. board (line 23)
 - a) a flat piece of wood
 - b) a group of people
 - c) food at a table
 - d) food served for a servant

12. scarcity (line 27)
a) rarity
b) smallness of supply
c) a and b
d) being cursed
13. prospector (line 37)
a) one who prospects
b) one who explores looking for gold
c) one who prosecutes
d) one who digs to find metal
14. infamous (line 42)
a) known for its quality
b) unknown completely
c) known for its disgracefulness
d) famous for being a prison camp.
15. If ex-prisoner means one who was a prisoner, what would ex-capital mean?
a) capital of Mr. ex.
b) city which was a capital but which no more is
c) city which was not a capital but which has become a new capital.
d) none of the above

IV. Match the words or phrases in Column A, with words or phrases in Column B that fit the context, by placing the letter of your answer on the space provided.

<u>Column A</u>	<u>Column B</u>
_____ 1. transplant	a) to carefully guard something
_____ 2. ex-president	b) opportunity
_____ 3. a golden chance	c) definite
_____ 4. a marked improvement	d) take up and plant in another place
_____ 5. grant	
_____ 6. crude	

- | | |
|-------------------------------|---|
| _____ 7. financial assistance | e) grant of money |
| _____ 8. surfeit | f) money or land given |
| _____ 9. famine | g) hunger, scarcity of food |
| _____ 10. to hoard | h) no more holding the post
of a president |
| | i) not refined or manufac-
tured |
| | j) too much of something |

V. Insert the following words where they appropriately fit in the passage and use them in their correct forms.

illegitimate	inflation	agree upon
captive	rumours	hesitant
eventual	sudden and violent	plunder
discount	beat his way further	
steady economic decline	break out	strip of
civil war	bloody affair	investment
		inevitable

It is probable that Francisco Pizarro was born in 1471. What is certain is that he was 1 and that he grew up in very poor surroundings. He was first heard of as a soldier in 1510. A year later he was a member of the exploration party which discovered the Pacific. It may have been at this point that Pizarro first heard of the existence of Peru, for tradition suggests that some 2 Indians spoke of a great kingdom to the south. But the rulers in Spain were more interested in discovering a passage through to the Pacific, and the story of Inca gold was 3 as another of the vague 4 that started in New Spain.

These stories, however, were not lost on Pizarro. In 1492 he left Panama and sailed south into unexplored waters. The first voyage was extremely difficult but, despite the

heavy seas, Pizarro 5 south along the Pacific coast than anyone before him. They did obtain some crude gold ornaments from the few natives they captured but, more important, Pizarro received confirmation of existence of a great empire farther south, an empire rich beyond imagining with gold.

Upon his return to Panama, plans were immediately 6 to gain the approval and support of the royal court of Charles V of Spain. Pizarro made his trip back to Spain in 1528 and, though King Charles never fully grasped the significance of his report, permission was 7 granted for a third voyage. The king refused to provide Pizarro with any financial assistance. In all history there can be no more marked example of such a mean 8 bringing such a golden reward. When Pizarro landed in 1531 at Tumbez he was immediately encouraged by the news of a fierce 9 within the Inca empire. With the death of the Inca Chief-the Sapa Inca, two brothers had fought for the leadership. The civil war; which had been terribly 10, had ended with a fierce battle in the northern Andes. For this reason the chief of the Incas was no longer a thousand miles away in the mountains. Pizarro could not have been more fortunate; the state was still very disturbed and the Sapa lay just within reach.

Systematically the Spaniards set out to strip the nation of its wealth. Temples were 11 their treasures, towns were 12 and burnt, and famine and disease 13 among the natives. 14 the thieves disagreed and split into two opposing camps, those supporting Pizarro and those standing behind his former colleague Almagro. In the end, both leaders suffered 15 deaths during the course of their struggle.

There remains one final irony to the Pizarro story; the

gold which had flooded Spain with such an abundance of wealth was responsible for her _____ 16 _____ ruin. With this surfeit of gold, prices rose, _____ 17 _____ began, and Spain started on a _____ 18 _____ from which she took a long time to recover.



Lesson Three

The Ethiopian War (Northern Front)

It all began in 1934, the day after the Wal Wal incident. The sound of firing round the walls had scarcely died away when Mussolini personally compiled the top-secret document (of which only five copies were made), known as "Directives and Plan of Action for the Solution of the Italo-Ethiopian Question." Barely a week later the Duce sent De Bono to Eritrea as High Commissioner, a title he exchanged in March for one far more significant and provocative, Commander-in-Chief of the Italian Armed Forces in Africa.

Mussolini had been seeking for months for a pretext to mobilize; the Wal Wal affair provided him with one. He had made up his mind that Wal Wal should be the 'casus belli', and accordingly he ordered the press to blow it up into a front-line story, featuring the incident as a deliberate act of aggression on the part of Ethiopia, as act of so grave a nature that it could not be condoned. But the Wal Wal dispute could and should have been settled in the same way as the hundreds of previous forays. Who had fired the opening shots? Was it Captain Roberto Cimmaruta's dubats or the Ethiopians? It is impossible to say which side was responsible for the flare-up; even the Arbitration Commission was forced to define the incident as "an unfortunate combination of circumstances." Not only, then, did the question of who had provoked the fighting remain unanswerable but it was also extremely doubtful whether Italy had a legitimate right to Wal Wal's 359 wells which she had occupied in 1930.

Mussolini however, did not bother his head about such technical and juridical niceties: his mind was now wholly engaged by the prospect of the imminent conquest of Ethiopia. Not only would it provide Italy with a new outlet for her

shrinking export trade and a partial solution of her critical unemployment problem by the "redeployment" of a large proportion of the redundant labour force on the vast Ethiopian uplands, but also it would furnish the Duce with what he wanted- war. Denis Mack Smith was right when he wrote, "He needed to justify fascism by success and prove in battle the boasted virility of his regime and people." A few months earlier in a speech he made in Bologna on the eve of the grand maneuvers, Mussolini had said, "We are becoming a military nation, we will add militaristic, and to complete it, warlike."

On February 5 and 11, 1935, Mussolini ordered the mobilization of two army divisions, the Gavanana and the Peloritana, and when he received a letter dated February 13 from poor, dear, honest General De Bono informing him that "at present the 'Negusa Negust' is ordering too many prayers and fasts to give us reason to think that he wishes to attack us" he showed his contempt for the Arbitration Commission and its conciliatory powers by replying immediately, "In case the 'negus' has no intention of attacking us, we ourselves must take the initiative." In a subsequent letter to the general, he wrote, "You ask for three divisions by the end of October; I mean to send you ten, repeat ten; five divisions of the regular army, five formations of Blackshirts. For the lack of a few thousand men, we lost the day at Adowa. We shall never make that mistake again. I am willing to commit a sin of excess, but never a sin of deficiency."

Mussolini was as good as his word. On April 18, the first battalion of the Gavanana disembarked at Massawa, and during the next few months, five army and five Blackshirt divisions arrived in East Africa via the Suez canal. One division and a few Blackshirt battalions were assigned to General Graziani, Commander of the forces in Italian Somaliland, but the main

build-up was in Eritrea. The first expeditionary force was made up as follows: more than 200,000 men and 7,000 officers, 6,000 machine guns, 700 cannon of every caliber, 150 tanks, 150 pursuit and bomber planes. The flood of troops and equipment that was being poured into Africa reached its height in September when General Baistrochi, under-Secretary for War, informed the senate that from Naples alone 100,000 men, 1,000,000 tons of stores and ammunition, 200 cannon, 6,000 mules and 2,300 motor vehicles had been shipped overseas. Faced with this staggering influx of men and matererials, General De Bono was compelled to ask the Duce for a 10,000 strong labour force (the figure was soon to rise to 50,000), to widen the port of Massawa, resurface the Massawa-Nefasit-Asmara road, repair and construct other roads, erect barracks, hangars, etc., and carry out the huge programme of work entailed by new hydrological projects.

The general's request gratified various federal secretaries who rid their provinces once and for all of the chronic unemployed, but when the first squads arrived De Bono was anything but overjoyed: "Just anyone was sent out. No selection had been exercised and no warranty was given of physical or moral soundness. There were men among them who had never handled a pick or shovel, there were 12 schoolmasters, 4 chemists, 3 lawyers, 9 watchmakers and several barbers." But against this he was given invaluable aid by his Quarter master, General Dall'ora, who dealt brilliantly with the complex problems of provisioning, billeting and transport.

On October 2, the stage was set for the invasion. From his headquarters in the centre of Asmara, whose every street was jammed with troops, guns, and all the equipment for war, General De Bono issued his final instructions. Five days earlier he had received a peremptory telegram from the Duce:

"Order you to attack at dawn on third, repeat third October."
De Bono had planned to strike on October 5, but loyal servant
that he was, he obeyed without demur.

(Freshman English 101-A 1985, PP. 87-95)

- I. Choose the best completion for each of the following.
1. Wal Wal was chiefly viewed by Mussolini
 - a) as an incident everyone should forgive and forget
 - b) as an unimportant newspaper story
 - c) as a pretext to begin the war.
 - d) as an incident the Arbitration Commission could deal with.
 2. The Italians had
 - a) no rights to the Wal Wal wells
 - b) every right to the Wal Wal wells
 - c) was caused by the Ethiopians firing at Italians
 - d) was soon settled by the Arbitration Commission
 3. Mussolini saw Ethiopia
 - a) as a source of man-power
 - b) as a market for Italian goods
 - c) as a better country than Italy
 - d) as a dangerous enemy of Italy.
 4. The Men sent to Ethiopia from Italy
 - a) included a lot of Italian unemployed
 - b) were all physically and morally inferior
 - c) were mainly intellectuals and schoolmasters
 - d) were Italy's best troops
 5. The Italians
 - a) could not deal with the problems of receiving the troops
 - b) decided to delay the invasion of Ethiopia

- c) invaded on the day that Mussolini had chosen
- d) had not brought enough equipment to invade successfully

II. A. Match the words below in Column A (from the passage) with words of similar meaning in Column B.

<u>Column A</u>	<u>Column B</u>
_____ 1. grave	a) put together
_____ 2. juridical	b) forced
_____ 3. redundant	c) mediate
_____ 4. prospect	d) superfluous
_____ 5. deficiency	e) serious
_____ 6. compelled	f) look for
= _____ 7. compiled	g) aggressive
_____ 8. provocative	h) expectation
_____ 9. arbitrate	i) legal
_____ 10. seek	j) lack
	k) correctness
	l) decision

B. Match the words below in column A (from the passage) with words of roughly 'opposite meaning' in Column B.

<u>Column A</u>	<u>Column B</u>
_____ 1. condone	a) worthless
_____ 2. conciliatory	b) quick agreement
_____ 3. disembark	c) condemn
_____ 4. influx	d) grow
_____ 5. gratified	e) frivolous
_____ 6. invaluable	f) displeased
_____ 7. shrink	g) complete
_____ 8. partial	h) scarcity
_____ 9. subsequent	i) provoking

- | | |
|------------------|---------------|
| _____ 10. grave | j) exodus |
| _____ 11. demur | k) embark |
| _____ 12. excess | l) previous |
| | m) consequent |
| | n) grateful |

III. Choose the word or phrase which best fits these words or phrases as they are used in the text.

1. provocative (line 7)
 - a) initiative
 - b) motivating
 - c) likely to cause interest
 - d) likely to cause argument
2. aggression (line 13)
 - a) agreement
 - b) settlement of a dispute
 - c) attacking to start a war
 - d) quarrelsome talk
3. legitimate (line 22)
 - a) that which follows a law
 - b) that which violates a law
 - c) genuine
 - d) that which can be justified
4. redeployment (line 28)
 - a) to employ again
 - b) rearrangement of workers and troops
 - c) to deploy again
 - d) to distribute to different parts
5. as good as his word (line 49)
 - a) honest to his words
 - b) road construction
 - c) military training
 - d) vehicle repairing
6. build-up (line 54)
 - a) preparation for the war to start

combination of circumstances.

5. I had _____ finished my work when the light went out.
6. Italy declared that she had a _____ claim to the wells at Wal-Wal.
7. The Ethiopian troops gave the enemy a _____ blow.
8. Mussolini was thinking only of the _____ conquest of Ethiopia.
9. We need a man of high _____ to run this organization.
10. He showed _____ for the Arbitration Commission.
11. The fire was not accidental. It was started by a _____ act.
12. Mussolini said that if the 'Negus' did not intend to attack them, they must take the _____.
13. My salary is _____ enough to last me for the month.
14. We can rely on the great _____ of his judgement.
15. Mussolini preferred a sin of _____ to a sin of deficiency.
16. The Wal-Wal _____ could have been settled peacefully.
17. I cannot open the door because it is _____.
18. Mussolini wanted to prove the boasted _____ of the Italian people.
19. _____ prevented me from telling the truth at that time.
20. Mussolini thought the war would _____ him with what he wanted.

Exptl. Gp.

V. Supply the missing form of the word where there is a blank

<u>Verb</u>	<u>Noun</u>	<u>Adjective</u>
1. document	_____	_____
2. _____	maneuver	_____
3. _____	_____	provisional

- | | | | |
|-----|-----------|---------------|-------------|
| 4. | _____ | _____ | Pursuant |
| 5. | deploy | _____ | _____ |
| 6. | _____ | _____ | provocative |
| 7. | _____ | arbitration | _____ |
| 8. | reconcile | _____ | _____ |
| 9. | _____ | gratification | _____ |
| 10. | _____ | _____ | initiate |

Lesson Four

Tana

Tana, Ethiopia's largest lake, occupies an area of more than 500 square kilometres in the watershed of the lofty mountains that surround it. For the traveller the best point to begin an exploration of this beautiful inland sea is undoubtedly Bahar Dar, a relatively new settlement on the south-eastern shore which boasts several good hotels and a jetty from which motorboats and other craft can be hired.

Apart from its scenic beauty-which makes a visit to Bahar Dar and Tana worthwhile in itself-the lake has a fascinating history of its own, associated with the Ethiopian Orthodox Church and with a tradition of monastic retreat. For hundreds of years men of religion have come here from all parts of Ethiopia to devote their lives to quiet contemplation amidst its calm serenity. On some 20 of the lake's 30 islands, ancient monasteries are to be found some dating back to the thirteenth century and still inhabited today. Here small communities of monks isolate themselves from the world and its cares and dedicate themselves to meditation and prayer.

One such island, just half an hour's cruise from Bahar Dar by motor launch, houses the 15th century monastery of Kebran Gabriel. The island itself juts out from the water like the tip of a submerged mountain planted over with rich green tress.

Landfall can only easily be made at one point on the island and from here as well trodden path winds up under a canopy of branches. No women are allowed to set foot here, but male travellers may visit the island and the monastery without formality.

The monastery is situated at the very top in a stone walled compound. The church itself is a large circular structure in typical Ethiopic design, with walls made of compacted mud and straw. It is an unassuming building that nevertheless has a cathedral atmosphere every bit as impressive in its own way as that evoked by the great European places of worship like Notre Dame and Westminster Abbey.

When not engaged in church ceremony, the 17 monks of Kebran Gabriel work in the gardens of the monastery where they gain most of their sustenance. They, themselves, never leave the island, but the few young novices in training there do from time to time visit Bahr Dar to purchase necessary supplies.

Life at Kebran Gabriel is simple to an extreme, uncluttered and remote. Abba Haile-mariam, at 90 the monastery's oldest monk, has been on the island for a quarter of a century and sees no reason ever to leave its shores. Draped in white and grey robes, sitting on a stone in the garden and clutching a rosary of amber heads, he explains: "Through isolation I get real happiness. All my days I have been loyal to God and will remain so until I die. I have cut myself off from the life of the world. I am free from its distractions. "His faint voice, almost a whisper, fades off into silence and his eyes fix on infinity. Minutes pass. Awakening from his reverie he adds: " I am happy just to be here, to pray daily, and to praise the lord."

Another monastery within one hour's cruising time of Bahr Dar is Ura-Kidanemeret, situated on the Zegie peninsula. Because it is part of the mainland its orientation is different from Kebran Gabriel. The emphasis on isolation is a good deal less and the monastery is clearly a part of the local community with children playing in its green and leafy

compound and villagers coming and going freely. Women visitors are allowed and the monks are more open and communicative.

The church design at Ura-Kidanemeret is similar to that at Kebran Gabriel and, indeed, dates from the same period. It is a more decorative building, however, arched over with a huge conical thatched roof and superbly painted inside and with colourful frescoes depicting scenes from Biblical lore and from the history of the Ethiopian church.

Ura-Kidanemeret has a large treasury containing ancient, beautifully illuminated Bibles written in Ge-ez from which Ethiopia's modern Amharic language is derived. Many other texts and records are also stored here, bearing witness to the observation that the Orthodox church through the ages has been one of the prime sources and repositories of written Ethiopian history.

A slight detour off the main channel between Zegie and Bahar Dar leads to a bay at the south-eastern end of the lake where the shore-line, demarkated by rubble of time-worn basalt boulders and over-grown with the waving fronds of green papyrus reeds, parts unobtrusively to give exit to Ethiopia's mightiest river, the Blue Nile here called the Great Abbay. A discrenible current runs across lake Tana from the mouth of another river, the little Abbay, on the Western shore. Because of this, geographers now trace the source of the Blue Nile to the springs in which the little Abbay is born.

Great rivers, like high mountains, occupy a special region of the human psyche. Of all rivers, however, only the Nile, flowing through Egypt to the Mediterranean Sea, can claim to be the focus of man's imaginings since the earliest days of recorded history. From Greek and Roman times mystics and adventures have speculated widely as to its source. These speculations were given concrete expression in the expeditions

launched by European explorers like Bruce, Speke, and Burton in the 18th and 19th centuries.

As a result of these expeditions we now know that the Nile has not one but two sources. The White Nile rises in Lake Victoria in Uganda, the Blue Nile rises in Ethiopia in the mountains to the west of Lake Tana. At Khartoum, the capital city of the Sudan, the two rivers merge into one.

(Freshman English 101-B 1986, PP. 1-11)

I. Choose the best completion for each of the following

1. The best point to start an exploration of Tana is Bahar Dar because
 - a) the town is a relatively new settlement
 - b) it is easy to hire motorboats there
 - c) the town is beautiful
 - d) the town has a long history
2. For many years religious people went to Lake Tana to
 - a) visit Bahar Dar and the Lake
 - b) translate the Bible into Ge-ez
 - c) build churches on the islands
 - d) permanently stay there and pray
3. The monastery of Kebran Gabriel
 - a) is about five hundred years old.
 - b) is situated on a mountain
 - c) can be visited by women with formality
 - d) is precisely situated under a canopy of branches.
4. The monks of Kebran Gabriel
 - a) go to Bahar Dar to buy necessary supplies.
 - b) are not engaged in church ceremony.
 - c) grow most of their own food.
 - d) have reasons to leave the monastery

5. The church of Ura-Kidanemeret
 - a) is as old as Kebran Gabriel.
 - b) is located near the source of the little Abbay
 - c) cannot be visited by women
 - d) has beautiful Bibles written in Amharic.

II. Complete the following sentences with appropriate information from the passage to make sensible sentences.

1. The ancient monasteries found in Lake Tana are as old as.....(para. 2)
2. The Ethiopian Orthodox Church has a long history of(para.2)
3. Kebran Gabriel, which is situated....., evokes.....(para.5)
4. Ura-Kidanemeret, which is situated....., is different from kebran Gabriel because.....(para.8)
5. The texts and records found at Ura-Kidanemeret tell us that.....(para. 10).

III. Find the words or phrases which have the meanings given below. The numbers indicate the part of the passage in which the words may be found.

- | | |
|----------------------------------|--------------------------------------|
| 1. certainly (1-5) | 3. devote (20-25) |
| 2. retirement (10-15) | 4. approach to land (25-30) |
| 5. isolated (50-55) | 6. stress (65-70) |
| 7. magnificently (75-80) | 8. decorated and illustrated (75-80) |
| 9. divides (90-95) | |
| 10. started, initiated (105-110) | |

IV. Fill the blanks with the most appropriate words from the list given below:

devote, serenity, winds up, evoked, psyche, prime, dates, illuminated, discreditable, merge, remote, submerged.

1. Most of them did not understand his _____ motive.

2. The two small units had to _____ into one division to ensure the efficient functioning of the organization.
3. The history of christianity in this country _____ back to the fourth century.
4. College students _____ their time to studying.
5. During the literacy campaign every possible effort was made to reach even those who live in _____ areas.
6. The road to Gojjam _____ the hillside.
7. All the streets in Addis-Ababa were _____ to commemorate the founding of the WPE.
8. The farmers were surprised by the _____ of the sky in the middle of Kiremt.
9. His eloquent speech _____ applause and admiration from the audience.
10. The foot-prints of the murderer were still _____ after the rain.

Ways of changing Nouns to Adjectives

The suffixes -y/-ly, ish, -like/ -some/ -worthy are added to some nouns to make them adjectives; -ful and -less are also added to form adjectives from certain nouns. For example, salt = salty, brother = brotherly, girl = girlish, business = businesslike, fear = fearsome, praise = praiseworthy, and faith = faithful/ faithless (to mean with faith/ without faith).

- V. Form Adjectives from the following nouns using the above mentioned suffixes.

fruit	earth	sugar	base	year	woman
war	wind	slug	sheep	respect	brute
hand	help	snow	mud	burden	silk
boy	sleep	colour	whole	price	irk
					blame

- VI. Match the words or phrases in Column A, with words or phrases in column B that fit the context, by placing the

letter of your answer on the space provided.

<u>Column A</u>	<u>Column B</u>
_____ 1. serenity	a) deep thought
_____ 2. fronds	b) capable of being seen
_____ 3. sustenance	c) leaves
_____ 4. contemplation	d) easily making talks with others
_____ 5. repositories	e) quiet, unconfused
_____ 6. rubble	f) seizing, holding
_____ 7. discernible	g) marked, limited, indicated
_____ 8. demarcated	h) irregular broken stones
_____ 9. clutching	i) food, means of surviving
_____ 10. depicting	j) places where things are stored
_____ 11. communicative	k) confusion and bewilderment
_____ 12. uncluttered	l) peacefulness
_____ 13. meditation	m) showing in pictures and describing in words
_____ 14. detour off	n) divert to, going roundabout way
_____ 15. distractions	o) thinking seriously on something
_____ 16. typical	p) considered from opinion without having a knowledge of
_____ 17. fades off	q) slowly dies or stops
_____ 18. time-worn	r) aged, stayed for long
_____ 19. speculated	s) representative of
_____ 20. mystic	t) of hidden meaning or spiritual power

Lesson Five

How Lions Live and Hunt

Males and females play very different roles in lion society. Lionesses stay together for life, except for a few young ones who leave the pride to wander alone. But males are only temporary members.

The life of a male is insecure. Fewer than 10 percent reach old age. Three-quarters die violently, caught in traps, shot by hunters, or killed in fights with others of their kind. Membership of a pride is a form of life insurance, in that each animal can keep itself alive from kills made by others. With few exceptions, old males lack such membership, and slowly starve to death, watched by vultures and hyenas.

Each pride confines itself to a definite territory, in which strangers are usually not welcome. Intruders are chased with much roaring, but often the pursuers take care not to run fast enough to catch anyone. This is not always the case. I once found a male lion covered in blood, lying on the ground and breathing with difficulty. Suddenly a huge lion came out of the bush, walked up to the lion on the ground and gazed down at him triumphantly. Then he returned to the remains of a zebra over which they had probably been fighting, and left the lion on the ground to die.

The death of that male gave me a deeper insight into the complexity of lion society. After his death, the males from three other prides penetrated his former territory and drove out his companion. Three cubs were pursued and bitten to death. A further three were killed; two were carried off. I waited by the remaining cub for the return of its mother. I was not certain what to expect, certainly not a terrible expulsion of grief, but maybe some sentiment. In fact she ate the cub. I sat in the dark listening to her crunch the bones.

Lions are self-indulgent, and seldom permit the needs of cubs to conflict with their own desires. When adult lions tear apart the carcass of a dead animal they fiercely defend their portions. It is depressing to see a starving cub turn to its mother for food and receive a vicious blow instead of a bite to eat.

Cubs always manage to obtain a meal from a large carcass if they are present when a kill is made, but if they are waiting in the bush for their mother's return they may not be so lucky. Only after the lioness has gorged herself is she likely to fetch her cubs. By the time she has done so there may be no meat left. But the males occasionally come to the rescue. While eating together with the lionesses, they may suddenly drive them off the carcass. Cubs are then permitted to join them, and in this way are often provided with a meal.

Unlike the females male lions are rather reticent about expending their energy in hunting more than three quarters of kills are made by lionesses. Setting off at dusk on a hunt, the lionesses are in front, tensly scanning ahead, the cubs lag playfully behind, and the males bring up the rear, walking slowly, their massive heads nodding with each step as if they were bored with the whole matter. But slothfulness may have survival value. With lionesses busy hunting, the males function as guards for the cubs, protecting them particularly from hyenas.

Hunting lionesses have learnt to take advantage of their environment. Darkness provides them with cover, and at dusk they often wait near animals they want to kill until their outlines blend into the surroundings. Small prey, such as gazelle, present lions with no problem. They are simply grabbed with the paws, or slapped down and finished off with a bite in the neck. A different technique is used with large

animals, such as wildebeest. Usually a lioness pulls her prey down after running up behind it and then seizes it by the throat, strangling it. Or she may place her mouth over the muzzle of a downed animal, and suffocate it.

Lions practice remarkably sophisticated cooperative hunting techniques. Sighting prey, lionesses usually fan out and stalk closer until one is within striking distance. The startled herd may scatter or bolt to one side right into a hidden lioness. Sometimes lionesses surround their quarry. While perhaps three crouch and wait, a fourth may back track, a technique not unknown in human war fare.

No obvious signals pass between the lions, other than that they watch one another. A tactic may also be adapted to a particular situation. One pride of lions often pursued prey at the end of a narrow strip of land between two streams. Several lionesses would sit and wait until gazelle wandered into this natural-end. Then they would spread out and advance quite in the open, having learnt that the gazelle would not try to escape by running into the bush beside the river, but would run back the way they had come.

A lioness has no trouble pulling down an animal of twice her weight. But a buffalo, which may scale a ton, presents problems. One lioness and a young bull battled for an hour and a half, the buffalo whirling around to face the cat with lowered horns whenever she came close. Finally she gave up and allowed him to walk away. But on another occasion, five males came across an old bull. He stood in a swamp, belly-deep in mud and water, safely facing his tormentors on the shore. Suddenly, inexplicably, he plodded towards them, intent it seemed on committing suicide. One lion grabbed his rump, another placed his paws on the bull's back and bit into the flesh. Slowly, without trying to defend himself, the

the buffalo sank to his knees and, with one lion holding his throat and another his muzzle, died of suffocation.

('Beyond Words' Maley and Duff, 1976; P. 39 and 46).

I. Read the passage carefully, then choose the response which best reflects the meaning of the text.

1. The reason why fewer than 10 percent of male lions reach old age is because they
 - a) do much of the hunting to feed the cubs.
 - b) fight with others of their kind.
 - c) are caught in traps and/or shot by hunters.
 - d) b and c
2. 'Membership of a pride is a form of life insurance; because
 - a) most male lions die a violent death.
 - b) all members share in the kill
 - c) the life of a male is insecure
 - d) very few males reach old age.
3. The self-indulgence of lions is proved in the
 - a) avoidance of the needs of cubs
 - b) fierce defence of their portions.
 - c) eagerness they have to find a carcass
 - d) a and b.
4. A lioness is likely to look for her cubs, when she
 - a) finds only a gazelle to kill
 - b) attacks a prey
 - c) has satisfied herself fully
 - d) hunts for hyenas
5. When a kill is made
 - a) the adult lions share their portion with the cubs
 - b) the cubs have to wait in the bush for their mothers to bring them food.

- c) there is never any food left for the cubs
 - d) the male lions sometimes let the cubs eat with them.
6. When lions hunt the females go in front because
- a) they have to look after the cubs.
 - b) the males are not strong enough to kill.
 - c) they can see better than the males at dusk.
 - d) most of the killing is done by lionesses.
7. Male lions are
- a) too lazy to hunt
 - b) not interested in hunting.
 - c) unwilling to waste their strength.
 - d) interested only in killing hyenas.

II. Decide whether the following statements from the passage are true or false.

- 1. Old males are looked after by the rest of the pride.
- 2. The author had expected the lioness to show some feeling towards her cub.
- 3. The cubs are guarded by their mothers.
- 4. A lion will never attack an animal larger than itself.
- 5. Lions cannot hunt in the evening because their eyesight is poor.

III. Find the words or phrases in the passage which have the following meanings. The paragraph where the word or phrase may be found is indicated.

- _____ 1. perform, execute (para. 1)
- _____ 2. security (para. 2)
- _____ 3. understanding of (para. 4)
- _____ 4. satisfied fully (para. 6)
- _____ 5. killing by squeezing the throat (para. 8)
- _____ 6. having spotted their prey (para. 9)
- _____ 7. prey, victim (para. 9)

- _____ 8. point from which further movement appears impossible
(para. 10)
- _____ 9. killing oneself in desparation (para. 11)
- _____ 10. fought for, struggled for (para. 11)

IV. Choose the most accurate definition (word or phrase) which best fits these words or phrases as they are used in the text.

1. insecure (line 4)
- | | |
|---------------|--------------|
| a) dangerous | c) short |
| b) unpleasant | d) uncertain |
2. intruders (line 11)
- | | |
|----------------|--------------|
| a) trespassers | c) females |
| b) prey | d) old lions |
3. take care not to run fast enough (line 12)
- | | |
|---|--|
| a) are careful not to run too fast | |
| b) are unable to run fast enough | |
| c) cannot be bothered to run fast enough | |
| d) have difficulty in running fast enough | |
4. self-indulgent (line 26)
- | | |
|-------------------|-----------------|
| a) greedy | c) proud |
| b) self satisfied | d) self-assured |
5. carcass (line 27)
- | | |
|--------------|----------|
| a) dead body | c) limbs |
| b) intestine | d) flesh |
6. triumphantly (line 17)
- | | |
|-----------------|--------------------|
| a) submissively | c) successfully |
| b) boastfully | d) sympathetically |
7. starve to death (line 9)
- | | |
|----------------------------|-------------------------------------|
| a) fight desperately | c) die because of malnutti-
tion |
| b) die due to lack of food | d) die in a courageous
fighting |

<u>Column A</u>	<u>Column B</u>
_____ 1. pride	a) weigh
_____ 2. confine	b) follow a trace in order to attack
_____ 3. pursuers	c) limit, restrict
_____ 4. crunch	d) time just before it gets very dark
_____ 5. vicious	e) fell dead
_____ 6. rescue	f) ox-like antelope
_____ 7. dusk	g) group of lions
_____ 8. slothfulness	h) nose
_____ 9. wildebeest	i) those that follow to attack
_____ 10. muzzle	j) crush noisily with the teeth
_____ 11. finished off	k) delivery, setting free
_____ 12. backtrack	l) having evil intent
_____ 13. scale	m) those causing severe bodily pain
_____ 14. tormentors	n) laziness, inactivity, idleness
_____ 15. sank to his knees	o) killed

Exptl. Gp.

VI. A. What are the root words for the following: insecure, slothfulness, triumphantly, inexplicably; what are the prefixes or suffixes in each of them? _____

_____.

B. Give 3 words of your own that are similar in form to each of the below given words.

1. self-indulgent = _____
2. survival value = _____
3. belly-deep = _____

- C. 1. If group of bees, locusts, ants, etc., means swarm, what is the group noun of birds, sheep?
_____.
2. If group of wolves, dogs, means pack, what is the group noun of lions? _____.

Lesson Six

The Shrinking Earth: Ecological Threats

In 1977, the Food Agriculture Organization (FAO) and Unesco jointly published an alarming map of the spread of deserts across the world. Shaded in orange, pink and red were all the areas in danger of desertification. The coloured patches covered a major part of the developing world outside the rainy equatorial belt. In Latin America they covered north-east Brazil, central and northern Mexico and stretched right down the Andes as far as Chile. They ate into the Horn of Africa and much of the southwest of the continent. And without interruption they reached half way round the globe in a broad swathe from the Atlantic coast of the Sahara, right across north Africa and the Sahel, through the Middle East and Persia to Pakistan and north-west India.

There could be no more graphic expression of the ecological dangers that threaten so much food production, so many livelihoods in the developing countries.

The world is losing precious agricultural land at twice the rate that new land is being broken for farming. An area bigger than Great Britain is disappearing every year. Soil is being exhausted, eroded, blown away at the rate of two and a half billion tons per year. By the end of the century the world may have to support one and a half times its present population on only three quarters of its present cultivated area.

In his report on the state of the environment in 1977, United Nations Environment Programme Director, Mostafa Tolba, warned that, if present trends continue, there would be only 0.15 hectares of farm land per person by the year 2000, half the 1975 level. Productivity would have to double merely to allow people to get the same amount of food as today. These

are the figures on which he based that calculation. In 1975 there were 1,240 million hectares under cultivation. Over the next twenty-five years, perhaps another 300 million new hectares may be opened up. But over the same period 600 million hectares half the entire 1975 cultivated area may be lost. Of this, half will probably disappear under the ink-blot. Spread of cities, which are expanding horizontally twice as fast as their populations are growing, and over some of the best agricultural land at that. The other 300 million will be the toll of soil degradation.

Everywhere the deserts are advancing. In Sudan the southern edge of the Sahara moved south by 100 kilometres between 1958 and 1975. The deserts don't march forward on a solid front, like an army. Patches appear, like those at Aorema in Burkina Faso, around centres of population or watering holes, then spread, link up with others, and finally merge into the desert itself.

The chief agent of what has been called a 'leprosy of the soil is man, the impact of his activities on highly sensitive and delicately balanced ecosystems. The prime factor in the process is population increase. The number of people in the Sahle, for example, is doubling every twenty-five to thirty years. We can see everywhere the consequences of this among settled farmers: The cutting down of fallow periods, a progressive decline in the vegetation cover, increasing erosion. As population goes on growing, cultivation is pushed into areas that are entirely unsuitable for agriculture, and there the process progresses even more rapidly.

The pastoral nomads and their animals are the other protagonists in the tragedy. Their populations have been increasing too, a little more slowly than the farmers, but too fast for the land. Four or five head of cattle are required

to maintain each person, so this automatically means an increase in the livestock numbers. But other factors have expanded the herds beyond the limits of good sense. Improved breeding and veterinary services have cut down the great epidemics that kept herds in check. Pastoralists are not noted for rational herd management. The animals are their wealth, their status symbols, their insurance policies. In years of good rainfall they expand their stocks to insure against drought but it is a policy that does not pay off. As they start to cull the herds in dry years, meat prices may fall, so they are reluctant to reduce numbers enough. Gradually far more animals build up than the system can maintain and it breaks down under the strain.

In addition to farming and herding, there is a third factor in the spread of man-made deserts: deforestation. The progressive destruction of the Third World's stock of trees is damaging not only in dry regions: every where it occurs it can accelerate the decay of the soil and reduce its capacity to feed and employ people. It can reduce rainfall and lead to drought. More of the rain that does fall runs off into rivers and streams, taking topsoil with it. This leads to silting downstream, the dilapidation of irrigation systems and an increase in floods.

The world's forests are shrinking at an alarming rate. It has been estimated that between 1900 and 1965 perhaps half the forest in developing countries was cleared for cultivation. The 935 million hectares of closed tropical forest still left may be disappearing at the rate of 1.5% 2 % a year. Unless careful management policies are introduced, this could lead to their total disappearance within fifty or sixty years. Studies from individual countries confirm the overall picture. In the hilly Azuero peninsula of Panama, more than two fifths

of the forest was removed between 1954 and 1972. In Brazil, a quarter of forestry reserves had been cut down by 1974. In 1975 Brazil's forests were being cleared at the rate of 62,000 square miles a year. If continued, this would destroy the Amazon forest, believed to provide a quarter of the world's oxygen supplies, in just twenty-seven years. Comparison of aerial photographs of the Ivory Coast taken in 1956 and 1966 showed that nearly a third of the forest cover had disappeared in those ten years. By the mid-seventies only five million hectares of forest remained of the fifteen million that the Ivory Coast had at the beginning of the century. Many of the disappearing forests are being cut down for firewood. The FAO estimates that some 86% of wood cut in the developing countries is used for fuel. A total of 1,220 million cubic metres goes up in smoke every year, about half a cubic metre, or a medium-sized tree, for every person.

Wood is an inefficient source of energy, especially when burned on traditional open fires: up to 94 percent of its heat value is wasted. It is a poor fuel, yet the poor have no alternative to it. Kerosene is too expensive, especially after the oil price rises, and you have to buy costly equipment to burn it. But firewood itself is now getting dearer, as supplies dwindle and people have to trek further and further from the villages to get a load. In Nepal, where it used to take an hour or two at the most, collecting wood is now a whole day's labour. As all available trees near centres of population are stripped and felled, the price of firewood has risen steeply. Labourers in Niamey, Niger, are reportedly spending one quarter of their incomes on wood. This predicament is what environmental writer, Erik Eckholm, has called 'the poor man's energy crisis.'

(Freshman English 101-B, 1986, PP. 102-105)

I. Choose the correct completion for each sentence according to the passage.

1. By the year 2,000, we may lose
 - a) half of our cultivated land.
 - b) a quarter of our cultivated land.
 - c) three quarters of our cultivated land.
 - d) all our cultivated land.
2. In 1975 the amount of farm land per person was
 - a) 0.15 hectares
 - b) 0.3 hectares
 - c) 300 hectares
 - d) 600 million hectares
3. To obtain the same amount of food in 2000 as in 1975. productivity will have to increase by
 - a) 25%
 - b) 50%
 - c) 100%
 - d) 150%
4. By the end of the century the total area under cultivation will probably be
 - a) 940 million hectares
 - b) 1240 million hectares
 - c) 1540 million hectares
 - d) 1840 million hectares
5. Since the beginning of the century, the Ivory Coast has lost
 - a) one quarter of its forests.
 - b) one third of its forests.
 - c) half of its forests.
 - d) two thirds of its forests.

II. Supply the necessary information, from the passage to complete these sentence fragments.

1. Two and a half billion tons of soil is.....(para.3)
2. Land which is unsuitable for.....as the.....(para.7)
3. Pastoral nomads.....as an insurance against..... but it doesn't work because.....(para. 8)
4. Between 1900 and 1965.....(para. 10)

5.says that 85% of wood.....(para. 10)

III. Find the words in the reading passage which have the following meanings. The numbers refer to the paragraph of the passage in which the word may be found.

1. The world, earth (para. 1)
2. used up, consumed, drained of worth (para. 3)
3. specified general directions (para. 4)
4. possibly, capable of being (para. 5)
5. moving forward (para. 7)
6. influence, effect (para. 7)
7. people wandering from place to place (para. 8)
8. animals kept for use or profit (para. 8)
9. signs, representations (para. 8)
10. make quicker, speed up (para. 9)
11. blocking or choking (para. 9)
12. land projecting into the sea, almost surrounded by water. (middle of para. 10)
13. amount kept or held, stock (middle of para. 10)
14. worth, usefulness (para. 11)
15. at one's disposal, there to be used (para. 11)

IV. Complete each of the following sentences by choosing and fixing the words below in their appropriate places.

globe	merge	cultivation
patches	trek	epidemic
overall	predicament	inefficient
stretched	population	map

1. The two companies decided to _____ since there was so little room for competition.
2. Our own resources were _____ to the limit and so we called in outside assistance.
3. The disease could lead to a significant decrease in _____.

4. The disease could reach _____ proportions in a matter of weeks.
5. We were able to bring the area under _____ with the help of new equipment.
6. They really were in a _____ until new supplies arrived.
7. He agreed with the report _____ despite minor reservations.
8. The fall in productivity was attributed to _____ work practices.
9. Nobody knew why the crop didn't grow in certain _____.
10. They had to _____ from one place to another in search of water.

V. Match the words in column A, from the passage, with the words of roughly opposite meaning in Column B.

<u>Column A</u>	<u>Column B</u>
_____ 1. precious	a) continuation
_____ 2. graphic	b) deny
_____ 3. reluctant	c) spread
_____ 4. dwindle	d) unclear
_____ 5. degradation	e) enlarge
_____ 6. interruption	f) reliable
_____ 7. precarious	g) regeneration
_____ 8. sensitive	h) reduce
_____ 9. confirm	i) willing
_____ 10. remove	j) restore
_____ 11. shrinking	k) unaffected
_____ 12. inefficient	l) valueless
_____ 13. dearer	m) growing
_____ 14. currently	n) up-to-date, perfect
_____ 15. merge	o) cheaper
	p) disintegrate
	q) out-dated

VI. Choose the word or phrase that best explains each of the given words in the passage.

1. ecological (line 12)
 - a) biological
 - b) living things
 - c) relation of living things
 - d) relation of living things to their surrounding
2. ate (line 8)
 - a) consumed
 - b) continued
 - c) penetrated and destroyed
 - d) swallowed
3. livelihoods (line 13)
 - a) occupations
 - b) means of living
 - c) way in which one earns money
 - d) b and c
4. ink-blot (line 30)
 - a) that which dries ink
 - b) that which spills ink
 - c) that which takes away beauty or/goodness
 - d) that which absorbs spilt ink
5. toll (line 32)
 - a) which is very long
 - b) payment for the use of a road
 - c) payment for use of any land
 - d) something paid or suffered
6. ecosystems (line 42)
 - a) systems with echo
 - b) habitant of an area
 - c) group of plants in an area
 - d) group of animals or plants in a specified area.
7. tragedy (line 52)
 - a) a happy result
 - b) ending with sorrow
 - c) film-play
 - d) sad event in real life
8. deforestation (line 66)
 - a) destroying a forest
 - b) taking care of a forest
 - c) planting trees again
 - d) burning forests for farming

9. dilapidation (line 70)
a) broken into pieces c) deteriorating
b) falling to pieces in d) destroyed due to over-
 destruction use
10. cull (line= 52)
a) call upon c) selected and killed for
b) select or pick a food
 flower d) preserved for future
 use.

Exptl. Gp.

VII. Complete the following table the way the example is done.

	<u>Noun</u>	<u>Verb</u>	<u>Adjectiv</u>
eg.	organization	organize	organized
1.	expression	_____	_____
2.	_____	rain	_____
3.	_____	equip	_____
4.	comparison	_____	_____
5.	_____	_____	insured
6.	_____	progress	_____
7.	production	_____	_____
8.	_____	manage	_____
	consumption	consume	consumer
9.	_____	_____	destructive.
10.	_____	irrigate	_____
11.	_____	_____	suitable
12.	Utility	_____	_____
13.	performance	_____	_____
14.	_____	argue	_____
15.	_____	employ	_____
16.	_____	observe	_____

Exptl. Gp.

- VIII. a) which is the stem, prefix, and/or suffix in each of the following words?
b) could you decide and give the meaning of the words without referring to a dictionary, taking into consideration the effect of the prefixes and suffixes?

- c) can you give two words of your own that are similar in form to each of the words given below?

- | | | |
|--------------------|-------|-------|
| 1. deforestation | _____ | _____ |
| 2. desertification | _____ | _____ |
| 3. degradation | _____ | _____ |
| 4. advancement | _____ | _____ |
| 5. undergoing | _____ | _____ |
| 6. inefficient | _____ | _____ |
| 7. available | _____ | _____ |
| 8. levelihood | _____ | _____ |
| 9. equipment | _____ | _____ |
| 10. dilapidation | _____ | _____ |

Appendix C

Post-Test

Shaka-King of the Zulus

Shaka's military career started at about the same time as Napoleon's came to an end at Waterloo. Neither man had ever heard of the other, yet they had a surprising amount in common, particularly in their genius for war and politics. Had Shaka been born in Europe he too might well have altered the course of world affairs. As it was, he built the Zulu nation. And he would have destroyed it had it not been for the courage of a minor chieftain named Gala.

When he was still only twenty-nine, Shaka seized the throne of the Zulus. It took him very little time to turn the Zulu people into a first class fighting race because he was absolutely ruthless, never moving without an escort of slayers; whose job it was to kill anyone who displeased him in anyway. If his warriors could not run 50 miles a day, they died; if they were unable to dance barefoot on a carpet of jungle thorns, they died; if they showed anything less than suicidal courage in battle, they would be unhesitatingly murdered by the slayers. Shaka was inhuman, perhaps, but he built up a formidable army in a very short time.

Shaka had already increased his kingdom from 100 square miles to 100,000 when personal tragedy struck; his mother, Nandi, died. Nandi was the one person for whom Shaka felt deep affection, and on her death something seemed to snap in his mind. What followed was unbelievable, but it was recorded by an Englishman named Flynn who was in the area at the time.

Nandi was buried, and 12,000 warriors were ordered to guard her grave for a year. Then Shaka sent his 'impis' or regiments to scour the countryside and punish all those who had failed to be present at the funeral. Only after this had been done did he announce his orders for mourning: no crops

were to be planted the following year; no milk was to be used it was to be drawn from the cow and poured on to the earth; and all women who were found with child during the following year were to be put to death with their husbands. As the staple diet of the Zulus consisted of grain and milk products, this order was little less than a sentence of national starvation.

Shaka now developed a brooding and bitter spirit: 'I have conquered the world but lost my mother; he would cry, and all taste has gone out of my life.'

After two months of intensive mourning over Nandi's death, the country was in a desperate state. The fields were overgrown with weeds and one of the staple diets, namely milk, was no longer on the food list. Total ruin, now faced the Zulu nation, and it was obvious that those who had not been killed by Shaka would certainly starve to death.

Finally, one of Shaka's warriors, Gala, determined to end the tyranny 'It is enough', he told his family. 'Someone must tell the great elephant I shall do it.' Gala's family stared at him in horror: to challenge the King's wishes at such a moment was to ask for instant death. But Gala took his warrior's stick and went to Bulawayo to see Shaka. When he reached the right distance from the royal enclosure he shouted: 'O King, you have destroyed your country. What will you reign over? Will you create a new race? Shall we all die because your mother died? You have destroyed the country. Your country will be inhabited by other Kings, for your people will die of hunger. As for me, O King, I say you are dead your self through this mother of yours. Stuff a stone into your stomach. This is not the first time anyone has died in Zululand!

Stuff a stone into your stomach! This was the Zulu way of saying: 'pull yourself together.' There was a gasp of horror from the onlookers and the slayers took a grip on their clubs. That a man should dare to speak to the king in such a way was unthinkable, and Gala's life seemed to be measured in seconds. But Shaka turned to his Councillors and said: 'what use are you to me? You never dared, like Gala, to tell me to stuff a stone in my stomach. Now let all men know that crops are to be planted as usual and that milk may be drunk again. And as for you, said Shaka turning to Gala, 'you shall have a mighty gift of many cattle.'

('Beyond Words' Maley and Duff 1976, PP. 32-33)

I. Vocabulary in Context

Choose the definition which best fits these words or phrases as they are used in the text. (1 mark each)

1. as it was (line 5)
 - a) it seemed
 - b) it is said
 - c) all the same
 - d) for this reason
2. ruthless (line 10)
 - a) fearless
 - b) heartless
 - c) careless
 - d) senseless
3. had it not been for (line 6)
 - a) thanks to
 - b) notwithstanding
 - c) but for
 - d) because of
4. to ask for an instant death (line 44)
 - a) to wait to die at once
 - b) to run the risk of being killed on the spot
 - c) to beg to be killed at once
 - d) to ask for a quick and painless death
5. Formidable (line 16)
 - a) enormous
 - c) well trained

- | | |
|---------------------------------|---|
| _____ 3. suicidal courage | b) extremely dangerous or serious |
| _____ 4. desperate | c) have courage to do something |
| _____ 5. royal enclosure | d) a statement of punishment given by a judge |
| _____ 6. snap in | e) stuff a stone into your stomach |
| _____ 7. escort | f) cruel; unfeeling |
| _____ 8. pull yourself together | g) nationwide prohibition of food |
| _____ 9. dared | h) unhappy; dissatisfied |
| _____ 10. brooding | i) ready to sacrifice one's life |
| _____ 11. gasp | j) breathe in surprise or fear |
| _____ 12. inhuman | k) feeling of extreme fear |
| _____ 13. displeased | l) melancholy; bitter grief |
| _____ 14. horror | m) place, compound |
| _____ 15. national starvation | n) stopped |
| _____ 16. came to an end | o) go with giving protection and honour |
| | p) split and penetrate into |

III. Complete the following passage, using the given words and phrases in their appropriate places and their correct forms. (½ mark each)

- | | | |
|------------|--------------|---------------|
| firm | invariably | parade ground |
| inspecting | protest | hesitated |
| regiments | grumbling | devil thorns |
| genius | enthusiasm | eagle eye |
| sandals | virtues | clubbed |
| gritted | slayers | impervious |
| hesitant | out of sight | |

Shaka's particular 1 lay in his great personal attention to detail and in his capacity for hard work. If at all possible, he always insisted on 2 everything himself,

and he 3 checked all reports by getting evidence from as many sources as possible. He was a 4 believer in the saying: 'It is the master's eye which makes the cow grow fat.'

Two months after becoming king, Shaka called all his 5 together. His combined fighting forces totalled only about 500 men. He told them of the 6 of the short, heavy stabbing spear or 'assegai' which he himself had designed to replace the light throwing one used in the past by the Zulu fighters. As he expected, the younger soldiers took up the new 'assegai' with 7, soon to be followed by the older men.

Next Shaka ordered all his regiments to throw away their 8. There was considerable 9 at this, especially, from the older groups, but he pointed to his own bare feet even ran a race to prove that he was faster than any of his men wearing sandals.

A month later, Shaka noticed that there was still a lot of dissatisfaction and 10 about his order that sandals should no longer be worn. So, he told one of his regiments to collect many baskets full of the sharp . These thorns have three spikes, one of which always points upwards when they lie on the ground.

When enough of these thorns had been collected, Shaka ordered them to be spread over the 12. All his regiments were then ordered to parade a little to the side of the ground covered with thorns. Shaka then addressed them: 'It has come to my ears', he said, 'that some of you have soft feet, and this has made me very sad. So I have decided to help you harden them.'

Shaka then ordered his men to stamp the thorns into the

ground with their bare feet. Anyone who 13 or did not stamp hard enough was to be killed at once by his 'slayers.'

The regiments 14 their teeth and, led by Shaka himself, spread over the parade ground. Shaka turned to face them and the stamping began. Shaka's feet, however, were horny and 15. He felt nothing; but his 16 at once picked out those who were 17. These men were told to stand forward and were then 18 to death by the 19. And so he went on, searching up and down the lines, but after half a dozen examples had been made all the soldiers stamped as hard as they could.

When Shaka was satisfied that the thorns had been stamped 30 he told his men they could go. That evening they were given a great feast at which they could eat and drink as much as they liked.

IV. Find your own words that are similar in meaning to the underlined words, and write them on the space provided.
(1 mark each)

1. Zerihun was appointed as the chairman of the youth Association club, and this has created a great disappointment on the members.
2. The kindness and the ruthlessness of the married couple was incompatible.
3. Though the probability of his being successful is anticipated, the improbability seems to be more imminent.
4. One could naturally be courageous, but there seems to be no doubt that encouragement could lead one who lacks it to success as well.

V. Supply the missing form of each of the below given words

and write it on the space provided. (2 marks each)

<u>Verb</u>	<u>Noun</u>	<u>adjective</u>	<u>Adverb</u>
1. know	_____	_____	_____
2. _____	_____	_____	hesitatingly
3. drink	_____	_____	- - -
4. _____	_____	believable	- - -

VI. Find out the root word, prefix and/or suffix in each of the following words and give the meaning of each prefix and suffix. (2 marks each)

	<u>rootword</u>	<u>prefix</u>	<u>suffix</u>
1. ruthlessness	_____	- - -	_____
2. inhuman	_____	_____	- - -
3. unhesitatingly	_____	_____	_____
4. unthinkable	_____	_____	_____

Appendix D

Pre-Test and Post-Test Results of both the
Controlled and Experimental Groups

	Pre-Test		Post-Test	
	Ctld.	Exptl.	Ctld.	Exptl.
1	29	32	1	37
2	20	37	2	28
3	26	17	3	34
4	18	35	4	22
5	35	18	5	37
6	23	15	6	33
7	14	20	7	24
8	26	33	8	33
9	17	16	9	20
10	16	17	10	18
11	22	20	11	35
12	17	19	12	24
13	23	11	13	17
14	15	22	14	33
15	16	23	15	23
16	23	11	16	27
17	13	11	17	27
18	16	14	18	26
19	25	19	19	34
20	13	20	20	25
21	08	33	21	15
22	11	15	22	28
23	15	21	23	19
24	11	13	24	19
25	26	25	25	36
26	13	24	26	21
27	26	12	27	28
28	21	24	28	28
29	22	17	29	20
30	24	17	30	33
31	17	12	31	18
32	22	32	32	32

<u>Pre-Test</u>	
<u>Controlled</u>	<u>Experimental</u>
624) 32	645) 32
<u>19.50</u>	<u>20.16</u>

<u>Post-Test</u>	
<u>Controlled</u>	<u>Experimental</u>
857) 32	1053) 32
<u>26.78</u>	<u>32.91</u>

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DECLARATION

I, the undersigned person, declare that this thesis is my work and that all sources of materials used for the thesis have been duly acknowledged.

Name DESSIE BERHANE

Signature *[Handwritten Signature]*

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