

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM
AND COMMUNICATION
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

**The Role of Children's Literature in Vocabulary Development: the Case of
Yeneta Academy**

By

Frehiwot Negash

**A Thesis Presented To the Department of Foreign Languages and Literature
(Graduate Program)**

**In Partial Fulfillment of the Requirements for the Degree of Master of Arts in
English Literature**

Advisor: Dr. Berehanu Matthewos

June, 2016

ACKNOWLEDGEMENTS

I would like to express my gratitude to my advisor Dr. Berhanu Matthewos for his professional support.

This paper is dedicated to my father, Negash Betemariam, who supported my academic pursuit with full heart and I really want to thank him. I must also thank my mother Yeshe Mohammed for encouraging me. I owe many thanks to my brother Mahder Negash for helping me.

I am grateful to Mrs. Tiruwork Ayele the owner of Yeneta Academy for allowing me to conduct my research there, and for helping me continuously in getting class rooms, students' documents and her diligent cooperation during the study career.

I wish also to thank my colleagues, Hanna Fikru, Lemma, Hun H., Alembanchi Aderajew and Wondemagegn Tilahun, for their invaluable moral support while I was writing-up this thesis.

TABLE OF CONTENTS

ACKNOELEDGEMENTS

ABSTRACT

CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the study.....	1
1.2 Statement of the problem.....	2
Hypothesis.....	3
1.3 Objectives of the study.....	3
1.3.1 General objectives.....	3
1.3.2 Specific objectives.....	3
1.4 Significance of the study.....	3
1.5 Delimitation of the study.....	4
1.6 Research design and methodology.....	4
1.6.1 Research design.....	4
1.6.2 Data sources.....	5
1.6.2.1 Primary data sources.....	5
1.6.2.2 Secondary data sources.....	5
1.6.3 Sample and sampling techniques.....	5
1.6.4 Data collection instrument.....	5
1.6.5 Data Collection Procedure.....	5
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	7
2.1 Related Studies.....	7
2.2 The Concept of Childhood.....	8
2.3 History of Children's Literature.....	9
2.4 Types of Children's Literature.....	14
2.4.1 Picture books.....	14

2.4.2 Poetry.....	14
2.4.3 Epics.....	15
2.4.4 Fantasy.....	15
2.4.5 Folktale.....	16
2.4.6 Myths.....	16
2.4.7 Mystery.....	17
2.4.8 Historical fiction and biography.....	17
2.5 The General Concept of Vocabulary.....	17
2.5.1 Defining Vocabulary.....	17
2.5.2 The role of vocabulary in language learning.....	18
2.5.3 Vocabulary and Reading.....	19
2.5.4 Vocabulary Teaching	20
2.5.5 Vocabulary Measuring Techniques.....	22
2.5.5.1 Simple completion item.....	23
2.5.5.2 Cloze test.....	23
2.5.5.3 Cross word puzzle.....	24
CHAPTER THREE: DATA ANALYSIS.....	25
3.1 Analysis of Pre Test Results of Grade Three Students	25
3.2 The Sequence of the Treatment.....	26
3.2.1 Experimental Group's Practice 1 for Grade Three students.....	26
3.2.2 Control Group's Practice 1 for Grade Three Students	28
3.2.3 Experimental Group's Practice 2 for Grade Three students.....	29
3.2.4 Control Group's Practice 2 for Grade Three Students.....	30
3.2.5 Experimental Group's Practice 3 for Grade Three Students	32
3.2.6 Control Group's Practice 3 for Grade Three Students.....	33

3.2.7 Experimental Group's Practice 4 for Grade Three Students.....	34
3.2.8 Control Group's Practice 4 for Grade Three Students.....	35
3.3 Analysis of Post Test Results of Grade Three Students	36
3.4 Analysis of Pre Test Results of Grade Four Students	38
3.5 The Sequence of the Treatment.....	40
3.5.1 Experimental Group's Practice 1 for Grade Four Students.....	40
3.5.2 Control Group's Practice 1 for Grade Four Students.....	41
3.5.3 Experimental Group's Practice 2 for Grade Four Students.....	42
3.5.4 Control Group's Practice 2 for Grade Four Students.....	43
3.5.5 Experimental Group's Practice 3 for Grade Four Students.....	44
3.5.6 Control Group's Practice 3 for Grade Four Students.....	46
3.5.7 Experimental Group's Practice 4 for grade four Students.....	47
3.5.8 Control Group's Practice 4 for grade four Students.....	48
3.6 Analysis of Post Test Results of Grade Four Students	50
CHAPTER FOUR: CONCLUSIONS AND RECOMMONDATIONS.....	52
4.1 CONCLUSION.....	52
4.2 RECOMMENDATION.....	53
4.3 BIBLOGRAPHY.....	54

APPENDIX

ABSTRACT

The study generally aimed at examining the role of children's literature for vocabulary development. The specific objectives were: a) to assess the contribution of children's literature for vocabulary development b) to assess student's capacity of vocabulary before and after reading children's literature.

To achieve the objectives set, necessary treatment (using children's literature to teach vocabulary) was given to the treatment group for 4 weeks. The experiment was carried out on 80 students.

The study was made using grades 3 and 4 students at Yeneta Academy and each grade has experimental and control group. To collect the data, pre test (to test their level of vocabulary skill at the initial point) and post tests (to test their level of vocabulary after the treatment) were given to both the experimental and control groups in both grades.

The analysis of the data was calculated using numerical data and showed that the differential means of experiment and control group is significant. This indicates that the experimental groups showed better development which implies that children's literature has a significant role. On the other hand, the control group has performed lower than the experimental group.

Finally, some recommendations have been made. That is, it is generally essential that the teaching materials must be improved and enriched by including more applicable children's literature in order to develop students' vocabulary skill. It is also good if curriculum designers give due attention to the role of children's literature in such a way that vocabulary teaching can be facilitated.

CHAPTER ONE

INTRODUCTION

This chapter provides an introductory part of the study including background of the study, statement of the problem, research questions, objectives, scope, significance, delimitation and methodology.

1.1 Background of the Study

Human beings are too complex to understand and research in their entirety. Child development refers to the biological, emotional and psychological changes that occur between birth and the end of adolescence, as the individual progresses from dependency to increasing autonomy. It is a continuous process with a predictable sequence. In this process children acquire knowledge in different ways (learning from environment (society), learning from school and so on). School is a place where children can widely find children's literature (i.e. narrative fictions, songs, riddles, etc) especially in our country.

The increase in children's literature escalated in the developed countries as more children become literate, the country has citizen with high level of intelligence. Ethiopia appears to have followed trends in literature development but still small and limited yet (children's literature).

Getting children to read is an important aspect of preparing them for success in school, while there are many different philosophies about how children learn language, most agree that exposure to diverse usage of language is an important part of developmental process. Children's literature enhances development of critical thinking skills that provides the foundation of learning.

The ultimate goal of reading instruction is to ensure that children understand the text they read. Comprehending a written text is a complex process that involves fluent word recognition as well

as the activation of word and world knowledge making inferences and integrating parts into a coherent whole. Given this view of reading comprehension, children's vocabulary is one component of language that is necessary to read comprehension.

As stated above Ethiopia appears to followed trends in literature development but still small and limited yet. The same is true for the school like Yeneta Academy. Yeneta is a private primary school found in kirkos sub city. The medium of instruction in this school is English but when we see students' vocabulary, it is poor which needs to be improved.

1.2 Statement of the Problem

English is essentially a foreign language for Ethiopian students as they have more access to it for what they learn in class room. It plays a significant role in the country's educational system as it serves as a medium of instruction. In order to fulfill this, the most available opportunity for them is to learn the language at school.

Among the various factors that contribute to successful English learning, for students learning vocabulary is particular. Vocabulary is an important aspect of English. Written texts are often the main sources in which language learners encounter new vocabulary. Children's literature is one type of written text which has advantage to contextualize new language and items. But when we see our country, curriculum designers, teachers and students were not giving much attention to the role of children's literature in such a way that vocabulary teaching could be facilitated.

On the English syllabus for grade 1-4, under learning outcomes and vocabulary it stated that:

*Teachers should recycle vocabulary as much as possible and this can be done through vocabulary games at the beginning and end of lessons.
Regular vocabulary test should be given. (See www.info.moe.gov.et)*

Even though, there is a focus on the vocabulary development but still there is no attention to the role of children's literature in facilitating vocabulary and the same is true for schools like Yeneta Academy. Thus, this study attempts to assess and explore the role of children's literature for their vocabulary development in a sample of grade 3 and 4 students at Yeneta Academy.

To this end the study tries to seek answers to the following two questions:

1. To what extent can children's literature enhance children's vocabulary development?
2. How are children's story books important for their vocabulary development?

Hypothesis

The study that the researcher wanted to test is that children's vocabulary skill in two different materials of teaching: the fictional and non-fictional material. Children taught by using fictional materials would show better development in vocabulary than children taught by using non-fictional materials. The experiment was conducted by randomly assigning students into two groups, the experimental group will be taught vocabulary by using fictional material, and the control group will be taught by using non-fictional material. Following the treatment students was given retention test and better performance is hypothesized for the children's literature user (fictional material) group. At the end of this study, will see if this hypothesis has been accepted or not.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study is to assess the role of children's literature in the development of vocabulary skills with reference to 'Yeneta Academy' in kirkos Sub City.

1.3.2 Specific Objectives

- To assess the contribution of children's literature for vocabulary development.
- To assess student's capacity of vocabulary before and after reading children's literature
- To compare the level of vocabulary skills of students using fictional materials through using non literary materials.

1.4 Significance of the Study

This study may provide the following significances:

- It will provide information to teachers on the role of children's literature for their vocabulary development

- It will suggest and create awareness for educational officials and policy makers that giving children's literature as reading material is important to create citizens with high level of vocabulary knowledge.
- It could be used as an additional source for other researchers who will study on the same study

1.5 Delimitation of the Study

In order to make the study manageable and to obtain relevant and sufficient information, the study was confined to two grades found in 'Yeneta' Academy with reference to children in grades 3 and 4. Among many issues (problems) that exist the study is delimited on assessing the role of children's literature for their vocabulary development, in the case of grades 3 and 4 students in Yeneta academy. Children's literature is a broad term, which has different types. This study will use only narrative fiction.

1.6 Research Design and Methodology

This part presents research design, sources of data, sample size and sampling techniques, instruments of data collection, methods and procedures of data analysis.

1.6.1 Research Design

In order to identify the role of children's literature for vocabulary development, experimental design was employed. According to C.R Kothari (2004), this design is characterized by much greater control over the research environment, and in the case of some variables is manipulated to observe their effect on the other variables, the study used children's literature for the experimental group and non literary material for the control group. Quantitative approaches were employed.

First, the researcher explained the nature and procedure of the study to the school administration and teachers of English department. Then, pre test on vocabulary acquisition was given for the selected classes and the experimental group is randomly selected. After that, the experimental treatment was given to the experimental group supported by children's literature (literary) and

the conventional materials (non-literary) of teaching vocabulary were employed to the control group. At the end of the treatment the researcher administered post test on vocabulary development. The collected data was analyzed quantitatively.

1.6.2 Data Sources

1.6.2.1 Primary Data Sources

The basic data source for this study is 80 primary school students.

1.6.2.2 Secondary Data Sources

These have been obtained from the school's administration office. Accordingly, documents such as the number classes, students and the necessary data are generated.

1.6.3 Sample and Sampling Technique

06 woreda has one private and two government schools. Among 3 primary schools in this woreda, one primary private school is selected accordingly using stratified random sampling to get representative schools from this woreda. Each grade (3and4) has two sections. Therefore, among four sections, all sections are selected.

1.6.4 Data collection Instrument

Classroom practice (teaching) and documents are instruments that have been employed. Classroom practice indicates pre and post tests for students in order to assess whether children's literature has or has no role for children's vocabulary development.

1.6.5 Data Collection Procedure

A pre-test has been prepared to determine whether or not there is any difference between the two groups. The pre-test is a recognition type which required students to find out the contextual meaning of the words from the story (see Appendix A and J). It was prepared by consulting teachers of both grades and asking them to comment on it. The test for both groups is administered by their teacher and the researcher and it (the test) took 1:15 hour.

The lessons are given for 4 weeks (14 periods). A total of 80 students participated in the experiment. Throughout the experiment, the researcher used six narrative fictions (including the pre and post tests) for each grade in order to teach vocabulary in context for the study group. One story has been used for 4 periods including the exercises. The criteria for the selection of these stories is firstly, the **length and type** of the literature, and secondly the **simplicity** of the plots. Of course these are the parameters for selection as each story has appealing effects because these factors are inherent in them.

On the other hand, unlike the study groups, the control groups from both grades are given non-fictional materials which are used to teach vocabulary in Yeneta Academy.

The post-test is administered to both the study group and control groups to see if there is any significant difference between them after the treatment (the lesson has been taught).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review studies and concepts related to this study.

2.1 Related Studies

One study related to this paper is: A study by Dereje Melaku (1994) entitled: 'the state of children's literature in Amharic', which reveals how the non availability of solutions for problems posed in children's literature affects the child reader. But, the issues of one could feature problems in such literature and how to provide solutions at the same time without affecting children have not been elaborated. The study's main emphasis also is on children's book in Amharic.

Jeylan (1999) reveals the range and variety of vocabulary learning strategies and the study indicates that the majority of students rarely use most of the strategies. He claimed that comprehension strategies and meta-cognitive strategies were relatively used. He finally concluded that "teachers, should always pay due attention to vocabulary learning strategies, besides teaching discrete vocabulary items.

Abel (2000) in his essay "the effectiveness of reading texts to teach vocabulary" stated that, students' and teachers' interests differ in the classroom activities. Teachers give equal opportunities for reading and vocabulary in the classroom while students give priority to grammar. This shows that teachers and students are not travelling on the same path. He also mentioned that textbook writers as well as classroom teachers have not been effective in changing the past notions of grammar.

Samson (2002), in his essay “The place and use of children’s literature”, he claims that the place given to children’s literature is less in kindergarten program and its utilization is limited to “reading aloud” and ‘story telling’. Finally he concludes by giving suggestion on taking appropriate measure to improve the state of children’s literature in kinder grant.

Lensie Bekele (2005) in her essay ‘Children’s Literature: its impact on the mind of the child reader’ emphasized that whether children love or reject stories (literature) for reasons related to mental process, whether a given literature has something to do with their cognitive level or understanding. In this essay, even though all literatures are not meant for children are attractive. The children enjoyed stories tremendously.

Taking into account all these, this study assess the role of children’s literature for vocabulary development in the case of one private school in ‘kirkos sub city’. Even though there are researches related to this study, but it has difference in such a way that it has been conducted on different place and it connected the two areas of study (children’s literature and vocabulary), because this study used children’s literature as a means to teach vocabulary.

Before examining the history and types of children’s literature, it is necessary to understand the concept of childhood.

2.2 The Concept of Childhood

There are a number of definitions given to the term ‘childhood’. Most of them try to define it in terms of the age. Others relate it to the mental maturity. According to UNICEF (2005).

Childhood is the time for children to be in school and at play, to grow strong and confident the love and encouragement of their family and an extended community of caring adults. It is a precious time in which children should live free from fear, safe from violence and protected from abuse and exploitation. As such, childhood means much more than just the space between birth and the

attainment of adulthood. It refers to the state and condition of a child's life, to the quality of those years.

Fekade Terefe (1992) in his senior essay described the various opinions forwarded regarding the beginning and end of childhood. According to him, the educationalists suggest childhood to be up to 12 years of age, the psychologists up to 13 years, and the physician up to 13 years and according to the Ethiopian proclamation of Children's Commission, childhood begins and extends from birth to 14 years.

Accordingly, there is a way of grouping various ages. According to Laura E. Berk (2012), these are the major division:

- Early Childhood 2 to 6.
- Middle Childhood 7 to 11.
- Adolescence 12 to 18.

From the above grouping, this thesis focused only on middle childhood: the role of children's literature for vocabulary development.

2.3 History of Children's Literature

The evolution of children's literature is the subject of debate as to whether it began with books directly written for children or, instead, literature written for adults but usurped by children. Lerer's view (2008) is that children's literature began with the Greeks and Romans, who valued reciting poetry and drama. During this time, children listened to Aesop's fables and other adult texts. There were no books directly written for children; rather, adult texts became familiar to children. It is interesting that fables are still a part of children's literature, and many readers may have thought they were written with children in mind. Counter to Lerer's opinion, Nikolajeva (2005) argues that it is impossible to think about children's literature as existing before the 18th or 19th century, when books were targeted to children and not written for adults and appreciated by children. Identifying the beginning of children's literature is as complicated as deciding what exactly qualifies as children's literature.

During medieval times in Europe, children also heard lullabies that became familiar as the family structure developed. There was also print material that consisted of primers and prayer books that also contained alphabet instruction (Lerer, 2008). Children learned to read from these books, although their primary audience was still adults. Many of these books focused on expectations for children's behavior. Children were not limited to these didactic writings; they also experienced storytelling targeted to adults in the form of fairytales, myths, and legends, among others (Tunnell & Jacobs, 2008). Eventually, these tales changed their audience and become popular in children's books.

With Caxton's invention of the printing press, children's literature began to thrive as a separate entity, at first mostly in the form of manner books and stories of Robin Hood, although many adults thought that the latter might be too damaging to child readers (Lerer, 2008).

From these beginnings, the Puritans, in both England and America, recognized children's literature and pursued it as a separate form of literature. Many families taught their children to read before school entrance (Marcus, 2008). Not surprisingly, their narratives were filled with life lessons, often targeting the virtue of living a good life before death, not exactly the topics that parents today would think appropriate for their children. *The New England Primer* became popular during this time (1689) and served to teach children the alphabet and morals for an extensive period for example "Time cuts down all—both great and small." The primer was still popular into the 1800s and is thought to have sold between 6 and 8 million copies (Ford, 1897).

During the shift in the focus of literature—from adult literature appropriated for children to literature specifically intended for children—several other significant changes were also occurring. Children's literature, in its early stages, transitioned from mainly oral presentation to written form. Illustrations went from woodcuts to drawn illustrations with color. And, importantly, children's literature no longer was primarily didactic, it was now being written for sheer enjoyment.

During transition (1800s and early 1900s), fairytales became popular as the Grimms tailored their tales for the newly developing middle class (Lerer, 2008). These stories were filled with stepfamilies and evil stepmothers. Lurie (1990) discussed that fairytales were women's literature, in that women were most often the central characters and maintained power. However, as these tales were rewritten, women ceased to be as dominant or powerful. She also wrote that the Grimms changed the original tales and targeted them to children. On the other hand, the Grimms created stories from retold German folk- and fairytales, Andersen wrote original tales like *The Ugly Duckling* (1906), often based on his own life. His tales were meant to be read, because they did not come from the oral tradition (Lurie, 1990). His stories were very different from oral tales, in that there were not necessarily evil stepmothers or enemies at all, and they rarely had happy endings. When thinking about *The Ugly Duckling*, the issues were with the ugly duckling itself. Although there were bullies in the story, there was no physical threat to the duckling; rather, it was a story of identity.

In addition to fairytales, there were two other major changes to children's literature during this time. First, publishing moved from England to the United States. Similar to the *New England Primer*, Webster produced the *Blue Backed Speller*, a school text (Kiefer, 2007; to see pages of this book, see www.mcguiffeyreaders.com). Although the majority of this book targeted sound-symbol instruction, a portion contained stories of American patriotism.

The second change was the expansion of genres written for children. There were family stories like *Little Women* (Alcott, 1868/1997) and adventures such as *Ivanhoe* (Scott, 1820/2000). Kipling wrote animal stories—*The Jungle Book* (1894/1950). Verne wrote science fiction—*Twenty Thousand Leagues under the Sea* (1869/2000); and Carroll wrote fantasy—*Alice's Adventures in Wonderland* (1865/2008). Poetry—Stevenson's (1885/1985) *A Child's Garden of Verses*, for example—filled out this huge expansion of possibilities to delight children.

Not surprising, with so many children's books being published, Caldecott, an illustrator himself, created standards for illustration. Later, picturebooks were recognized with a yearly prize for their illustrations named after Caldecott. The first Caldecott Medal award was granted in 1938 to

Animals of the Bible, a Picture Book by Fish (1937) and illustrated by Dorothy Lathrop (Kiefer, 2007; Lerer, 2008; Tunnell & Jacobs, 2008).

During this time, color printing was expensive until Evans mastered multiblock wood engraving in the 1860s. This technique allowed for higher quality color printing at lower costs. This development led the way to the production of picturebooks for children (Kiefer, 2008).

This time in history witnessed huge changes in children's literature. Didactic books, although still present, did not dominate. Many authors and illustrators created works for children that were expected to result in joy rather than just lessons learned. With the growth of children's book publishing in the United States, American patriotism became a burgeoning theme, and leading to an even richer variety of genres available to children.

Another interesting result of this increase in children's literature was that public libraries, and librarians, became the guardians of children's reading. They created children's rooms in the library and ushered children into these private spaces where children could escape to the private world of the books within. They decided what was appropriate for children to read and were responsible for the major awards given to children's books (Lerer, 2008).

Publishing houses saw huge changes during the early 1900s, with the publication of more children's books and the creation of separate divisions focused solely on children's literature. Seaman, at Macmillan, noted that there were two audiences for children's books: those who could easily afford high-quality books and those who could not. Massee, at Doubleday, found that the picture book was her area of interest and wanted to match the quality of European illustrations with American illustrators. An interesting tidbit is that Massee rejected *Madeline* (Bemelmans, 1939/1967) because she believed it was too sophisticated for young children to appreciate (Marcus, 2007a). Ogle, at Simon & Schuster, led the way with Golden Books, marketed to the masses, including the tactile book *Pat the Bunny*, by Kunhardt (1940; see Marcus, 2007a).

Marcus (2008) wrote that in 1919 “433 new books for children were published in the United States” (p. 104), a number that increased to more than 900 just 10 years later. A large-scale survey of children conducted by librarians to learn about their reading preferences, revealed, as many teachers and parents had discovered, that what children prefer isn’t always what one hopes. Most children identified Stratemeyer, author of series books like the *Hardy Boys*, as their favorite author. In years before this survey, New York public libraries had banished all series fiction from their shelves. Those books most dear to children were not available in the library, thus demonstrating the power of young children to convince their parents to buy books they favor (Marcus, 2008).

With the increased focus on children’s literature, Melcher, an owner of Macmillan, created the Newbery Medal award to honor quality writing in children’s books. The first winner of this award, chosen by a board of librarians, was *The Story of Mankind* (Van Loon, 1921/2007), which had as its primary audience adults and was seen as a gift book for children. Many years later, Melcher also created the Caldecott Medal award to recognize illustrations in children’s books (Marcus, 2008).

The Great Depression affected children’s literature in negative but predictable ways. Fewer children’s books were published, and librarians reduced the number of books they purchased. With economic recovery, by the 1940s, this trend shifted as more books were produced and added to library collections. Although librarians were pleased with these changes, they worried about the latest trend targeting children: comic books, which were introduced in 1934. With their increasing popularity, comic books were selling much more successfully than children’s books, *Superman* leading the pack (Marcus2008). Game-type books were also appearing on the market, like crossword puzzle books (Marcus, 2008).

Other influential books that appeared during this time included Potter’s (1902/2002) *The Tale of Peter Rabbit*, which was one of the first to tell a story through the interaction of pictures and words; Baum’s (1900) *The Wonderful Wizard of Oz*, the first American fantasy; Gág’s (1928) *Millions of Cats*, the first American picturebook; Brown’s (1939) *Goodnight Moon*, now a classic read-aloud story for parents and young children; and Dr. Seuss’s (1937) first book, *And to Think That I Saw It on Mulberry Street* (Tunnell & Jacobs, 2008).

What is especially notable about the early 1900s is that publishers recognized the potential of the children's literature market and created juvenile divisions. Librarians also created reading rooms just for children. Series books and comics became immensely popular, to the disappointment of librarians among others. Firsts in American children's publishing occurred with the first picture book and fantasy written by American authors.

2.4 Types of Children's Literature

Now days, children's literature has varies in type, content and genre. Poems, folktales, animal stories, fables, historical fiction, biography and the like are among the common ones. The following description gives a general idea about the nature of such literature.

2.4.1 Picture Books

These are books meant mainly for preschool children. They consist of bright colored pictures with small illustration describing the story of the characters in the given pictures. The bright colors in red, blue and yellow as frequently employed in these picture books, are always eye catching for preschool children. The illustrations are simple and are supportive of the stories.

2.4.2 Poetry

Historically poetry for children is said to have began centuries ago in the form of nursery rhymes that were recited to babies and toddlers by caretakers. Later on these collections were printed in the form of book which later called 'Mother Goose Rhymes'. The period that follows from the middle of the 19th century to the 1920's saw flourishing of such poems ranging from moralistic poetry to a totally different type that describes beauty of life and nature.

Poetry allows children to enjoy the sound of language and to appreciate the uniqueness of a word the poet chose. Poetry for the youngest children often begins with collections of *Mother Goose* rhymes. Children learn about Humpty Dumpty or Peter Piper in these simple rhymes. These

poems are filled with rhyme and rhythm, two prominent characteristics of poetry, as well as imagery or word pictures, onomatopoeia or word sounds, repetition of words or stanzas, and compact, precise language (Mitchell, 2003).

Poetry shared in picture books is typically organized in either one of two formats: collections or a single poem throughout a book. One example of a collection is *The Dragons Are Singing Tonight* (Prelutsky, 1993). Peter Sis created the illustrations for this collection, and they complement the poems in a very satisfying way. For instance, for the poem *If You Don't Believe in Dragons*, there is a boy in full color contemplating a dragon that is in black and white and translucent. An example of the second collection is *Once I Ate a Pie* (MacLachlan & Charest, 2006), where each poem is written from the perspective of a dog. For example, in *Puppy*, the first line is "The world is big. Trees too tall. Sky too high" (unpaged). The poem shares what it must feel like to be a new puppy. Along with beautiful illustrations by Katy Schneider, the font changes in size and orientation, making the poems a delight to read aloud.

2.4.3 Epics

These are stories about human heroes, their adventure and activities as superman that are sometimes part of the story. Example: Ulysses, Beowulf, Robin Hood etc.

Tales of human heroes buffeted violently by god and humanity but daring suffering uncomplaining, and enduring staunchly to the end. Such tales, having a human hero and embodying the ideas of epics often emerge as legendary characters, humans who are said to have accomplished memorable and often impossible feats (Sutherland 1997:211).

Because of their length and complexity, epics are more suitable and enjoyable for older children.

2.4.4 Fantasy

Stories of fantasy have the power to excite, to astonish and to amaze the reader. This is because of the newness of the idea, the invention and the discovery of events that stirs the imagination and fills the hearts with excitement.

Such stories may create a world of their own, either on earth or in the air. People may get transformed into animals, animals into people. There could be a number of stories with a magic, inanimate objects can speak, older people can be transformed to young etc. Every event is fanciful.

The primary elements of story- setting, character, and time are the elements most writers manipulate in order to create fantasy. Other worlds can be other planets. The supernatural is another choice for achieving fantasy (Sutherland 1997:228).

2.4.5 Folktale

According to various scholars folktales sometimes are referred as ‘traditional literature’ these are ancient stories and poems that grew out of the human quest to understand the natural and spiritual that was preserved through time by the oral tradition of storytelling before being eventually written down.

Folktales around the world have a universal nature, regardless of geography or cultural difference because of the appeal to all people in general.

2.4.6 Myths

These are stories that recount and explain the origins of the world and the phenomena of nature. They have originated in ancient religious ritual. According to the Encyclopedia Britannica (as quoted by Arbuthnot):

*Cosmic phenomena (how earth and sky come to be separated.);
Peculiarities of natural history, the origin of human civilization, the*

origin of social or religious custom the nature or history of objects or worship.

The characters in these stories are mainly gods and goddesses with occasional mention of humans. The setting is above or away from the earth, in the home of the gods.

Myth is very complicated. Sutherland states that it attempts to explain in complex symbolism the vital outlines of existence. The complexity and symbolism often found in myths make them appropriate for an older audience than is usual with other kinds of literature. When some myths get simplified for a younger audience the oversimplification robs these stories of their power of appeal.

2.4.7 Mystery

The mystery tales are usually the adventure stories with plenty of breath-taking action to keep children absorbed. Such stories, because of the thrill and excitement they create, help establish the reading ability of children – as they try to eagerly know the end of the story and therefore they tend to rapidly finish the book.

2.4.8 Historical Fiction and Biography

These are informative books that create in the child awareness about people like him residing in other parts of the world or in other eras different from his own. It provides information for the child about other cultures, other ethnic groups in other part of society. They impress children with a sense of reality of ‘other day’ in ‘other place’.

2.5 The General Concept of Vocabulary

2.5.1 Defining vocabulary

According to Ayalew (2009), vocabulary can be defined as the words we teach in the foreign language. But it should be noted that a new items of vocabulary may be more than a single word

which expresses a single idea. On the other hand, there may be multiple word idioms where the meaning of phrase cannot be deduced from the analysis of component words. Ur (1996) suggests that a useful convention is to cover all such cases by talking about vocabulary ‘items’ rather than words.

2.5.2 The Role of Vocabulary in Language Learning

Many researchers strongly argue that the study of vocabulary has been neglected in English language teaching and learning.

Gairns and Redman (1986:1), for instance, argue that, in recent years, vocabulary has not been given its right place, not in terms of quantity but in terms of selection, organization and presentation. Vocabulary is often presented incidentally through other skills, and is not given a separate focus and treatment. Richards (1976) and Wilkins (1976) are among the scholars who argue that vocabulary instruction occupies a secondary position.

Parry (1991:630-31) also views that vocabulary building as ‘neglected’ in second language learning. According to her, not much effort has been made on the side of those who teach English as a second or foreign language to satisfactory work towards vocabulary building, for many of them do not devote their time to teaching vocabulary.

Thomas (1984), also found that advanced students predominantly make lexical, stylistic and appropriateness errors. As a result, he came to a conclusion that students identified their grammatical errors more easily than their lexical errors.

Many methodologists have now strongly argued for vocabulary as a vital component in learning a new language. As Candlin believes, the study of vocabulary is central to language teaching and learning because, among many other things, it is how most learners see language and its learning difficulty (1988: vii).

Wilkins (1972) is one of the researchers who have made vocabulary basic in the process of language learning. Emphasizing the value of vocabulary in English learning, he writes: “the fact

is that while without grammar very little can be conveyed, without vocabulary ‘noting’ can be conveyed.” This is highly consistent with the views of other authors regarding the central importance of vocabulary in language learning.

Tonjes (1991:143), discussing the relationship between vocabulary knowledge and readability of text, maintains that word power greatly influences reading comprehension, reading enjoyment, and school success.

Jeylan (1999), in an essay says:

Vocabulary knowledge has been found particularly valuable for reading comprehension. This is particularly applicable to Ethiopian students, who most often have to read texts written in English to study and understand their subjects. In order to effectively understand the text they read, they need to equip themselves with an appropriate knowledge of vocabulary.

As stated above, vocabulary knowledge is valuable for reading comprehension. But, as the same time vocabulary can be developed through various factors and reading could be one.

In general, vocabulary development is recognized as a vital component in learning a new language. Among other aspects, mastering a second/ foreign language vocabulary enables learners to confidently use the language for their various purposes.

2.5.3 Vocabulary and Reading

Vocabulary and reading are two face of the same coin. One depends on the other when there are unknown words; it spoils the taste of reading texts. On the other hand, if words are not taught in context, their meaning and usage may not be identifiable. When words are taught in a text, we can handle two things simultaneously: it enables learners to guess meaning and know the usage of the word in a sentence.

According to Carter and Mc Carthy (1985:45), teaching words without context is not teaching of its full meaning. It is only reasonable to teaching of words in relation to its environment.

If a convenient atmosphere is created, which enables students to guess meanings from the context, learners can develop a capacity to comprehend meanings of the text, and this helps them to accelerate their reading and as a result students could find reading enjoyable.

Reading is a means to develop word proficiency of learners as well as other readers of a language. Especially for those who are living far from the native speakers of the target language, that is, those people who don't get direct contact with natives need to read a lot in order to have ample vocabulary knowledge. Nuttle (1982:168) explained that to develop one's own vocabulary knowledge either one has to live among the speakers or to read the language continuously. Students who are not successful in the language shall be advised to read more books.

2.5.4 Vocabulary Teaching

In recent years, there has been a general shift of focus from the traditional, teacher-dominated approach to a more student centered approach in the teaching of vocabulary acquisition. The traditional approach to vocabulary teaching and learning has often been criticized, among many other things, for its failure to address the importance of the learner's active involvement in the process (Oxford and Scarcella, 1994). The main argument in this respect has been that students are not often encouraged to bring their own potential to the successful development of their vocabulary and other skills. Instead, they are made to depend on their teachers, sticking to whatever they got from them.

On the contrary, the more communicative, student's centered approach addresses the question of how learners can contribute their own share to their own vocabulary development. To date, it has been generally believed that vocabulary building will often suffer a setback if the learner is made to play a secondary role. In other words, for the students to be successful in their vocabulary learning, they must take the central position and actively experience the learning activity themselves. The advantage of such an approach is that it will assist the effort to meet

individual needs in that it allows the learners to select and focus on the lexical items that best suit their own individual needs and learning experience (Gairns and Redman, 1986:76-77).

Thus, recent studies have emphasized the importance of helping learners to develop their new vocabulary items rather than only teaching them the meaning of individual words from time to time. In Alemu's (1991:1) words, "current practices in vocabulary teaching emphasized how learners learn rather than what they learn so that they become keenly aware of every opportunity of vocabulary expansion: this can be achieved by introducing some academically and culturally relevant learning strategies into student's learning materials and by giving service training to teachers. One of the research based approaches in second/foreign language vocabulary development is to pay attention to student's vocabulary learning strategies.

Students utilize a range of strategies to cope with new vocabulary even though some are better than others in satisfactorily exploiting their strategic resource (McCarthy, 1990:124).

Many researchers emphasize the role of vocabulary learning strategies in vocabulary building. To cite some examples, Cohen and Aphek (1981), Thompson (1987), and Oxford (1990) all agree that memory strategies, sometimes called mnemonics, help learners to easily remember and retain the words they have learned.

Many other scholars underline the role of guessing from context as an effective aid to vocabulary development (Oxford, 1990; Oxford and Scarcella 1994; McCarthy, 1990; Palmberg, 1986; Carter and McCarthy, 1988). Oxford and Scrcella, for instance, write that guessing from the context using various clues is "by far the most useful strategy" in vocabulary learning (1994:236). McCarthy (1990:125) regards it as one of the most commonly used strategies by students learning new words. However, some researchers argue that guessing from context may not always lead to acquisition of words meaning (Lawson and Hogben, 1996: 105). They maintain that, a clear distinction must be made between comprehension of word meaning in context and the acquisition of meaning from context. In this regard, Nation and Coady (1988: 103) express their doubt on the value of context for learning the meaning of unfamiliar words.

They write that studies on learning words from context “have not shown the large amounts of learning we might expect....”

Practicing one’s English in a variety of ways is also believed to be highly important in vocabulary building. According to Oxford (1990:43-44) practicing strategies are one important cognitive strategy for language learners.

Thus, unlike the traditional approach, which does not encourage students to employ vocabulary learning strategies, the new approach attaches greater importance to these strategies particularly in setting where exposure to vocabulary acquisition is limited to formal classroom learning. As Oxford and Scarcella (1994: 236) point out, vocabulary learning strategies “make learners more independent of the teacher and serve as useful tools that can be used both inside and outside of the class,” thus, demonstrating the importance of learning strategies in promoting independent vocabulary study.

For one thing, teachers would not be able to successfully teach their students the thousands new vocabulary items they may need to learn. They may not be able to afford enough time, or they may not be available whenever their students need to know the meaning of unfamiliar words. Besides, teachers may not also be able to identify how their students acquire vocabulary as each student has his/her own ways of acquiring it. It is, therefore, generally believed that one of the teachers’ roles is to raise their students’ awareness of language learning strategies in general and vocabulary learning strategies in particular. They also need to encourage their students to discover and exploit those vocabulary learning strategies which work best for them as individuals so that they can identify which strategies are more suitable for their needs and purpose, direct themselves and continue to work on their own both in classroom and non-classroom contexts.

Thus, whenever possible, teachers are expected to encourage the use of vocabulary learning strategies to allow their learners to develop self-help efforts and achieve some amount of self-reliance. As Sherman (1998:15) has observed, teachers often take a dangerous position by imposing their own views on their students rather than addressing their creative and selective

efforts. This, according to her, will obscure the natural behavior students bring to the process of learning.

2.5.5 Vocabulary Teaching Techniques

According to Hughes (1989), test techniques are means of electing behavior from candidates which will tell us about their language abilities. When preparing vocabulary test items, as much as possible, one should be in a position to design vocabulary testing techniques or formats which can fulfill the aforementioned features of good techniques.

As cited by Ayalew (2009), vocabulary testing techniques has two broad parts: **objective type vocabulary testing** and **subjective vocabulary testing** techniques. According to McDaniel (1994), objective test items require students to recognize best answers or to complete a sentence with a word or phrase. The advantage of objective tests is that they can sample a wide range of information in a short time and can be scored very efficiently. Especially, when the number of students to be tested, increase the attractiveness of objective tests goes up. In other words, in any setting involving a large number of students, or involving opportunities to use the test on subsequent occasions, strong case can be made for the use of objective tests. This technique indicates: multiple choice item, matching item and fill in the blank space. Subjective type vocabulary testing techniques includes the simple completion item, cloze test and crossword puzzle.

2.5.5.1 Simple Completion Item

According to Ayalew (2009), these types of items test students' ability to produce appropriate words which are to be filled in the blank space that appear in sentences. In this case, the students are required to supply a structured short answer by themselves. These item types are useful in teacher-made classroom testing because they are relatively quick and easy to write through, they

sometimes create some problems in that quite frequently there are many possible right answers, some of which the test writer might not even have considered at the time he/she prepared.

2.5.5.2 Cloze Test

This test is an exercise test, or assessment consisting of a portion of text with certain words removed, where the participant is asked to replace the missing words. Cloze tests require the ability to understand context and vocabulary in order to identify the correct words or types of words that belong to the deleted passages of a text (Ayalew, 2009).

According to Allen (1983), tasks for cloze test are designed by deleting words from the text (a paragraph or a reading text) in question either mechanically or selectively, depending on exactly what aspect it is intended to test. A blank space indicates where each omitted words belongs. Therefore, in a passage with some missing words in it, students are required to read the text carefully and supply suitable words contextually in each of the spaces.

2.5.5.3 Crossword Puzzle

Crossword solving involves several useful skills including vocabulary, reasoning and spellingskills. To solve any crossword puzzle, a person must be able to identify and understand the term being used and he/she requires the skill of making inferences, evaluating choices, and drawing conclusion.

Generally, cloze test technique is recommended to apply in school like Yeneta. Because, it enable students to remember words and understand the contextual meaning.

CHAPTER THREE

DATA ANALYSIS

In this chapter the researcher presents the results of the classroom experiment. In the first part of this chapter the researcher presents the method of delivery of the treatment and following this the test results of the control and experimental group of each grade are discussed. The result will be put in the form of comparison of both categories.

3.1 Analysis of Pre Test Results of Grade Three Students

Before the commencement of the experiment, a pre-test was given to both control and experimental groups to find out if there was any significant difference in their knowledge of vocabulary in context. Forty students took the test. The test paper was marked out of twenty. For purpose of analysis, the marks were categorized into five parts (see the table below).

Table 1. Category of Marks

Poor	Fair	Good	Very good	Excellent
0-9	10-12	13-15	16-18	19-20

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

Table 2. Category of Students' Scores of the Pre-test

	Poor	Fair	Good	Very good	Excellent
--	------	------	------	-----------	-----------

Control Group	70	56	59	52	–
Experimental group	67	53	58	53	–

The sum of the scores of ‘poor’, ‘fair’, ‘good’, ‘very good’ and excellent in the control group is 237 and their respective average is 8.75 , 11.2, 14.25, 17.33 and 0. The sum of scores in the control group is 237 and their mean is 10.41. Children categorized under ‘poor’, ‘fair’, ‘good’, ‘very good’ and excellent in the control group are 8(40%), 5(25%), 4(20%) ,3(15 %) and there is no child under the excellent group.

The sum of the scores of ‘poor’, ‘fair’, ‘good’, ‘very good’ and excellent in the experimental group is 231 and their respective average is 8.37, 10.6 , 14.5, 17.66 and 0. The sum of scores in the control group is 231 and their mean is 10.23. Children categorized under ‘poor’, ‘fair’, ‘good’, ‘very good’ and excellent in the experimental group are 8(40%), 5(25%), 4(20%), 3(15%) and there is no child under the excellent group.

When we compare the respective sum of scores of ‘poor’, ‘fair’, ‘good’, ‘very good’ and excellent (that is 70, 56, 57, 52 and 0) of the control group with the respective sum of scores of ‘poor’, ‘fair’, ‘good’, ‘very good’ and excellent (that is 67, 53, 58, 53 and 0) we see very little difference. To test the mean difference, according to the computations, the control group scored a mean of 10.41. The mean for the experimental group was 10.23. The mean difference of both groups’ is 0.18 and this confirmed that the mean difference between the groups is insignificant. In other words, the control groups and the experimental groups were homogeneous in their knowledge of English vocabulary, because there is a slight difference between the two groups.

3.2 The Sequence of the Treatment

3.2.1 Experimental Group’s Practice 1 for Grade Three Students

The researcher started the treatment for the experimental group with the narrative fiction “the clean team”. They are asked to read the following narrative fiction and circle the new words.

The Clean Team (Fictional)

Mike knew he should be cleaning his room. But he was reading such a good book! It told about a lady who ruled a land near the sea. This queen looked silly but she did lots of neat tricks. Mike turned the page to read more. Then Mike's mom opened his door. 'Mike, we will leave for the park in ten minutes,' she told him. "The town cookout starts at noon. You may join us if your room is clean." Mike looked around. His room was a real mess. Toys peeked out from under his bed. Heaps of jeans lay on the floor. Pictures he had made were left about. Mike got down on his knees. He reached under the bed for a small boat. Then he heard an odd sound. "Knock! Knock! Scratch! Scratch! " Mike glanced up. He saw Jean and their dog Queen standing near the door. "We will help clean your room," said Jean. "We can make cleaning up fun." "Wow! Thanks, Jean," said Mike. "We will be a team," said Jean. "The clean team," said Mike. Then she and Mike began to clean up the mess. Even Queen got in on the action. When she picked up a ball, Mike said, "Thanks, Queen! You are such a good lady!" Soon Mike's whole room was as neat a pin. Mike could not believe his eyes. "Each toy is away," he said. "All the furniture is clean," said Jean. "We make a good team!" Mike had fun at the cookout. He ate hot dogs and peach pie. He flew a kite. But the cookout was not the best part of Mike's day. It was cleaning up with the clean team.

The researcher started the treatment with the narrative fiction entitled 'the clean team'. The researcher distributed the copies of the texts and told the students to read the story out loud and to circle the new words. The words 'odd', 'glanced', 'mess', 'believe', and 'clean' were words circled by the students. Then the researcher continued with the question: find the contextual meaning for the circle words. The researcher told the students to find the answers for these questions from the sentence that are found before and after the words. Because the words meaning are not directly described, but need to be inferred from the context. The researcher encountered the students to make running commentaries to whet their skills of critical thinking. The task was vitally important in the sense that it enabled students to share opinion and ideas, thereby learning from each other. Students have been told to use the clues, which enable students to find the contextual meaning easily. During the discussion the researcher tried to tell them how to use clues and asked them to find a word that is closest to the meaning of the circled words. For example, '*then he heard an odd sound*' (line7). The word 'odd' is the circled word. The researcher asked the students if they knew the words 'heard' and 'sound' which are found before and after the word 'odd', they knew the words. They also knew that they are looking for a kind

of sound. The researcher gave them two choices as a hint: *a) strange* and *b) various*. Most students' answer was strange which was correct.

Another example, '*Mike glanced up*' (line 8) and here, the word glanced is the circled word. The students were asked to find the clue. Most students told me that they took the word 'up' as a clue and told me that it showed that it is a movement. The researcher asked their attempt, and a student answered 'looking up to the door' which was correct. The rest of the circled words were given as a class work by putting students in groups of five. The researcher examined the particular utterances and discussed them in some detail to help students correct the errors they made.

Then the researcher allowed time for questions, students asked some interesting questions related to the significance of class room context. For example, a student asked if they can use dictionary, "why can't we use a dictionary?" but I had to explain that they can use dictionary. However, the researcher told them that a single word may have plenty of meanings therefore, in order to find the meaning that they are looking for it is necessary to find the contextual meaning. Finally, the researcher asked students to construct their own simple sentence by using the circled words.

3.2.2 Control Group's Practice 1 for Grade Three Students

The following material was given for the control group in grade three and started by reading the material together.

Women First (Non-fictional)

Running is a favorite sport in Ethiopia. Every year in March a five kilometer race takes place in Addis Ababa, the capital city. The date of the race is always near the date that International Women's Day is celebrated. The name of the race is Women First. Only women can participate in the race. At the starting point thousands of women of all ages wait for the signal to start the race. Many spectators stand along the race course and cheer the runners on, but most of the spectators are lined up at the finish line. They watch the winner as she lifts her arms, crosses the finish line and stops running.

The control group was asked to read the material out loud and to circle the new words. The words 'signal', 'winner', 'race', 'celebrated', and 'wait' were words circled by the students.

Then the researcher continued with the question: find the contextual meaning for the circled words. The researcher told the students to find the answers for these questions from the sentences that are found before and after the words. Because the words meaning are not directly described, but need to be inferred from the context. The researcher encountered the students to make running commentaries to whet their skills of critical thinking. The task was vitally important in the sense that it enabled students to share opinion and ideas, thereby learning from each other. Students have been told to use the class room context, which enables students to find the contextual meaning easily. During the discussion the researcher tried to tell them how to use clues and asked them to find a word that is closest to the meaning of the circled words. For example, *‘every year in March a five kilometer race takes place in Addis Ababa, the capital city’* (line1), in this sentence the word race has been circled. Like the experimental group they are asked to find clues. The researcher gave them two choices as a hint: a) *same language* and b) *computation*. Most students’ answer was computation which was correct. The rest of the circled words were given as a class work by putting students in groups of five. The researcher examined the particular utterances and discussed them in some detail to help students correct the errors they made.

Then the researcher allowed time for questions. Students in this group were not interested to ask questions. Finally, the researcher asked students to construct their own simple sentences by using the circled words.

3.2.3 Experimental Group’s Practice 2 for Grade Three Students

HOORAY FOR MAIN STREET (Fictional)

“Ray,” said Gail, “do you think his town is nice?” “It is not bad,” said ray. “Well, I think it is just plain dull,” said Gail with a frown. After thinking for a bit, Ray said, “It does not have to stay that way.” “Explain what you mean,” said Gail. “Well, maybe we can make it nice. We can get everyone to help us fix up Main Street,” said Ray. “I like what you’re saying. Let’s make a plan!” exclaimed Gail. Gail and Ray got red and blue crayons and wrote on a big, white box. They made a nice display for people in town to read. Ray drew flowers and Gail wrote the words. This is what Gail wrote on the box: Stop and chat with Gail and Ray. Let’s find a way to make Main Street nice. Gail and Ray took the display to the town, the children waited for people

to stop and chat. Gail explained that they needed paint and nails and tools and flowers. Ray made a list of names and wrote down things each person would bring. The next day, the town started fixing up Main Street. Everyone stayed and helped until daylight was gone. Gail and Ray thanked them for helping. The mayor made Sunday a big day. He praised the new Main Street with its rainbow of flowers. He praised Gail and Ray those who had helped them. Then the band played while everyone marched down Main Street. Gail and Ray proudly led the way. “Now this town is very nice, said Ray. “It is not plain or dull.” “I will say!” exclaimed Gail. “Now this town makes us proud. It is as nice as it can be!”. Then everyone in the town stood up and shouted out loud, “Hooray for Main Street! Hip! Hip! Hooray!”

The second narrative fiction used for the experimental group was ‘hooray for Main Street’. The researcher distributed the copies of the texts and told the students to read the narrative fiction out loud and to circle the new words. The words ‘explained’, ‘praised’ and ‘fixing’ were words circled by the students. Then the researcher continued with the question: find the contextual meaning for the circle words. The researcher told the students to find the answers for these questions from the sentences that are found before and after the words because the meaning are not directly described, but need to be inferred from the context. The researcher encouraged the students to make running commentaries to whet their skills of critical thinking. The task was vitally important in the sense that it enabled students to share opinions and ideas, thereby learning from each other. Students have been told to use the clues, which enable students to find the contextual meaning easily. During the discussion the researcher tried to tell them how to use clues and asked them to find a word that is closest to the meaning of the circled words. For example, *Gail explained that they needed paint and nails and tools and flowers* (line 9). The word ‘explained’ is the circled word. Students have been put in groups five and asked to find the contextual meaning for the circled word. Three groups got the answer correctly. Their answer was: tell. The other two groups answered wrongly. The rest of the circled words were given as a class work by putting students in group of five. The researcher examined the particular utterances and discussed them in some detail to help students correct the errors they made.

3.2.4 Control Group’s Practice 2 for Grade Three Students

THE POISON IVY PLANT (Non-fictional)

This plant is commonly known as Eastern Poison Ivy. It is a poisonous Asian and North American flowering plant that is well known for causing an itching, irritating, and sometimes painful rash in most people who touch it. The leaves of the poison Ivy plant are shaped like almonds and they come in groups of three. Poison Ivy can cause a rash and it can make you itch. The leaves of the plant contain all the causes the rash. Some people can touch the plant but they will not get a rash. This plant is commonly eaten by many animals; the seeds are consumed by birds. It clear liquid compound contains. The poison Ivy plant normally founds in wooded areas, especially along edge areas where the tree line breaks and allows sunshine to filter through. It also grows in exposed rocky areas, open fields. The oil can stick to clothes. Washing with soap and water can get rid the oil and keep the rash from spreading. Immediate washing with soap and cold water or rubbing alcohol may help prevent a reaction. Hot water should not be used, as it causes one's pores to open up and admit the oils from the plant.

The second non fictional material used for the control group was 'the poison ivy plant'. The researcher distributed the copies of the texts and told the students to read the narrative fiction out loud and to circle the new words. The words: 'poisonous', 'rash', 'rid', 'pores', and 'admit' were words circled by the students. Then the researcher continued with the question: find the contextual meaning for the circle words. The researcher told the students to find the answers for these questions from the sentences that are found before and after the words. Because the words meaning are not directly indicated, but need to be inferred from the context. The researcher encountered the students to make running commentaries to whet their skills of critical thinking. The task was vitally important in the sense that it enabled students to share opinion and ideas, thereby learning from each other. Students have been told to use the clues, which enable students to find the contextual meaning easily. During the discussion the researcher tried to tell them how to use clues and asked them to find a word that is closest to the meaning of the circled words. For example, *It is a poisonous Asian and North American flowering plant that is well known for causing an itching, irritation, and sometimes painful rash in most people who touch it.* (Line 1)

From the above sentence the word poisonous is found to be new word which has been circled. The researcher asked if they understood the whole sentence. A student answered: 'it talks about a plant which causes illness in most people who touched it' and explained that this idea was used as a clue to find the meaning for the circled word: *poisonous* which is: causes illness. The other

students were asked if they agreed with the answer and most students agreed. The rest of the circled words were given as a class work by putting students in groups of five. The researcher examined the particular utterances and discussed them in some detail to help students correct the errors they made.

3.2.5 Experimental Group's Practice 3 for Grade Three Students (An Extract)

THE PARK BENCH (Fictional)

The day has just begun. A white mist hangs over the park. No one is here yet, and the park is very still. Under a tree sits a single white park bench. The early risers are the first to arrive. Some do exercises. Others walk their dogs. The white bench is just now waking up. Look, here comes the park worker in his little motor cart. "Good morning, my dear park bench," says the worker. "It's cleaning day for the park," and he gives the bench a friendly little pat. Children pass by on their way to school. Adults pass by on their way to work. The town is becoming lively. Here comes an old man taking his walk. He moves very slowly, he stops to smell the flowers and then to the birds. He's not in any hurry. "Now it's time for a rest," says the old man. He sits on the white bench. "The perfect bench in just the right place," he thinks. Along comes a mother and her baby. "Let's sit in the sun," she says. "The white bench is bathed in sunlight." "Da, da," the baby babbles. "Goo, goo," the old man replies. What can they be talking about? Friends meet at the park. The two mothers begin to chat. They talk on and on. Chitter-chatter, chitter- chatter, until it is time to eat. All the while the white bench listens quietly. It's lunch time. The park worker eats under a large tree. Here come the cats and the birds. "Okay, my little friends. I'll give you some food," he says. "But, oops, don't make the bench dirty.

'The park bench' was the third narrative fiction used for the experimental group. The researcher distributed the copies of the texts and told the students to read the story out loud and to circle the new words. The words 'meet', 'mist', 'replies' and 'chat' were words circled by the students. Then the researcher continued with the question: find the contextual meaning for the circled words. The researcher told the students to find the answers for these questions from the sentences that are found before and after the words. Because the words meaning are not directly described, but need to be inferred from the context. The researcher told the students to make running commentaries to whet their skills of critical thinking. The task was vitally important in the sense that it enabled students to share opinions and ideas, thereby learning from each other. Students

have been told to use the clues, which enable them to find the contextual meaning easily. During the discussion the researcher tried to tell them how to use clues and asked them to find a word that is closest to the meaning of the circled words. For example, *Friends meet at the park* (line 12). The word ‘meet’ was the circled word. The researcher put the students in group of five and asked to find clue. The phrase ‘at the park’ was stated as a clue by the groups, and then the researcher asked them to guess the meaning of the circled word based on the clue. Many students guessed wrongly. Due to this the researcher gave them choice: a) *get together* and b) *conflict*. Most students’ answer was: *get together* which was correct.

The rest of the circled words were given as a class work by putting students in group of five. The researcher examined the particular utterances and discussed them in some detail to help students correct the errors they made.

3.2.6 Control Group’s Practice 3 for Grade Three Students

Animal Life (Non-fictional)

There are many different kinds of animals in this world. Some animals live in the jungle. They are called wild animals like lion and tiger. Some animals live in and around our house, which are called domestic animals. Some animals live on land and some live in water. Some animals are very useful to us and some are harmful. Animals have different shapes, size and colors. All animals are living things. They grow, move, breath, eats, drink and reproduce. Animals are divided into two major groups. These two major groups are animals with backbone and animals without backbone. Animals like man, cow, donkey, horse, lion etc are animals with backbone. Many insects like housefly, butterfly, bee, cockroach and warms are animals without backbone.

This material was the third material given for the control group in grade three. The words ‘reproduce’, ‘useful’ and ‘harmful’ were words circled by the students. Then the researcher continued with the question: find the contextual meaning for the circle words. The researcher told the students to find the answers for these questions from the sentences that are found before and after the words. Because the words meaning are not directly described, but need to be inferred from the context. The researcher encountered the students to make running commentaries to whet their skills of critical thinking. The task was vitally important in the sense that it enabled students to share opinion and ideas, thereby learning from each other. Students

have been told to use the class room context, which enable students to find the contextual meaning easily. During the discussion the researcher tried to tell them how to use clues and asked them to find a word that is closest to the meaning of the circled words. For example, *all animals are living things. They grow, move, breath, eats, drink and reproduce* (line 5). In this sentence the word *reproduce* has been circled. Like the experimental group they are asked to find clue. The researcher gave them two choices as a hint: a) *create* and b) *repeat*. Most students' answer was: *create* which was correct. The rest of the circled words were given as a class work by putting students in group of five. The researcher examined the particular utterances and discussed them in some detail to help students correct the errors they made.

Then the researcher allowed time for questions. Students in this group were not interested to ask questions. Finally, the researcher asked students to construct their own simple sentence by using the circled words.

3.2.7 Experimental Group's Practice 4 for Grade Three Students (An Extract)

STONE SOUP (Fictional)

Once upon a time, a poor woman and her son were very far from home. Their names were Marie and Henri, and they had traveled a long, long way. They had no food. They were so hungry! At last they came to a town. The travelers went from house to house and asked, "Friend, do you have a bit of food to spare?" "No!" said the woman at the first house. "No!" said the man at the second house. "No!" said the little girl who peeked out from behind the door at the third house. The hungry travelers asked the baker, the tailor, and the shoemaker. The baker said, "No!" the tailor said, "No!" the shoemaker said, "No!" they even asked at the mayor's house, and even the mayor said, "No, I have nothing to share!" "Mr. Mayor," said Henri. "Your town must be very poor! No one has as much as a crust of bread to share." "But we will help you," said Marie. "We knew a way to feed your whole town. All we need is a big pot. Do you have one?" The mayor called to his children, "Bring out our big pot!" he opened his door wide. The children came out carrying the BIGGEST pot the travelers had ever seen. "Thank you my friends!" said Marie. The travelers carried the pot to the center of town. Henri filled the pot with water. Marie built a fire around the pot. Everyone in town came out to watch them.

The last narrative fiction used for the experimental group was ‘stone soup’. The researcher distributed the copies of the texts and told the students to read the narrative fiction out loud and to circle the new words. The words ‘peeked’, ‘share’, ‘crust’, ‘traveled’ and ‘built’ were words circled by the students. Then the researcher continued with the question: find the contextual meaning for the circled words. The researcher told the students to find the answers for these questions from the sentence that are found before and after the words. Because the words meaning are not directly described, but need to be inferred from the context. The researcher encountered the students to make running commentaries to whet their skills of critical thinking. The task was vitally important in the sense that it enabled students to share opinion and ideas, thereby learning from each other. Students have been told to use the clues, which enable students to find the contextual meaning easily. During the discussion the researcher tried to tell them how to use clues and asked them to find a word that is closest to the meaning of the circled words. For example, *Once upon a time, a poor woman and her son were very far from home. Their names were Marie and Henri, and they had traveled a long, long way* (line 1). The word ‘traveled’ is the circled word. Students have been put in groups five and asked to find the contextual meaning for the circled word by using the clue. Four groups got the answer correctly. Their answer was: ‘to go from place to place’. The other group answered wrongly. The rest of the circled words were given as a class work by putting students in group of five. The researcher examined the particular utterances and discussed them in some detail to help students correct the errors they made.

3.2.8 Control Group’s Practice 4 for Grade Three Students

Dolphins (Non-fictional)

Dolphins are interesting animals. They look like fish. They are really mammals. Whales are mammals too. This means they have warm blood. Dolphins are well known for their agility. They also need to breathe air; they use a blowhole to breathe. Dolphins like to play. They are also very smart. They talk to each other with clicks and whistles. Humans know a lot about Dolphins. Dolphins are highly intelligent mammals. Dolphins are well known for their playful behavior, making them a favorite of wildlife watchers. They live in social groups of five to several hundred. Most dolphins live long lives. They can live over 40 years. Dolphins are found worldwide seas. They are generally gray in color with darker backs than the rest of their bodies.

This material was the last material given for the control group in grade three. The words 'breathe', 'whistle' and 'intelligent' were words circled by the students. Then the researcher continued with the question: find the contextual meaning for the circle words. The researcher told the students to find the answers for these questions from the sentence that are found before and after the words. Because the words meaning are not directly described, but need to be inferred from the context. The researcher encountered the students to make running commentaries to whet their skills of critical thinking. The task was vitally important in the sense that it enabled students to share opinion and ideas, thereby learning from each other. Students have been told to use the class room context, which enable students to find the contextual meaning easily. During the discussion the researcher tried to tell them how to use clues and asked them to find a word that is closest to the meaning of the circled words. For example, *Dolphins are highly intelligent mammals* (line 5). In this sentence the word *intelligent* has been circled. Like the experimental group they have been put in groups of five and asked to find the contextual meaning for the circled words. The researcher gave them two choices as a hint: a) *lazy* and b) *clever*. Most students' answer was: clever which was correct. The rest of the circled words were given as a class work by putting students in group of five. The researcher examined the particular utterances and discussed them in some detail to help students correct the errors they made.

Then the researcher allowed time for questions, students in this group were not interested to ask question. Finally, the researcher asked students to construct their own simple sentence by using the circled words.

On the first section, the researcher presented analysis of pre test results of the control group and experimental groups and in this section, the researcher tried to discuss activities done during the treatment. And the basic principle applied in all the activities in the section has been to help students develop the skill of contextual vocabulary using different materials. The other basic principle employed is that finding clue from the given sentence. The main concern regard has been fictional material's validity and the opportunity it offers students to observe the role played by it. On the next section, analysis of post test results of the control and experimental group will be presented

3.3 Analysis of Post Test Results of Grade Three Students

At the end of the experiment, post-test was administered to both the study and control groups to see if there was any significant difference between them after the lessons have been taught. The lessons were given for a period of four weeks. A total of 40 students participated from grade three in the experiment throughout.

Table 3. Category of Students' Scores of the Post test

	Poor	Fair	Good	Very good	Excellent
Control Group	74	47	58	53	–
Experimental group	50	47	72	71	19

The sum of the scores of 'poor', 'fair', 'good', 'very good' and excellent in the control group is 232 and their respective average is 8.22, 11.75, 14.5, 17.66 and 0. The sum of scores in the control group is 232 and their mean is 10.42. Children categorized under 'poor', 'fair', 'good', 'very good' and excellent in the control group are 9(45%), 4(20%), 4(20%), 3(15%) and there is no child under the excellent group.

The sum of the scores of 'poor', 'fair', 'good', 'very good' and excellent in the experimental group is 259 and their respective average is 8.33, 11.75, 14.4, 17.75 and 19. The sum of scores in the control group is 259 and their mean is 14.25. Children categorized under 'poor', 'fair', 'good', 'very good' and excellent in the experimental group are 6(30%), 4(20%), 5(25%), 4(20%) and 1(5%).

To test the mean difference, according to the computations, the control group scored a mean of 10.42. The mean for the experimental group was 14.25. The mean achievement score of experimental group and control group was 14.25 and 10.42 respectively. The experimental group therefore has performed better than the control group and the mean difference of the two groups is 3.83. A close examination of the above analysis makes it clear that the experimental group has performed quite better in the test than the control group. Unlike the control group, the experimental group has scored in the excellent category and unlike the control group the number

of students scored under ‘poor’ category decreases in the experimental group. All in all, it can be stated that the study group has shown great improvement than the control group at the end of the experiment.

Table 4. Grade three’s result of the control and experimental groups in the pre and post tests

Control groups’ results		
No	Results 20%	Result 20%
	Pre test	Post test
1	8	7
2	8	8
3	9	8
4	9	8
5	9	9
6	9	9
7	9	9
8	9	9
9	10	10
10	10	10
11	12	10
12	12	11
13	12	12
14	14	14
15	15	14
16	15	15
17	15	15
18	17	17
19	17	18
20	18	18
Mean value	10.41	10.23

Experimental groups’ results		
No	Result 20%	Result 20%
	Pre test	Post test
1	7	7
2	7	8
3	8	8
4	8	9
5	8	9
6	9	9
7	9	11
8	9	12
9	9	12
10	11	12
11	12	14
12	12	14
13	12	14
14	14	15
15	14	15
16	15	17
17	15	18
18	17	18
19	17	18
20	18	19
Mean value	10.42	14.25

According to the result of the data calculated above, it is possible to say that the research questions are answered and the general hypothesis is accepted. This shows that, children’s literature is helpful for vocabulary development in which the experimental group was receiving has shown a difference which is significant.

3.4 Analysis of Pre Test Results of Grade Four Students

Before the commencement of the experiment, a pre-test was given for both control and experimental groups to find out if there was any significant difference in their knowledge of vocabulary in context. Forty students took the test. The test paper was marked out of twenty. For purpose of analysis, the marks were categorized into five parts (see the table below).

Table 5. Category of Marks

Poor	Fair	Good	Very good	Excellent
0-9	10-12	13-15	16-18	19-20

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

Table 6. Category of Students' Scores of the Pre-test

	Poor	Fair	Good	Very good	Excellent
Control Group	67	46	68	35	-
Experimental group	67	40	69	34	-

The sum of the scores of 'poor', 'fair', 'good', 'very good' and excellent in the control group is 216 and their respective average is 7.44 , 11.5, 13.6, 17 and 0. The sum of scores in the control group is 216 and their mean is 10. Children categorized under 'poor', 'fair', 'good', 'very good' and excellent in the control group are 9(45%), 4(20%), 5(25%) ,2(10 %) and 0 respectively.

The sum of the scores of 'poor', 'fair', 'good', 'very good' and excellent in the experimental group is 210 and their respective average is 7.4 10, 13.8, 17 and 0. The sum of scores in the control group is 210 and their mean is 13.58. Children categorized under 'poor', 'fair', 'good',

‘very good’ and excellent in the experimental group are 9(45%), 4(20%), 5(25%), 2(10%) and 0 respectively.

When we compare the respective sum of scores of ‘poor’, ‘fair’, ‘good’, ‘very good’ and excellent (that is 67, 46, 68, 35 and 0) of the control group with the respective sum of scores of ‘poor’, ‘fair’, ‘good’, ‘very good’ and excellent (that is 67, 40, 69, 34 and 0) we see very little difference.

To test the mean difference, according to the computations, the control group scored a mean of 10. The mean for the experimental group was 9.64. The mean difference of these groups is 0.36 and this confirmed that the mean difference between the groups is insignificant. In other words, the control groups and the experimental groups were homogeneous in their knowledge of English vocabulary, because there is a slight difference between the two groups.

3.5 The Sequence of the Treatment

3.5.1 Experimental Group’s Practice 1 for Grade Four Students (an extract)

The researcher started the treatment for the experimental group with the narrative fiction “It Takes a Village”. The students were asked to read the following narrative fiction and circle the new words.

IT TAKES A VILLAGE (Fictional)

The sun was just beginning to climb into the sky. But the villagers had been up for hours. It was market day. “Yemi,” Mama said, “You must take care of your little brother today while we are at the market. I will be too busy selling our mangoes.” “Come, Kokou,” Yemi said, “I will watch you today, all by myself!” “All by yourself?” Mama asked, and smiled at what Yemi said. Mama knew better. Mama picked their mangoes. Yemi picked up Kokou. She felt very grown-up as she walked out of the family compound beside Mama. They joined the stream of people walking into the village. People came from all around to sell their good and buy whatever they needed. Market day was also a time for visiting. Things started the moment they stepped on the paths into town. “Hello!”, “How are you?”, How is your family?” Yemi helped Mama set out their mangoes. One of the other fruit vendors said, “Yemi is a big girl now. She is a lot of help to you!” “Yes,” said Mama, she is going to watch Kokou for me today.” “All by myself,” Yemi

added. “All by yourself? Yay gay!” the women marveled. They smiled and nodded, but they knew better, too. When the mangoes were all in neat piles, Yemi asked if she and Kokou could take a look around the market.

The researcher started the treatment with the narrative fiction entitled ‘it takes a village’. The researcher distributed the copies of the texts and told the students to read the story out loud and to circle the new words. The words ‘felt’, ‘stream’, ‘vender’ and ‘marveled’ were words circled by the students. Then the researcher continued with the question: find the contextual meaning for the circle words. The researcher told the students to find the answers for these questions from the sentence that are found before and after the words. Because the words meaning are not directly described, but need to be inferred from the context. The researcher encountered the students to make running commentaries to whet their skills of critical thinking. The task was vitally important in the sense that it enabled students to share opinion and ideas, thereby learning from each other. Students have been told to use the clues, which enable students to find the contextual meaning easily. During the discussion the researcher tried to tell them how to use clues and asked them to find a word that is closest to the meaning of the circled words. For example, “*All by myself,*” Yemi added. “*All by yourself? Yay gay!*” the women marveled’ (line 12). The word ‘marveled’ is the circled word. The researcher gave them two choices as a hint: a) *surprised* and b) *confused*. Most students’ answer was surprised which was correct. And some answered wrongly. The rest of the circled words were given as a class work by putting students in group of five. The researcher examined the particular utterances and discussed them in some detail to help students correct the errors they made.

3.5.2 Control Group’s Practice 1 for Grade Four Students

The following material was given for the control group in grade three and started by reading the material together.

Omo National Park (Non-fictional)

There are many national parks in Ethiopia. One of them is the Omo National Park, this park is found 870kms from Addis Ababa. It is in the SNNP (south nation nationalities of people) Regional state of Ethiopia. Omo National Park is very large and beautiful. There are many different animals in the park. Animals such as elephant, giraffe, zebra, monkey, lion, leopard,

etc. are found there. There are also about 306 species of birds. There is the Omo River, with its waterfalls and rapids. In addition, there are hot springs. Many tourists come to visit the animals and birds living in the forest and on the plains. They come to camp and do white water rafting.

The control group was asked to read the material out loud and to circle the new words. The words ‘tourists’, ‘living’, ‘rafting’ and ‘found’ were words circled by the students. Then the researcher continued with the question: find the contextual meaning for the circle words. The researcher told the students to find the answers for these questions from the sentence that are found before and after the words. Because the words meaning are not directly described, but need to be inferred from the context. The researcher encouraged the students to make running commentaries to whet their skills of critical thinking. The task was vitally important in the sense that it enabled students to share opinion and ideas, thereby learning from each other. Students have been told to use the class room context, which enable students to find the contextual meaning easily. During the discussion the researcher tried to tell them how to use clues and asked them to find a word that is closest to the meaning of the circled words. For example, *many tourists come to visit the animals and birds living in the forest and on the plains* (line 6). In this sentence the word *tourist* has been circled. Like the experimental group they are asked to find clue. The researcher gave them two choices as a hint: *a) a person who travels to visit a place and b) visit*. Most students’ answers were wrongly, because they got confused with the choice ‘b’ which most students chose. The rest of the circled words were given as a class work by putting students in group of five. The researcher examined the particular utterances and discussed them in some detail to help students correct the errors they made.

Then the researcher allowed time for questions, students in this group were not interested to ask question. Finally, the researcher asked students to construct their own simple sentence by using the circled words.

3.5.3 Experimental Group’s Practice 2 for Grade Four Students (An Extract)

NEW SHOES FOR SILVIA (Fictional)

Once, far away in America, a package arrived at the post office. The package came from Tia Rosita. Inside there were gifts for the whole family. For Silvia there was a wonderful present-a pair of bright red shoes with sun like silver. Right away, Silvia took off her old shoes and put on

the beautiful new ones. Then she walked around so everyone could see. “Mira, Mira,” she called. “Look, look.” “Those shoes are as red as the setting sun,” her grandmother said. “But they are too big for you.” “Your shoes are as red as the inside of a watermelon,” said Papa. “But they are too big. You will fall if you wear them.” “Tia Rosita has sent you shoes color of rose,” said Mama. “We will put them away until they fit you.” Silvia was sad. What good were new shoes if she couldn’t wear them? That night she slept with them in her bed.

The second narrative fiction used for the experimental group was ‘new shoes for Silvia’. The researcher distributed the copies of the texts and told the students to read the story out loud and to circle the new words. The words ‘arrived’, ‘gift’ and ‘fit’ were words circled by the students. Then the researcher continued with the question: find the contextual meaning for the circle words. The researcher told the students to find the answers for these questions from the sentence that are found before and after the words. Because the words meaning are not directly described, but need to be inferred from the context. The researcher encountered the students to make running commentaries to whet their skills of critical thinking. The task was vitally important in the sense that it enabled students to share opinion and ideas, thereby learning from each other. Students have been told to use the clues, which enable students to find the contextual meaning easily. During the discussion the researcher tried to tell them how to use clues and asked them to find a word that is closest to the meaning of the circled words. For example, *once, far away in America, a package arrived at the post office* (line 1). The word *arrived* is the circled word. The researcher gave them two choices as a hint: *a) opened* and *b) reached*. Most students’ answer was *reached* which was correct. And some answered wrongly. The rest of the circled words were given as a class work by putting students in group of five. The researcher examined the particular utterances and discussed them in some detail to help students correct the errors they made.

Then the researcher allowed time for questions, students in this group were not interested to ask question. Finally, the researcher asked students to construct their own simple sentence by using the circled words.

3.5.4 Control Group's Practice 2 for Grade Four Students (an extract)

Fruit Fly Fix (Non-fictional)

Fruit flies are tiny insects that are attracted to ripe or rotting fruits and vegetables. The flies not only eat the fruit, they also lay their eggs there. A single fruit fly can lay up to 500 eggs on the surface of piece of fruit. Within eight days, the fruit flies that hatch from these eggs are full adults that can then lay their own eggs. As you can see, what might start out as a small fruit fly problem can become very quickly. Although there is a chance fruit flies can carry germs on to your food, this is not very likely. Fruit flies are annoying, but they probably will not hurt you. Because they are such a nuisance, however, most people want to get rid of these pesky bugs as quickly as possible. Some people use spray on the fruit flies. Although this will kill the flies, it also spread harmful poison all over the kitchen.

The control group was asked to read the material out loud and to circle the new words. The words 'attracted', 'rip', 'rotting', 'hatch', 'pesky' and 'bugs' were words circled by the students. Then the researcher continued with the question: find the contextual meaning for the circle words. The researcher told the students to find the answers for these questions from the sentence that are found before and after the words. Because the words meaning are not directly described, but need to be inferred from the context. The researcher encountered the students to make running commentaries to whet their skills of critical thinking. The task was vitally important in the sense that it enabled students to share opinion and ideas, thereby learning from each other. Students have been told to use the class room context, which enable students to find the contextual meaning easily. During the discussion the researcher tried to tell them how to use clues and asked them to find a word that is closest to the meaning of the circled words. For example, *Fruit flies are tiny insects that are attracted to ripe or rotting fruits and vegetables* (line 1). In this sentence the word *attracted* has been circled. Like the experimental group they are asked to find clue. Almost all students' clue was different and their answer was almost the same. The researcher gave them two choices as a hint: a) *interested* and b) *pull*. Most students' answers were wrongly, because their answer was *pull*. The rest of the circled words were given as a class work by putting students in group of five. The researcher examined the particular utterances and discussed them in some detail to help students correct the errors they made.

Then the researcher allowed time for questions, students in this group were not interested to ask question. Finally, the researcher asked students to construct their own simple sentence by using the circled words.

3.5.5 Experimental Group's Practice 3 for Grade Four Students

DREAMS (Fictional)

It was hot. After supper Roberto came to his window to talk with Amy. "Look what I made in school today- a paper mouse!" "Does it do anything?" Amy asked. Roberto thought for a while. "I don't know," he said. Then he put the mouse on the windowsill. As it grew darker, the city got quieter. "Bedtime for you, too," other mothers called. "Good-night, Amy." "Good-night, Roberto." "G-o-o-o-o-d-night!" echoed the parrot. Soon they were all in bed. Someone began to dream. Soon everybody was dreaming-except one person. Somehow Roberto just couldn't fall asleep. It got later and later. Finally he got up and went to the window. What he saw down in the street made him gasp! There was Archie's cat! A big dog had chased him into a box. The dog snarled. "He's trapped!" thought Roberto. "What should I do?" down it fell, turning this way and that, casting a big shadow on the wall. The shadow grew bigger and bigger and BIGGER! The dog howled and ran away. The cat dashed across the street and jumped through Archie's open window. "Wow! Wait till Archie what happened!" thought Roberto. "That was some mouse!" He yawned and went back to bed. Morning came, and everybody was getting up. Except one person, Roberto was fast asleep dreaming.

The researcher started the treatment with the narrative fiction entitled 'it takes a village'. The researcher distributed the copies of the texts and told the students to read the story out loud and to circle the new words. The words 'echoed', 'gasp', 'howled' and 'yawned' were words circled by the students. Then the researcher continued with the question: find the contextual meaning for the circle words. The researcher told the students to find the answers for these questions from the sentence that are found before and after the words. Because the words meaning are not directly described, but need to be inferred from the context. The researcher encountered the students to make running commentaries to whet their skills of critical thinking. The task was vitally important in the sense that it enabled students to share opinion and ideas, thereby learning from each other. Students have been told to use the clues, which enable students to find the contextual

meaning easily. During the discussion the researcher tried to tell them how to use clues and asked them to find a word that is closest to the meaning of the circled words. For example, *“That was some mouse!” He yawned and went back to bed* (line 13). The word ‘yawned’ is the circled word. Students knew that they had to find the clue first. Then a student told me that it is an action: ‘it is a movement’, which was correct. The researcher gave them two choices as a hint: a) *opening mouth wider, usually when you are tired and board* and b) *sleep*. Most students’ chose ‘a’ which was correct. And some answered wrongly. The rest of the circled words were given as a class work by putting students in group of five. The researcher examined the particular utterances and discussed them in some detail to help students correct the errors they made.

Then the researcher allowed time for questions, students in this group were not interested to ask question. Finally, the researcher asked students to construct their own simple sentence by using the circled words.

3.5.6 Control Group’s Practice 3 for Grade Four Students

Healthy Eating (Non-fictional)

To be healthy, we need to eat staple foods, vegetables, meat or pulses and fruit. The food we eat every day is called a staple food. In the northern highlands of Ethiopia, farmers grow cereals such as wheat and teff for making bread and injera. In the south they grow maize and sorghum to make porridge, kinche, kita and injera. They also grow enset to make kocho. Ethiopians eat these staple foods with fresh vegetables such as cabbage and spinach or with meat or pluses such as chick peas, lentils or split peas. Farmers throughout Eethiopia grow many different vegetables to provide healthy food to feed their families and to sell at the market. In arid regions pastoralists raise camels, sheep and goats. Peoples who are lucky enough to live near a lake or river often catch fresh fish to eat and to sell. Vegetables, fish, milk and meat from animals help children to grow up fit and strong.

The control group was asked to read the material out loud and to circle the new words. The words ‘healthy’, ‘grow’, ‘provide’ ‘feed’ and ‘lucky’ were words circled by the students. Then the researcher continued with the question: find the contextual meaning for the circle words. The researcher told the students to find the answers for these questions from the sentence that are found before and after the words. Because the words meaning are not directly described, but

need to be inferred from the context. The researcher encountered the students to make running commentaries to whet their skills of critical thinking. The task was vitally important in the sense that it enabled students to share opinion and ideas, thereby learning from each other. Students have been told to use the class room context, which enable students to find the contextual meaning easily. During the discussion the researcher tried to tell them how to use clues and asked them to find a word that is closest to the meaning of the circled words. For example, *to be healthy, we need to eat staple foods, vegetables, meat or pulses and fruit* (line 1). In this sentence the word *healthy* has been circled. Like the experimental group they are asked to find clue. Almost all students' clue was different and their answer was almost the same. The researcher gave them two choices as a hint: *a) happy and b) not to be ill*. Most students' answers were correctly, not to be ill. The rest of the circled words were given as a class work by putting students in group of five. The researcher examined the particular utterances and discussed them in some detail to help students correct the errors they made.

Then the researcher allowed time for questions, students in this group were not interested to ask question. Finally, the researcher asked students to construct their own simple sentence by using the circled words.

3.5.7 Experimental Group's Practice 4 for Grade Four Students (an extract)

JULIUS (Fictional)

Maya's granddaddy lived in Alabama, but wintered Alaska. He told Maya that was the reason he likes ice cubes in his coffee. On the one of Granddaddy's visits from Alaska, he brought a crate. A surprise for Maya! "Something that will teach you fun and sharing." Granddaddy smiled. "Something for my special you." Maya hoped it was a horse or an older brother. She always wanted one or the other. But it was a pig, a big pig. An Alaskan pig, who did a polar bear imitation and climbed out of the crate. Julius had come. Maya's parents didn't think that they would like Julius. He showed them no fun, no sharing. Maya loved Julius, though, so he stayed. There never was enough food in the house after Julius came to stay. He slurped coffee and ate too much peanut butter. He would roll himself in flour when he wanted Maya to bake him cookies. Julius made big messes and spread the newspaper everywhere before anyone could read it. He left crumbs on the sheets and never picked up his towels. Julius made too much noise. He

did stay up late watching old movies, and he did always play records when everybody else wanted to read.

The researcher started the treatment with the narrative fiction entitled ‘it takes a village’. The researcher distributed the copies of the texts and told the students to read the story out loud and to circle the new words. The words ‘visit’, ‘hope’, ‘imitation’, ‘slurped’ and ‘noise’ were words circled by the students. Then the researcher continued with the question: find the contextual meaning for the circle words. The researcher told the students to find the answers for these questions from the sentence that are found before and after the words. Because the words meaning are not directly described, but need to be inferred from the context. The researcher encountered the students to make running commentaries to whet their skills of critical thinking. The task was vitally important in the sense that it enabled students to share opinion and ideas, thereby learning from each other. Students have been told to use the clues, which enable students to find the contextual meaning easily. During the discussion the researcher tried to tell them how to use clues and asked them to find a word that is closest to the meaning of the circled words. For example, *He slurped coffee and ate too much peanut butter* (line 8). The word ‘slurped’ is the circled word. Students knew that they had to find the clue first. Then a student told me that it is an action that has been done while drinking: ‘it is a movement’, which was correct. The researcher gave them two choices as a hint: *a) smiled* and *b) a sound made while drinking*. Most students’ chose ‘b’ which was correct. And some answered wrongly. The rest of the circled words were given as a class work by putting students in group of five. The researcher examined the particular utterances and discussed them in some detail to help students correct the errors they made.

Then the researcher allowed time for questions, students in this group were not interested to ask question. Finally, the researcher asked students to construct their own simple sentence by using the circled words.

3.5.8 Control Group’s Practice 4 for Grade Four Students

Rio Grande (Non-fictional)

Rio Grande is either the fourth or fifth longest river in North America. It all depends on how it is measured. Because the river twists so much, it occasionally changes course. At its last official

measure, the Rio Grande clocked in at 1,896 miles. The river starts in Colorado and extends downward to the Gulf of Mexico. Downward is the best way of describing it too. Not only doth the river extend south, but it also starts in the mountains and gets lower and lower in elevation as it extends to the Gulf. Its name is Spanish for the “Big River”, but the Rio Grande actually known as Rio Bravo in Mexico. “Bravo” translates as “furious”, so the name makes sense. Because of its twists and turns, it certainly does seem to be angrier than most rivers. The Rio Grande today is mostly used as a source of drinking water. Sadly, much of the water has been drained from the river. Parts of the river are almost dry. This is because people use more water from the river than the river can get back from rain and other source. Experts are working to correct this, through with hopes of restoring the river to its past strength.

The control group was asked to read the material out loud and to circle the new words. The words ‘twists’, ‘occasionally’, ‘starts’ ‘extend’ and ‘certainly’ were words circled by the students. Then the researcher continued with the question: find the contextual meaning for the circle words. The researcher told the students to find the answers for these questions from the sentence that are found before and after the words. Because the words meaning are not directly described, but need to be inferred from the context. The researcher encountered the students to make running commentaries to whet their skills of critical thinking. The task was vitally important in the sense that it enabled students to share opinion and ideas, thereby learning from each other. Students have been told to use the class room context, which enable students to find the contextual meaning easily. During the discussion the researcher tried to tell them how to use clues and asked them to find a word that is closest to the meaning of the circled words. For example, *Rio Grande is either the fourth or fifth longest river in North America. It all depends on how it is measured. Because the river twists so much,...* (line 1). In this sentence the word *twists* has been circled. Like the experimental group they are asked to find clue. Almost all students’ clue was different and their answer was almost the same. The researcher gave them two choices as a hint: a) *turns or bends into a particular shape or position* and b) *runs*. Most students’ answers were correctly, which was choice ‘a’. The rest of the circled words were given as a class work by putting students in group of five. The researcher examined the particular utterances and discussed them in some detail to help students correct the errors they made.

Then the researcher allowed time for questions, students in this group were not interested to ask question. Finally, the researcher asked students to construct their own simple sentence by using the circled words.

On the first section, the researcher presented analysis of pre test results of the control group and experimental groups and in this section, the researcher tried to discuss activities done during the treatment. And the basic principle applied in all the activities in the section has been to help students develop the skill of contextual vocabulary using different materials. The other basic principle employed is that finding clue from the given sentence. The main concern regard has been fictional material's validity and the opportunity it offers students to observe the role played by it. On the next section, analysis of post test results of the control and experimental group will be presented.

3.6 Analysis of Post Test Results of Grade Four Students

At the end of the experiment, a post-test was administered to both the study and control groups to see if there was any significant difference between them after the lesson has been taught. The lessons were given for a period of four weeks. A total of 40 students participated from grade three in the experiment throughout.

Table 7. Category of Students' Scores of the Post-test

	Poor	Fair	Good	Very good	Excellent
Control Group	66	43	69	51	—
Experimental group	38	47	74	71	39

The sum of the scores of 'poor', 'fair', 'good', 'very good' and excellent in the control group is 231 and their respective average is 8.25 , 10.75, 13.8, 17.6 and 0 respectively. The sum of scores in the control group is 231 and their mean is 10.08. Children categorized under 'poor', 'fair',

‘good’, ‘very good’ and excellent in the control group are 9(45%), 4(20%), 5(25%) ,3(15 %) and no student under excellent category.

The sum of the scores of ‘poor’, ‘fair’, ‘good’, ‘very good’ and excellent in the experimental group is 269 and their respective average is 7.6, 11.75, 14.8, 17.75 and 19.5. The sum of scores in the control group is 269 and their mean is 13.74. Children categorized under ‘poor’, ‘fair’, ‘good’, ‘very good’ and excellent in the experimental group are 5(25%), 4(20%), 5(25%), 4(20%) and 2(10%) respectively.

To test the mean difference, according to the computations, the control group scored a mean of 10.08`. The mean for the experimental group was 14.28. The mean difference of the two groups is 4.2. A close examination of the above analysis makes it clear that the experimental group has performed quite better in the test than the control group. Unlike the control group, the experimental group has scored in the excellent category and unlike the control group the number of students scored under ‘poor’ category decreases in the experimental group. All in all, it can be stated that the study group has shown great improvement than the control group at the end of the experiment.

Table 8. Grade Four's result of the control and experimental groups in the pre and post tests

Control groups' results		
No	Results 20%	Result 20%
	Pre test	Post test
1	2	5
2	7	6
3	7	6
4	7	7
5	8	8
6	9	8
7	9	9
8	9	9
9	9	9
10	10	10
11	12	10
12	12	10
13	12	10
14	13	13
15	13	13
16	13	13
17	14	15
18	15	15
19	17	17
20	18	17
Mean value	10	9.64

Experimental groups' results		
No	Result 20%	Result 20%
	Pre test	Post test
1	5	8
2	6	8
3	6	9
4	7	9
5	8	9
6	9	11
7	9	12
8	9	12
9	10	12
10	10	14
11	11	15
12	12	15
13	13	15
14	13	15
15	14	17
16	15	18
17	15	18
18	16	18
19	17	19
20	18	20
Mean value	10.08	13.74

According to the result of the data calculated above, it is possible to say that the research questions are answered and the general hypothesis is accepted. This shows that, children's literature is helpful for vocabulary development in which the experimental group was receiving has shown a difference which is significant.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

4.1 CONCLUSIONS

This study was mainly concerned with examining the use of children's literature to teach vocabulary, and this was conducted in grades 3 and 4. Thus, the overall result of the study showed that using children's literature to develop their vocabulary is more effective because, it is an entertaining means which enable students to read more and remember words related to the story. Vocabulary skill is more problematic issue in this school because the results in the pre test and the control group's result of test in the post test registered low. From the treatment group's result of test observation it can be concluded that, students can be shaped to their vocabulary development if children's literature is used. As the control group result observed applying non-fictional material to teach vocabulary is ineffective and inefficient because they forget the words and their knowledge of vocabulary is below the expected level. According to the result of the data analyzed, it is possible to conclude that, the research questions are answered and the general hypothesis is accepted. This shows that, children's literature is helpful for vocabulary development in which the experimental group was receiving has shown a difference which is significant.

4.2 RECOMMENDATIONS

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

- Children's literature which has proved effective in this study should be integrated with vocabulary teaching
- The teaching materials must be improved and enriched by including more applicable children's literature
- Curriculum designers needs to give attention for the role of children's literature in such a way that vocabulary teaching can be facilitated

BIBLIOGRAPHY

- Ayalew, M. (2009). *Vocabulary Testing Technique and Their Relevance to Vocabulary Teaching Techniques Suggested*. Addis Ababa University: Thesis ILS, Unpublished.
- Candlin, C.N. Preface. *Vocabulary and Language Learning*. By Carter and McCarthy (eds.) London: Longman.
- Carter, R and McCarthy, M. (eds.). (1988). *Vocabulary and language Teaching*. London: Longman.
- Cohen, A.D. (1987). 'Studying Teaching and Learning Strategies: How to Get Information', in Wenden, A. and J. Rubin (eds.), *Learners Strategies in Language Learning*. New York: Prentice Hall International
- Dereje, M. (1994). *The State of Children's Literature in Amharic*: Addis Ababa University: Thesis ILS, Unpublished.
- Diane.M.B. (2011). *Children's Literature in the Classroom*. London: The Guilford Press.
- Fekade ,T. (1984 E.C). 'ye lijoch sine tsehuf yezet ena qunqua' (Children's Literature Content and Language): Addis Ababa University: Thesis ILS, Unpublished.
- Ford, P. (Ed.). (1897). *The New England primer: Its origin and development*. New York: Dodd, Mead
- Gairns, R. and S. Redman. (1986). *Working with Words: A guide to teaching and learning vocabulary*. Cambridge: CUP.
- Home towns .(2000). *Literacy Place*. U.S.A: Scholastic Inc.
- Kiefer, B. (2008). Visual images in children's picture books. In S. S. Lehr (Ed.), *Shattering the looking glass: Challenge, risk and controversy in children's literature* (pp. 257–272). Norwood, MA:Christopher-Gordon.

- Laura, E. B. (2012). *Infants, Children and Adolescent*. United states of America: Pearson Education, Inc: Allyn & Bacon.
- Lensie, B. (2005). *Children's Literature: its Impact on the Mind of the Child Reader*. Addis Ababa University. Thesis ILS, Unpublished.
- Lerer, S. (2008). *Children's literature: A reader's history from Aesop to Harry Potter*. Chicago: University of Chicago Press.
- Literacy Source Book.(1996). *Imagine That*. U.S.A: Scholastic Inc.
- Lurie, A. (1990). *Don't tell the grown-ups: The subversive power of children's literature*. Boston: Little, Brown
- Marcus, L. (2007). *Golden legacy*. New York: Golden Books.
- Marcus, L. (2008). *Minders of make-believe*. Boston: Houghton Mifflin.
- McCarthy, M. (1990). *Vocabulary*. Oxford: OUP.
- Ministry of Education. (2011). *English for Ethiopia: Grade 3 and 4*. U.S.A: USAID
- Nation, P and J. Coady. (1988). 'Vocabulary and Reading', in Carter, R. and M. McCarthy (eds.), *Vocabulary and Language Teaching*. London: Longman.
- Nikolajeva, M. (2005). *Aesthetic approaches to children's literature: An introduction*. Lanham, MD: Scarecrow Press.
- Oxford, R. (1990). *Language Learning Strategies: What every Teacher Should Know*. New York: Newbury House Publisher.
- Oxford, R. and Scarella, R.C. (1994). 'Second Language Vocabulary Teaching Adults: State of the art in vocabulary instruction', *System*, Vol. 22, No. 2 (PP. 213-241).
- Palmberg, R. (1986). 'Vocabulary Teaching in the Foreign Language Classroom', *English*

Teaching Forum, Vol. XXIV, No. 3 (PP.18-19).

Parry, K. (1991). 'Building a Vocabulary through Academic Reading', TESOL Quarterly, Vol. 25, No. 4, (PP. 629-651).

Phonics Library. (2003). *Around Town: Neighborhood and Community*. Boston: Houghton Mifflin.

Richards, J. (1976). *The Role of Vocabulary Teaching*. TESOL Quarterly, Vol. 10, No. 2 (PP. 41-51).

Roger C, F. and Dorothy S, S. (1999). *All Smiles*. U.S.A: Harcourt Brace and Company.

Samson, R. (2002). *The Place and Use of Children's Literature*. Addis Ababa University. Unpublished

Thomas, H. (1984). 'Developing the Stylistic and Lexical Awareness of Advanced Students'. English Language Teaching, Vol. 38, No.3 (PP.187-191).

Tonjes, M.J. (1991). *Secondary Reading, Writing and Learning*. Boston: Allyn and Bacon.

Tunnell, M., & Jacobs, J. (2008). *Children's literature, briefly* (4th ed.). New York: Pearson.

UNICEF. (2005). *Childhood under Threat*. Giacomo Pirozzi.

Wilkins, D.A. (1976). *National Syllabuses*. Oxford: OUP.

Wilkins, D.A. (1972). *Linguistics in Language Teaching*. Edward Arnold, London.

APPENDIX A

Pre Test of Grade Three Students

Read the following narrative fiction and use the words in bold to answer the questions that follow the story

Time: 1 hour and 15 minute

A SURPRISE FOR MOM

Andy was **planning** to **bake** a surprise cake for Mom's birthday. "I want to **surprise** mom, too," said Sara. Please? Please? Pretty, please?" A **big** brother can only take so much Andy gave in "Okay," he said. "Go find surprise to **put** into the cake." That would **keep** her busy. There was no peanut butter. No jelly. No ketchup. No **grapes**. What could Sara find? Nuts! Raisins! Mom loved them. Oops! Nuts on the **floor**. Raisins on the floor. "Here's surprise for the cake," said (5) Sara. "You came so soon," asked Andy. "Now what can I do?" said Sara. Andy **thought** for a minute. "You can **beat** the eggs." That would keep her **busy**. "Watch out, eggs. Here I come! Sara beat the first two eggs very very **well**. Then she **started** on the next two. "Stop!" Andy **yelled**. "Don't beat them that way!" oops! "I will beat the eggs," Andy said. "You get the **flour**." May be that would keep her busy. Look who is home! "Surprise, Mom!" said Sara. "Oh, (10) Mom," said Andy "I **want** to surprise you with the cake." "And I **helped**," said Sara. "I **see** you did, said Mom. "I don't think I can **stand** such kind of surprise like this!" "I **know** you would be surprised." said Sara. "HAPPY BIRTH DAY, MOMMY!" (13)

By Antia Basquez

Illustrated by Cat Bowman Smith

Instruction I: Choose the correct contextual meaning of the underlined words in the following sentences. Put your answer's letter on the space provided.

1. Andy said, "You get the flour." (line 9)
 - a. a room
 - b. A form of flower
 - c. Used to make cake

2. "I want to surprise mom, too," said Sara. (line1)
 - a. A news
 - b. To attack
 - c. A and B
3. Andy thought for a minute. "You can beat the eggs." (line 7)
 - a. To hit
 - b. To win
 - c. to mix
4. Andy thought for a minute. (line 6)
 - a. imagined
 - b. Using mind to consider something
 - c. expected
5. "I see you did," said Mom. (line 11)
 - a. Look
 - b. Jump
 - b. watch
 - d. none
6. Andy was planning to bake a surprise cake for Mom's birthday (line 1)
 - a. Aiming
 - b. map
 - c. drawing
7. She started on the next two. (line 8)
 - a. Happened
 - b. began
 - c. walk
8. Andy said, "I want to surprise you with the cake." (line 11)
 - a. lack
 - b. like
 - c. go
9. "Stop!" Andy yelled (line 9)
 - a. called
 - b. happy
 - c. shouted
10. Sara beat the first two eggs very very well (line 8)
 - a. good
 - b. easy
 - c. accept

Instruction II: Fill the blank with correct words from the story

- bake	- keep	- stand	- floor	- know
--------	--------	---------	---------	--------

- graps	- busy	- put	- help	- big
---------	--------	-------	--------	-------

1. That would keep Sara_____. (line 7)
2. Andy said “I want to surprise you with the cake,” “and I _____.” said Sara. (line 11)
3. No jelly, no ketchup and no_____. (line 4)
4. That would _____Sara busy. (line 3)
5. Oops! Nuts on the _____. (line 5)
6. Andy was planning to _____ a surprise cake for Mom’s birthday. (line 1)
7. Mom said “I don’t think I can _____ such kind of surprise like this!” (line 12)
8. Andy said “Go find surprise to _____ into the cake.” (line 3)
9. “I _____ you would be surprised.”(line 12)
10. A _____ brother can only take so much Andy gave in “Okay,” Andy said. (line 2)

APPENDIX B

Experimental Group's Practice 1 for Grade Three

(Fictional)

The Clean Team

Mike knew he should be cleaning his room. But he was reading such a good book! It told about a lady who ruled a land near the sea. This queen looked silly but she did lots of neat tricks. Mike turned the page to read more. Then Mike's mom opened his door. 'Mike, we will leave for the park in ten minutes,' she told him. 'The town cookout starts at noon. You may join us if your room is clean.' Mike looked around. His room was a real mess. Toys peeked out from under his bed. Heaps of jeans lay on the floor. Pictures he had made were left about. Mike got down on his knees. He reached under the bed for a small boat. Then he heard an odd sound. 'Knock! Knock! Scratch! Scratch! ' Mike glanced up. He saw Jean and their dog Queen standing near the door. 'We will help clean your room,' said Jean. 'We can make cleaning up fun.' 'Wow! Thanks, Jean,' said Mike. 'We will be a team,' said Jean. 'The clean team,' said Mike. Then she and Mike began to clean up the mess. Even Queen got in on the action. When she picked up a ball, Mike said, 'Thanks, Queen! You are such a good lady!' Soon Mike's whole room was as neat a pin. Mike could not believe his eyes. 'Each toy is away,' he said. 'All the furniture is clean,' said Jean. 'We make a good team!' Mike had fun at the cookout. He ate hot dogs and peach pie. He flew a kite. But the cookout was not the best part of Mike's day. It was cleaning up with the clean team.

By Anne Walker

Illustrated by Daniel Powers

APPENDIX C

Control Group's Practice 1 for Grade 3 Students

(Non-fictional)

Women First

Running is a favorite sport in Ethiopia. Every year in March a five kilometer race takes place in Addis Ababa, the capital city. The date of the race is always near the date that International Women's Day is celebrated. The name of the race is Women First. Only women can participate in the race. At the starting point thousands of women of all ages wait for the signal to start the race. Many spectators stand along the race course and cheer the runners on, but most of the spectators are lined up at the finish line. They watch the winner as she lifts her arms, crosses the finish line and stops running.

APPENDIX D

Experimental Group's Practice 2 for Grade Three

HOORAY FOR MAIN STREET

"Ray," said Gail, "do you think his town is nice?" "It is not bad," said ray. "Well, I think it is just plain dull," said Gail with a frown. After thinking for a bit, Ray said, "It does not have to stay that way." "Explain what you mean," said Gail. "Well, maybe we can make it nice. We can get everyone to help us fix up Main Street," said Ray. "I like what you're saying. Let's make a plan!" exclaimed Gail. Gail and Ray got red and blue crayons and wrote on a big, white box. They made a nice display for people in town to read. Ray drew flowers and Gail wrote the words. This is what Gail wrote on the box: Stop and chat with Gail and Ray. Let's find a way to make Main Street nice. Gail and Ray took the display to the town, the children waited for people to stop and chat. Gail explained that they needed paint and nails and tools and flowers. Ray made a list of names and wrote down things each person would bring. The next day, the town started fixing up Main Street. Everyone stayed and helped until daylight was gone. Gail and Ray thanked them for helping. The mayor made Sunday a big day. He praised the new Main Street with its rainbow of flowers. He praised Gail and Ray those who had helped them. Then the band played while everyone marched down Main Street. Gail and Ray proudly led the way. "Now this town is very nice, said Ray. "It is not plain or dull." "I will say!" exclaimed Gail. "Now this town makes us proud. It is as nice as it can be!" then everyone in the town stood up and shouted out loud, "Hooray for Main Street! Hip! Hip! Hooray!"

By Becky Ward

Illustrated by Doreen Gay-Kassel

APPENDIX E

Control Group's Practice 2 for Grade 3 Students

(Non-fictional)

THE POISON IVY PLANT

This plant is commonly known as Eastern Poison Ivy. It is a poisonous Asian and North American flowering plant that is well known for causing an itching, irritating, and sometimes painful rash in most people who touch it. The leaves of the poison Ivy plant are shaped like almonds and they come in groups of three. Poison Ivy can cause a rash and it can make you itch. The leaves of the plant contain all the causes the rash. Some people can touch the plant but they will not get a rash. This plant is commonly eaten by many animals; the seeds are consumed by birds. It clear liquid compound contains. The poison Ivy plant normally founds in wooded areas, especially along edge areas where the tree line breaks and allows sunshine to filter through. It also grows in exposed rocky areas, open fields. The oil can stick to clothes. Washing with soap and water can get rid the oil and keep the rash from spreading. Immediate washing with soap and cold water or rubbing alcohol may help prevent a reaction. Hot water should not be used, as it causes one's pores to open up and admit the oils from the plant.

APPENDIX F

Experimental Group's Practice 3 for Grade Three Students (An Extract)

(Fictional)

THE PARK BENCH

The day has just begun. A white mist hangs over the park. No one is here yet, and the park is very still. Under a tree sits a single white park bench. The early risers are the first to arrive. Some do exercises. Others walk their dogs. The white bench is just now waking up. Look, here comes the park worker in his little motor cart. "Good morning, my dear park bench," says the worker. "It's cleaning day for the park," and he gives the bench a friendly little pat. Children pass by on their way to school. Adults pass by on their way to work. The town is becoming lively. Here comes an old man taking his walk. He moves very slowly, he stops to smell the flowers and then to the birds. He's not in any hurry. "Now it's time for a rest," says the old man. He sits on the white bench. "The perfect bench in just the right place," he thinks. Along comes a mother and

her baby. “Let’s sit in the sun,” she says. “The white bench is bathed in sunlight.” “Da, da,” the baby babbles. “Goo, goo,” the old man replies. What can they be talking about? Friends meet at the park. The two mothers begin to chat. They talk on and on. Chitter-chatter, chitter- chatter, until it is time to eat. All the while the white bench listens quietly. It’s lunch time. The park worker eats under a large tree. Here come the cats and the birds. “Okay, my little friends. I’ll give you some food,” he says. “But, oops, don’t make the bench dirty.

By Fumiko Takeshita

Illustrated by Mamoru Suzuki

APPENDIX G

Control Group’s Practice 3 for Grade 3 Students

(Non-fictional)

Animal Life

There are many different kinds of animals in this world. Some animals live in the jungle. They are called wild animals like lion and tiger. Some animals live in and around our house, which are called domestic animals. Some animals live on land and some live in water. Some animals are very useful to us and some are harmful. Animals have different shapes, size and colors. All animals are living things. They grow, move, breath, eats, drink and reproduce. Animals are divided into two major groups. These two major groups are animals with backbone and animals

without backbone. Animals like man, cow, donkey, horse, lion etc are animals with backbone. Many insects like housefly, butterfly, bee, cockroach and worms are animals without backbone.

APENDIX H

Experimental Group's Practice 4 for Grade Three Students (An Extract)

(Fictional)

STONE SOUP

Once upon a time, a poor woman and her son were very far from home. Their names were Marie and Henri, and they had traveled a long, long way. They had no food. They were so hungry! At last they came to a town. The travelers went from house to house and asked, “Friend, do you have a bit of food to spare?” “No!” said the woman at the first house. “No!” said the man at the second house. “No!” said the little girl who peeked out from behind the door at the third house. The hungry travelers asked the baker, the tailor, and the shoemaker. The baker said, “No!” the tailor said, “No!” the shoemaker said, “No!” they even asked at the mayor’s house, and even the mayor said, “No, I have nothing to share!” “Mr. Mayor,” said Henri. “Your town must be very poor! No one has as much as a crust of bread to share.” “But we will help you,” said Marie. “We knew a way to feed your whole town. All we need is a big pot. Do you have one?” The mayor called to his children, “Bring out our big pot!” he opened his door wide. The children came out carrying the BIGGEST pot the travelers had ever seen. “Thank you my friends!” said Marie. The travelers carried the pot to the center of town. Henri filled the pot with water. Marie built a fire around the pot. Everyone in town came out to watch them.

By Adrienne Betz

Illustrated by John O’Brien

APPENDIX I

Control Group’s Practice 4 for Grade 3 Students

(Non-Fictional)

Dolphins

Dolphins are interesting animals. They look like fish. They are really mammals. Whales are mammals too. This means they have warm blood. Dolphins are well known for their agility. They also need to breathe air; they use a blowhole to breathe. Dolphins like to play. They are also very smart. They talk to each other with clicks and whistles. Humans know a lot about Dolphins. Dolphins are highly intelligent mammals. Dolphins are well known for their playful behavior, making them a favorite of wildlife watchers. They live in social groups of five to several hundred. Most dolphins live long lives. They can live over 40 years. Dolphins are found worldwide seas. They are generally gray in color with darker backs than the rest of their bodies.

.

APPENDIX J

A Post Test

Read the narrative fiction and use the words in bold to answer the questions that follow the story

Time: 1 hour and 15 minutes

HEWAN'S NEW DRESS

Hewan and her mom went to the **Mall**. Hewan wanted to buy **new** clothes to wear at her birthday party. She **wanted** to buy a pair of blue jeans. She also wanted a red T-shirt. She **went** to a big shop. She **saw** many jeans. She even **tried** them on. Some **fit** her very well. Some didn't fit (3) her. Hewan didn't really like any of them very much. Hewan's Mom **told** her to look at some **pretty** party dresses. They went to another shop. There were so many lovely dresses. There (5) were dresses in every color. Some had frills and some had **bows**. Some were long some were short. Hewan was **puzzled**. She didn't know which one to buy. Then she saw it. It was a pink dress. It was **beautiful**. The skirt had three **frills**. It had **sleeves**. It had **tiny** white **roses** (8) **round** the neck. Hewan loved it. Hewan's Mom **bought** the dress. Hewan **wore** it at her birthday party. (10)

Instruction I: Find the contextual meaning for the words in column A from column B

A

B

_____ 1. Pretty (line 5)

A. The right shape and size

- | | |
|---------------------------|--------------------|
| _____ 2. Mall (line 1) | B. Observed |
| _____ 3. Fit (line 3) | C. Shopping center |
| _____ 4. Saw (line 3) | D. Confused |
| _____ 5. Puzzled (line 7) | E. Beautiful |

Instruction II: Choose the word that has similar meaning to the underlined words from the story. Write the correct letter on the space provided.

- _____ 1. The skirt had three frills. (line 8)
- a. Addition b. strips on a dress c. pretty
- _____ 2. Hewan's Mom bought the dress. (line 9)
- a. To get something by paying money b. accept c. give
- _____ 3. It was a pink dress. It was beautiful. (line 8)
- a. Good looking b. very well c. a and b
- _____ 4. The skirt had three frills. It had sleeves. (line 8)
- a. A tube b. a cloth that covers part of the arm c. a paper
- _____ 5. There were dresses in every color. Some had frills and some had bows. (line 6)
- a. A ring used to decorate a dress b. to move head c. a boat
- _____ 6. She wanted to buy a pair of blue jeans (line 2)
- a. gave advice b. needed c. not having food
- _____ 7. Hewan wanted to buy new clothes (line 1)
- a. Not used before b. good c. greeting
- _____ 8. It had tiny white roses round the neck (line 9)

- a. Move b. shaped like a circle c to find

_____9. She went to a big shop (line 3)

- a. Number b. leaved c. visited

_____10. Hewan wore it at her birthday party (line 10)

- a. Travel
b. work
c. a special ceremony in which people enjoy themselves

Instruction III: the following words are from the story. Use them to fill the blank

tried	told	tiny
roses	wore	

1. Hewan's Mom bought the dress. Hewan _____ it at her birthday party. (line 9)
2. It had _____ white roses round the neck. (line 8)
3. Hewan saw many jeans. She even _____ them on. (line 3)
4. Hewan's Mom _____ her to look at some pretty party dresses. (line 4)
5. It had tiny white _____ round the neck. (line 8)

APPENDIX K

A Pre Test for grade four students

Read the following narrative fiction and use the words in bold to answer the questions that follow the story

Time: 1 hour and 15 minutes

BIG HOUND'S LUNCH

Mom **handed** Anna a **sack**. "Please take this sack to Dad. His lunch is in it," she said. Anna took the sack and **skipped** out of the house. Anna's brown dog bounded up to her. "It is time to **take** Dad his lunch, Big Hound," Anna said. She put a **leash** on Big Hound and they **set off**. Big Hound took the sack. Mister Trout **waved** from his mail **truck**. Anna waved back. Big Hound wagged the lunch sack at Mister Trout. Anna smiled. "Big Hound!" she said. "That lunch is (5) for Dad!" Miss Pound sat on her **porch**. "Good morning, Anna," she said. She did not say anything to Big Hound. Big Hound jumped up and down with the lunch sack. Anna smiled. "Big Hound!" she said. "That lunch is for Dad!" Anna and Big Hound **passed** Tim's house. Tim **bounced** his ball to Anna. Anna threw it back. Big Hound didn't play ball. He pounced on the sack. Anna smiled. "Big Hound!" she said. "That lunch is for Dad!" Anna and Big Hound **reached** (10) Dad's store. Anna kissed Dad. She said, "Dad! We **brought** your lunch." Then Anna saw that Big Hound was eating Dad's lunch. "Big Hound!" she said. "That lunch was for Dad." "Well," Dad said. "We can go out to eat." "Great!" Anna shouted. Anna shouted. "May we go to Sprouts? It is our **special** place." Big Hound **wagged** his tail. He loved to go to lunch. (14)

By Anne Walker

Illustrated by Ilene Richards

Instruction I: Circle the word that has similar meaning to the underlined words from the story.

1. Mom handed Anna a sack. (line 1)
 - a. a large bag b. dismiss c. carry
2. Mr. Trout waved from his mail truck. (line 4)
 - a. line of water b. feeling c. gave greeting
3. Ms. Pound sat on her porch. (line 6)
 - a. a small area at the front of the house b. field c. mountain
4. Tim bounced his ball to Anna. (line 10)
 - a. played b. Threw c. run
5. “Dad we brought your lunch.” (line 11)
 - a. fetched b. gave c. threw
6. “It is time to take Dad his lunch, Big Hound,” Anna said. (line 2)
 - a. catch b. remove c. carry
7. She put a leash on Big Hound and they set off. (line 3)
 - a. leave b. run c. show
8. Anna and Big Hound passed Tim’s house. (line 8)
 - a. changed b. crossed c gave
9. Anna and Big Hound reached Dad’s store. (line 10)
 - a. arrived b. saw c. went
10. It is our special place. (line 14)
 - a. arrange b. usual c. plan

Instruction II: Find the meaning for the words in column A from column B. puut the letter in the place provided.

A

B

_____1. Handed (line 1)	A. Jumped
_____2. Leash (line 3)	B. Control
_____3.Truck (line 4)	C. Tail move
_____4. Skipped (line 2)	D. Gave
_____5.Wagged (line 14)	E. Car

Instruction III: Use words under column ‘A’ to make your own sentence

1. (Handed) _____
2. (Leash) _____
3. (Truck) _____
4. (Skip) _____
5. (wag)_____

APPENDIX L

Experimental Group’s Practice 1 for Grade Three Students (an extract)

(Fictional)

IT TAKES A VILLAGE

The sun was just beginning to climb into the sky. But the villagers had been up for hours. It was market day. “Yemi,” Mama said, “You must take care of your little brother today while we are at the market. I will be too busy selling our mangoes.” “Come, Kokou,” Yemi said, “I will watch you today, all by myself!” “All by yourself?” Mama asked, and smiled at what Yemi said. Mama knew better. Mama picked their mangoes. Yemi picked up Kokou. She felt very grown-up as she walked out of the family compound beside Mama. They joined the stream of people walking into the village. People came from all around to sell their good and buy whatever they needed. Market day was also a time for visiting. Things started the moment they stepped on the paths into town. “Hello!”, “How are you?”, “How is your family?” Yemi helped Mama set out their mangoes. One of the other fruit vendors said, “Yemi is a big girl now. She is a lot of help to you!” “Yes,” said Mama, she is going to watch Kokou for me today.” “All by myself,” Yemi added. “All by yourself? Yay gay!” the women marveled. They smiled and nodded, but they knew better, too. When the mangoes were all in neat piles, Yemi asked if she and Kokou could take a look around the market.

By Jane Cowen-Fletcher

APPENDIX M

Control Group’s Practice 1 for Grade Four Students

(Non-fictional)

Omo National Park

There are many national parks in Ethiopia. One of them is the Omo National Park, this park is found 870kms from Addis Ababa. It is in the SNNP (south nation nationalities of people) Regional state of Ethiopia. Omo National Park is very large and beautiful. There are many different animals in the park. Animals such as elephant, giraffe, zebra, monkey, lion, leopard, etc. are found there. There are also about 306 species of birds. There is the Omo River, with its waterfalls and rapids. In addition, there are hot springs. Many tourists come to visit the animals and birds living in the forest and on the plains. They come to camp and do white water rafting.

APENDIX N

Experimental Group's Practice 2 for Grade Four Students (An Extract)

(Fictional)

NEW SHOES FOR SILVIA

Once, far away in America, a package arrived at the post office. The package came from Tia Rosita. Inside there were gifts for the whole family. For Silvia there was a wonderful present—a pair of bright red shoes with sun like silver. Right away, Silvia took off her old shoes and put on the beautiful new ones. Then she walked around so everyone could see. “Mira, Mira,” she called. “Look, look.” “Those shoes are as red as the setting sun,” her grandmother said. “But they are too big for you.” “Your shoes are as red as the inside of a watermelon,” said Papa. “But they are too big. You will fall if you wear them.” “Tia Rosita has sent you shoes color of rose,” said Mama. “We will put them away until they fit you.” Silvia was sad. What good were new shoes if she couldn’t wear them? That night she slept with them in her bed.

Johanna Hurwitz

Illustrated by Jerry Pinkney

APPENDIX O

Control Group’s Practice 2 for Grade Four Students (an extract)

(Non-fictional)

Fruit Fly Fix

Fruit flies are tiny insects that are attracted to ripe or rotting fruits and vegetables. The flies not only eat the fruit, they also lay their eggs there. A single fruit fly can lay up to 500 eggs on the surface of piece of fruit. Within eight days, the fruit flies that hatch from these eggs are full adults that can then lay their own eggs. As you can see, what might start out as a small fruit fly problem can become very quickly. Although there is a chance fruit flies can carry germs on to your food, this is not very likely. Fruit flies are annoying, but they probably will not hurt you. Because they are such a nuisance, however, most people want to get rid of these pesky bugs as quickly as possible. Some people use spray on the fruit flies. Although this will kill the flies, it also spread harmful poison all over the kitchen.

www.readtheory.org (2012)

APENDIX P

Experimental Group's Practice 3 for Grade Four Students

(Fictional)

DREAMS

It was hot. After supper Roberto came to his window to talk with Amy. “Look what I made in school today- a paper mouse!” “Does it do anything?” Amy asked. Roberto thought for a while. “I don’t know,” he said. Then he put the mouse on the windowsill. As it grew darker, the city got quieter. “Bedtime for you, too,” other mothers called. “Good-night, Amy.” “Good-night, Roberto.” “G-o-o-o-o-d-night!” echoed the parrot. Soon they were all in bed. Someone began to dream. Soon everybody was dreaming-except one person. Somehow Roberto just couldn’t fall asleep. It got later and later. Finally he got up and went to the window. What he saw down in the street made him gasp! There was Archie’s cat! A big dog had chased him into a box. The dog snarled. “He’s trapped!” thought Roberto. “What should I do?” down it fell, turning this way and that, casting a big shadow on the wall. The shadow grew bigger and bigger and BIGGER! The dog howled and ran away. The cat dashed across the street and jumped through Archie’s open window. “Wow! Wait till Archie what happened!” thought Roberto. “That was some mouse!” He yawned and went back to bed. Morning came, and everybody was getting up. Except one person, Roberto was fast asleep dreaming.

By Ezra Jack Keats

APPENDIX Q

Control Group’s Practice 3 for Grade Four Students

(Non-Fictional)

Healthy Eating

To be healthy, we need to eat staple foods, vegetables, meat or pulses and fruit. The food we eat every day is called a staple food. In the northern highlands of Ethiopia, farmers grow cereals such as wheat and *teff* for making bread and *injera*. In the south they grow maize and sorghum to make porridge, *kinche*, *kita* and *injera*. They also grow *enset* to make *kocho*. Ethiopians eat these staple foods with fresh vegetables such as cabbage and spinach or with meat or pulses such as chick peas, lentils or split peas. Farmers throughout Ethiopia grow many different vegetables to provide healthy food to feed their families and to sell at the market. In arid regions pastoralists raise camels, sheep and goats. Peoples who are lucky enough to live near a lake or river often catch fresh fish to eat and to sell. Vegetables, fish, milk and meat from animals help children to grow up fit and strong.

APENDIX R

Experimental Group's Practice 4 for grade four students (an extract)

(Fictional)

JULIUS

Maya's granddaddy lived in Alabama, but wintered Alaska. He told Maya that was the reason he likes ice cubes in his coffee. On the one of Granddaddy's visits from Alaska, he brought a crate. A surprise for Maya! "Something that will teach you fun and sharing." Granddaddy smiled. "Something for my special you." Maya hoped it was a horse or an older brother. She always wanted one or the other. But it was a pig, a big pig. An Alaskan pig, who did a polar bear imitation and climbed out of the crate. Julius had come. Maya's parents didn't think that they would like Julius. He showed them no fun, no sharing. Maya loved Julius, though, so he stayed. There never was enough food in the house after Julius came to stay. He slurped coffee and ate too much peanut butter. He would roll himself in flour when he wanted Maya to bake him cookies. Julius made big messes and spread the newspaper everywhere before anyone could read it. He left crumbs on the sheets and never picked up his towels. Julius made too much noise. He did stay up late watching old movies, and he did always play records when everybody else wanted to read.

By Angela Johnson

APPENDIX S

Control Group's Practice 4 for grade four students

(Non-fictional)

Rio Grande

Rio Grande is either the fourth or fifth longest river in North America. It all depends on how it is measured. Because the river twists so much, it occasionally changes course. At its last official measure, the Rio Grande clocked in at 1,896 miles. The river starts in Colorado and extends downward to the Gulf of Mexico. Downward is the best way of describing it too. Not only doth the river extend south, but it also starts in the mountains and gets lower and lower in elevation as it extends to the Gulf. Its name is Spanish for the “Big River”, but the Rio Grande actually known as Rio Bravo in Mexico. “Bravo” translates as “furious”, so the name makes sense. Because of its twists and turns, it certainly does seem to be angrier than most rivers. The Rio Grande today is mostly used as a source of drinking water. Sadly, much of the water has been drained from the river. Parts of the river are almost dry. This is because people use more water from the river than the river can get back from rain and other source. Experts are working to correct this, through with hopes of restoring the river to its past strength.

www.read theory.org (2012)

APINDIX T

Post test

Read the following narrative fiction carefully and use the words in bold to answer the questions that follow the story

Time: 1 hour and 15 minutes

Belachew Catches a Thief

Once there was a **robbery** in the house of a **rich merchant**. The merchant had many servants. He thought that one of his servants must be the thief. The merchant told Belachew about the thief. Belachew **visited** the merchant and called all the servants together. He asked them to be **truthful** and tell him who had stolen things from the house of the merchant. They all said they were not thieves. Belachew knew that someone was **lying**. He **wondered** how he could (5) **solve** the problem. Then he smiled. He took sticks of **equal** length. He gave each servant a stick. Then he said, ‘the stick that is in the hand of the thief is to inches longer than all the other sticks. Anyway, go home, but be here tomorrow to show me the sticks I have given you. The servants went home. The servants **returned** the next day and **gathered** in the same room. ‘Let me see the sticks I gave you,’ said Belachew. They all gave him their sticks. (10) Belachew looked at each stick and the servant who had given him the stick. Then he **pointed** to one of them. ‘This is your thief,’ he said to the merchant. ‘His stick is two inch shorter than the others.’ ‘But, you said the stick would be two inches longer,’ said the merchant. ‘I don’t understand.’ ‘It is simple,’ said Belachew. ‘I gave each **servant** sticks that were of the same length. The thief thought his stick would be two **inches** longer so he went home and cut it (15) so that it would be the same **length** as that of the other servants.’

Instruction I: Choose the correct contextual meaning of the underlined words in the following sentences. Put your answer’s letter on the space provided.

_____ 1. He wondered how he could solve the problem (line 5)

- a. Asked a question b. clever c. surprised

- _____2. Belachew knew that someone was lying (line 5)
- a. To hid b. not true c. sleeping
- _____3. The servants returned the next day and gathered in the same room (line 9)
- a. came back b. gave back c. discussed
- _____4. Belachew looked at each stick and the servant who had given him the stick. Then he pointed to one of them (line 11)
- a. Peaked b. end c. dot
- _____5. The thief thought his stick would be two inches longer (line 15)
- a. Move slowly b. measurement of length c. edge

Instruction II: make your own sentence by using the above underlined words

1. (wondered) _____
2. (lying) _____
3. (returned) _____
4. (pointed) _____
5. (inches) _____

Instruction III: The following words are from the story. Choose words that mean the same as the words/phrases given below and write them in the first column opposite to each phrase/word.

- | | | |
|---------------------|---------------------|---------------------|
| - Rich (line 1) | - merchant (line 1) | - gathered (line 9) |
| - servant (line 17) | - Solve (line 7) | - truthful (line 4) |
| - length (line 16) | - visit (line 3) | - Robbery(line 1) |
| - equal (line 6) | | |

- | | |
|-----------|-------------------------------|
| 1. _____ | having a lot of money. |
| 2. _____ | buyer and seller of products |
| 3. _____ | to find answer |
| 4. _____ | stealing |
| 5. _____ | honest |
| 6. _____ | the same |
| 7. _____ | meet |
| 8. _____ | a person who works in another |
| | person's home |
| 9. _____ | the size |
| 10. _____ | to see a person |