

EVALUATION OF THE UNDERLINED
ENGLISH VOCABULARY ITEMS IN
THE "ENGLISH FOR NEW ETHIOPIA"
SERIES FOR GRADES 9 TO 12

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THE RELEVANCE OF THE ENGLISH
VOCABULARY SELECTED FOR THE ETHIOPIAN
SENIOR HIGH SCHOOLS

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A B S T R A C T

This study is a critical evaluation of the vocabulary items found in the English for New Ethiopia (ENE) series that is used as text-books for teaching English in all Ethiopian senior High Schools. Evaluation is required mainly to see how relevant the selected vocabulary is to the students at this level.

This paper then evaluates (a) the size of vocabulary items selected; (b) the frequency level of the vocabulary items; (c) the gradation and interaction of the items, and (d) the codability of the selected words, which in particular deals with the content-concept of the vocabulary items in relation to the standard of the students.

The method of comparing and contrasting is applied to evaluate the relevance of the items. And the major material used for comparing the target vocabulary with the common Standard English Vocabulary is Thorndike and Lorge's standard frequency-list which was produced in 1944. Besides, other relevant references are also made use of as they are needed.

Finally the result of the investigation has revealed that there are 1190 vocabulary items altogether, including expressional phrases, in the ENE series for grades 9 to 12. This indicates the size of the vocabulary to be too small for the four year study. And only 49.41% of this total sum is found to have more than 20 times frequency of occurrence per million

words in the use of Standard English. This means that the greater part of the selected items is difficult to learn.

On the other hand gradation of the items is found to take uneven shape in some cases. For instance, more words are put in the lower grade ENE series than are found in the upper grade books.

It was also discovered in this study that about 14% of the total sum of the target vocabulary items is composed of technical terms, most of them very difficult to learn for they are almost impractical for the daily life of the students.

Generally, the result of this study has indicated : certain short-comings of the target vocabulary. And, hence certain constructive recommendations are given in the conclusion so that they might contribute to the reshaping of the vocabulary in such a way that it facilitates the learning of English as a second language in the Ethiopian senior High Schools.

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CHAPTER I

1. Introduction

In this chapter the problem of the study, the terms, and the symbols applied are introduced. The details of the importance of the study and its limitations are also made clear so as to indicate the general purpose of the study and its scope.

1.1. The Problem

Since 1980 when the English text-book series entitled "English for New Ethiopia" (ENE) has been introduced in the Ethiopian senior High Schools, there has been no significant and thorough study made on their vocabulary content. Therefore, nothing is exactly known about whether or not the vocabulary items in the ENE series are relevant to the standard of the students in Ethiopian senior High Schools. Above all, these days, it has become a common thing to hear complaints from teachers, parents, and other concerned people that most of the Ethiopian senior High School students are not in a position to read and understand even the most common elementary English. One of the reasons often heard is that students don't get an adequate knowledge of vocabulary in schools. This, then, indicates that there is a need to see if at all the problem has really something to do with the kind of vocabulary students study at schools. Hence it has

become a timely work to undertake a carefully treated scientific investigation of the vocabulary items selected for the senior high school students.

1.1.1. Statement of the Problem

The purpose of this study is to evaluate the relevance of the vocabulary which is found in the "English for New Ethiopia" (ENE) series to the needs of the Ethiopian Senior High Schools. In the main, the study focuses on the analysis and investigation of: (1) the frequency of each underlined vocabulary item in the standard English based on Thorndike and Lorge's frequency list; (2) the relationship of the vocabulary items within the ENE series for grades 9 to 12, and with that of the junior High School vocabulary studies, (that is of grades 7 and 8); (3) the content-concept of the vocabulary items in terms of their codability; and (4) the definition or description of each item.

1.1.2. Importance of the Study

Words are the basic elements that constitute the fabric of any language, hence a texture of a language cannot subsist without the appropriate use of words. In other words, "words are tools of thought and

intellectual endeavours."¹ Thus, vocabulary learning naturally comes to be a cornerstone of language acquisition. However, since vocabulary is a reservoir of words in a language, its overall mastery is very difficult even for the native speakers of the language. This means, the determining factor in learning a language is not the mastery of its entire vocabulary, but acquiring the knowledge of its basic and most commonly used words.

Apparently, in a situation like that of Ethiopia where a foreign language is employed as a means of instruction, studying first of all its basic vocabulary in a systematic way unquestionably facilitates the teaching-learning process of all other disciplines that are treated in the foreign language.

In Ethiopia, the English language has been used as a medium of instruction since the influence of the British and the American educational systems dominated that of the French. It started being given as a subject first in 1925 in the then called Teffari Mekonnen school (today Intoto Comprehensive High School) and at Itege Menen Girl's School (today Yekatit 12 Senior

¹Roy P. Ludtke, and Furness, New Dimensions in the Teaching of English, (Bowder: Ruett Press, Inc., 1967), p. 27.

School). But, according to Dr. Aleme's report,² the English language couldn't gain supremacy over the French language until the Fascist occupation of 1935. It was, then, after the independence in 1942 that English was popularized in the Ethiopian education system.

Today English is a language of instruction starting from grade seven up to the college level. It is also given as a subject beginning from grade three in all government schools in the country. As a result, almost all kinds of educational books, magazines, journals, references, and other various reading materials for studies in schools are found written in English.

On the other hand, at present, the English language is taking the lead in serving Ethiopians as a tool of communication with the outside world. Most of the international organizations found in the country use English as one of their major official languages. And the greater number of the staffs of these organizations is made up of Ethiopians who speak English. Added to this, the world-wide

²Aleme Eshete, "English Language in Education System of Ethiopia in place of French", Ethiopian Journal of Education, Vol. VI., No. 2, (April, 1974), pp. 65-74.

use of this language has made it very popular among Ethiopians. In general, English has become the second (that is next to Amharic) common language for all educated people in Ethiopia.

So, Ethiopia's need for this language, at the moment is reasonably indispensable. Therefore, producing English textbooks whose contents are carefully designed in order to attain the need of the country in training students in the English language is very essential. English textbooks should contain relevant materials according to the level of the students so that they can be easily applicable, useful, and interesting. Thus, to obtain the successful result that is intended in teaching the English language in Ethiopia, the content of the textbooks need to be examined thoroughly from the pedagogical point of view.

One of the major parts of the English textbooks that needs to be studied is vocabulary. The importance of a scientific approach in selecting vocabulary items for Ethiopian schools was suggested long ago by Peter Wingard, who was Language Education Adviser to the Ethiopian United States Cooperative Education Program (EUSCEP). As it is found quoted by John Rogers in his article on "The Teaching of

English in Ethiopia", Wingard's recommendation reads as follows:

Research should be carried out into the vocabulary and concepts of Ethiopian Children at different age and grade levels, as a basis for the production of scientifically designed learning materials in ... English³

Accordingly, in this study, evaluating the relevance of the vocabulary which is one of the main parts of the lessons in the ENE series for the Ethiopian Senior High School Students is dealt with intensively. The investigation, particularly pertaining to this part, looks into the nature of the underlined words, whether they are of the types that are frequently used in standard English. The study also evaluates the logical development of the vocabulary items in each level, based on the students' background. Consequently this study comes up with the type of the vocabulary used in the senior High Schools, showing the degree of its ease and difficulty.

Thus, this study will hopefully help the students, directly or indirectly, by identifying the right place of each underlined item in the daily-used common standard English. The study provides the students with the

³John Rogers, "The Teaching of English in Ethiopia", Ethiopian Journal of Education, Vol. I, No. 1. (June, 1967), p. 41.

list of words that are to be given more attention in their studies. It might also save their time by enabling them to select straightforwardly what ought to be studied rather than stumbling in the dark.

Moreover, this study may contribute something to enhance the development of education in the country, because it is specifically devoted to the problem of teaching materials content in use at present. And the study will help to lay the foundation of the types of vocabulary items to be taught in the senior High Schools on a scientifically evaluated ground. Instead of accepting anything that happens to be available, selection of each lesson in every field requires careful study.

Nevertheless, this study does not contradict the fact that vocabulary is one of the least stable elements in a language for it is liable to change as people develop new concepts. But, it advocates that any change in language can be easily adapted only if one has already acquired the most basic words of that language. This means, this study strongly adheres to the absolute importance of building the students' vocabulary of the foreign language (English in this case) on the basis of the most frequently used words in the language.

This study may also be useful to the English textbook writers, curriculum designers, teachers, and readers by furnishing them with relevant information and findings on vocabulary and its systematic studies. Altogether, at this very time, when Ethiopia is trying to develop competent educational materials for its students, such a study will hopefully strengthen the effort that is in progress. Therefore, it is needless to say that this study has come up at the right time when the need for carefully designed and reliable materials for teaching English as a foreign language are highly in demand.

1.1.3. Limitation of the Study

The central part of this study, which is evaluating the English vocabulary selected for Ethiopian senior High Schools, is bound to the underlined words in the ENE series for grades 9 to 12. Other materials are included simply when some kind of comparison is required. The evaluation of the vocabulary items frequency level is based on Thorndike and Lorge's frequency-list published in 1944. This word-list is mainly based on the written language. Thus, the word frequency given here may not directly come in line with the frequency level of words in the spoken

English word-list. It is lack of the word count-list which is based on both the spoken and written language that has forced this study to confine itself only within the limit of the written language frequency-list of words. Nevertheless, it is assumed that the largest part of the most frequently used words in writings are likely to appear in the standard spoken English language almost with a similar rate of occurrence.

The other limit to this study is its making use of the word-count list which was undertaken years back. This is again due to the unavailability of current word-count lists. To overcome this problem effort is made by listing some current scientific and technical terms separately and then seeing their utility in the daily life of the students.

Besides, the word-list used to evaluate the frequency of the target vocabulary items in this study is based totally on the reading materials which were produced within the foreign culture where English is spoken as a native language. Therefore, there could be a few words which might not have the same frequency of occurrence in the reading materials that are produced here in Ethiopia. Anyhow since no word count-list, particularly based only on the English

reading materials in Ethiopia, is available, it is a must to make use of what is at hand.

Generally speaking, in spite of these few limitations, this study tries to go deep into the problem identified so as to fulfil its purpose to the most possible limit.

1.1.4. Scope of the Study

The dimension of this study circumscribes all the underlined words in the ENE series for grades nine to twelve as its central point. In addition it takes into account some relevant words that are somehow related to the underlined vocabulary items although they are not directly counted with the vocabulary items underscored in these series. Furthermore, the underlined words in the ENE series for grades seven and eight are also included in the study in order to get the right picture of the students' background concerning their knowledge of the English vocabulary. The study, on the other hand, deals with words that especially bear on the newly emerging political concepts as a result of the Ethiopian Revolution of 1974. Such words are treated separately when it comes to the study of their content-concept although they are counted together with the target

vocabulary items. To examine the relevance of such words, then, a dictionary called ተጽዕኖ ጠዘገባ ቃላት [tarajma; mazgaba kalat],⁴ in which common political terms that are currently used in the country are introduced, is used as a reference.

In other cases when the use of some words are felt to be more frequent in the immediate environment of the students than their actual frequency level as put in Thorndike and Lorge's word-list, materials found available to the students are used to evaluate their relevance. Some of the additional materials used to evaluate the utility of some words are, cartoons, slogans, advertisements and newspapers that are at the disposal of the students.

This study also surveys the relevant studies and proposed suggestions on English vocabulary. That is, the work of eminent scholars and experts in the concerned field will be studied carefully and briefly reviewed. Finally the study comes up with certain constructive recommendations which are based on the findings of the scientific investigation carried out.

⁴An Amharic book in a dictionary form prepared by the Addis Ababa University Teachers' Political Discussion Group in 1968 Eth.C. It consists of elaborated definitions of English Political terms that have emerged as a result of the Ethiopian Revolution since 1974.

1.2. Definition of Terms and Symbols Used

1.2.1. The Terms Used

The terms used most frequently in the study are: (a) vocabulary, (b) frequency, (c) standard English, (d) relevance, (e) codability, and (f) gradation. The term 'vocabulary' refers to the list of words or phrases of a language that is used by people for a special purpose or a common purpose. Here, this term mainly stands for the common English words used in daily life. Standard English applies to English language as written and spoken by literate people and that is universally current while incorporating regional differences. The term 'frequency' indicates the number of occurrences of each vocabulary item in the use of the current Standard English according to the famous word-count of Thorndike and Lorge. The term 'relevance' refers to the appropriateness of the vocabulary items that are found in the ENE series for the Ethiopian senior High School students. By the term 'Codability' is simply meant the availability or unavailability of the concept that a foreign word bears in the students' native language or culture. 'Gradation' by and large refers to the logical development or the sequence in which the vocabulary items are arranged.

1.2.2. Symbols Used

Symbols are mostly used to make things easy in reading tables and figures. Symbols that are used to indicate the frequency level of vocabulary items are directly taken from Thorndike's word-list. These symbols are: 'M' which stands for a word that belongs to Thorndike's 500 most frequently used English words, 'AA' represents words that have over 100 times frequency of occurrence per million words, 'A' - stands for words with a frequency of at least 50 times but not so many as 100 per million.

Other symbols used are:

- (a) $\left[\quad \right]$ = indicates phonetic transcription
- (b) () = Parenthesis is used to give necessary additional information to a word or a phrase immediately after it has been mentioned in the body of the paper.
- (c) ENE = "English for New Ethiopia". It is the title of the English textbooks used in Ethiopian schools today.
- (d) L = indicates a word that has less than one frequency of occurrence per million words.

- (e) n = noun
- (f) v = verb
- (g) adj = adjective
- (h) adv = adverb
- (i) f = frequency
- (j) R = repeated words
- (k) C = word-class
- (l) N.B. = note well

CHAPTER II

2. Review of Related Literature

In the twentieth century a great many investigations have been recorded in the field of vocabulary teaching. Most of the studies have proved especially the importance of the statistical investigations of vocabulary selection to language learning. Particularly the application of the scientifically investigated and selected vocabulary to foreign language teaching has proved a considerable success.

The earlier studies of vocabulary were exclusively based on written materials. But, recently, as a result of technological advancement materials based on recordings of unscripted speech have also become available. This means that today statistical studies of vocabulary embody both spoken as well as the written language.

The whole story of current studies made on vocabulary originates from the work of Edward L. Thorndike, in 1921, in the United States of America and from the work of Godfrey Dewey, 1923, in Britain. The study concerning vocabulary was then gradually developed to the level of a study to be treated by a committee that involved international scholars in the field. For instance, in New York, in October, 1934, The Committee on Modern Languages⁵ held a conference which

⁵Robert D. Cole, Modern Foreign Languages and Their Teaching (New York; D. Appleton Century Company, 1937), pp. 554-555.

was attended by persons who were interested in vocabulary-selection from Great Britain and the United States of America. This committee finally agreed upon certain principles for the choice of a selected list of vocabulary and prepared, as a result, a list of selected English words of a general list with full data on the criteria for their choice. Since then vocabulary study has come to be the interest of many educationists and institutions all over the world. Anyhow, here, only a brief summary of some available research findings, reports, views, and suggestions that are closely related to the target study at hand, particularly in evaluating the relevance of vocabulary items in terms of (a) frequency, (b) gradation, and (c) difficulty level, is given.

2.1. Researches made on the English Vocabulary Selection

Edward L. Thorndike⁶ the well-known lexicographer and psychologist takes the lead in the modern study of vocabulary. He published his first "Teacher's Word Book" in 1921. He was interested in improving the texts from which American children learnt to read and

⁶J. A. Bright and McGregor, Teaching English as a Second Language (London; Longman Group Ltd., 1960), pp. 17-18.

in making it easier for them to acquire a wide reading vocabulary. By counting the occurrences of words in 4½ million words of texts he established the frequency of the commonest 5,000 words in the material he selected. This first work of Thorndike is found reported by Bright and McGregor.

The other scholar who followed the steps of Thorndike in the same country was Horn⁷ who produced a 10,000-word writing vocabulary based on a straight frequency count of personal and business letters in 1926. Then in 1931 again Thorndike produced The Teachers' Word Book of 20,000 words which was soon followed by The Teacher's Word Book of 30,000 words prepared in collaboration with Irving Lorge⁸ in 1944. This word list included many word counts based on different selections of materials. It didn't include the spoken language because the tape recorder had not then been invented. However, despite this limitation The Teachers' Word Book of 30,000 Words is still the most valuable document and the only existing source of guidance about general vocabulary above the level of the

⁷Ibid., p. 17

⁸Edward L. Thorndike and Lorge, The Teacher's Word Book of 30,000 Words (New York: Bureau of Publications Teachers College, 1944).

general service list which was prepared by the Committee on Modern Languages.

Hence this list is used as a major yard-stick in this study to evaluate the relevance of the Ethiopian Senior High School Vocabulary found in the ENE series.

Godfrey Dewey,⁹ as found quoted in William Brandford's book The Elements of English, reported on a study of vocabulary for the first time in Britain, in 1923. In the report, he announced that he made a selection of various texts including passages from the Bible, newspapers, scientific works and personal correspondence in making his statistical chart of the English language vocabulary. The selected materials amounted to a hundred thousand words. As a result of this word-count Dewey found 10,161 different words of which nine formed 25 percent of the corpus of 100,000. These nine words were: 'the', 'and', 'to', 'of', 'a', 'in', 'that', 'it', and 'is'. He also reported that words like, 'I' and 'for' came next to the nine words.

According to Dewey's word-count 69 different words made up over 50% of the 100,000 words counted whereas 1,027 words that were found to occur ten times made up

⁹William, Brandford, The Elements of English (London: Routledge and Kegan Paul, 1967), p. 177.

78.6% of the total corpus. So Dewey's findings have made clear that the functional words are the most common ones in the language. Thus, Brandford recommends, "these commonest and most useful items ought to be first in the teaching of English as a second language."¹⁰

The other scholar who was involved in preparing a word list was C. K. Ogden.¹¹ His work is quoted by Brandford. Ogden came up with one of the most useful teaching vocabularies which he called the Basic List of English Words. His word-list was not based on a statistical study of vocabulary. He rather built his list on different classes of words. This list consists of 200 names of picturable objects, 400 general names, 150 qualities and 100 operators (functional words) which were all carefully selected to avoid any overlap. This list was made to cover as wide a range of meanings as possible in the language. And finally Ogden's list came up with 850 most frequently used common vocabulary items. It was assumed then that the knowledge of these words enabled anybody to communicate in the language very easily. This work of Ogden therefore indicates

¹⁰ Ibid, p. 177.

¹¹ Ibid, p. 178.

that the selected vocabulary items could be evaluated on the basis of their word-classes, hence this is taken as one of the methods applied to test the relevance of the target vocabulary in the study at hand.

Herman Bongers,¹² as reported by V. King, also made an extensive study of all the important word-counts for English and finally compiled a new basic vocabulary of 3,000 words for the students of English. His word-list was prepared on the basis of the frequency of occurrence of each-word in the normal language (standard English). Bongers' word-list then is claimed to be more advantageous for it is likely to include a larger percentage (97.48%) of the words in any random sample of English text than previous lists.

The other eminent educationist William Francis Mackey¹³ has reported on the English Vocabulary Studies by citing some research findings. One of the findings he discusses is the word-class relative size which determines the selection of the English vocabulary. He illustrates the relative size of word-class in English

¹²Harold V. King, "The History and Principles of Vocabulary Control," Language Learning, Vol. III, (Dec., 1950), pp. 131-132.

¹³William Francis Mackey, Language Teaching Analysis (London: Longmans, Green & Co. Ltd., 1965), pp. 167-171.

as follows.

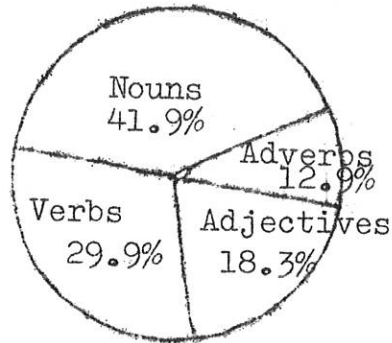


FIGURE 1
Relative Size of Word-Class in an English Vocabulary of a thousand words (Structure words are excluded).

In addition to these word classes, according to Mackey's report there are more than 200 structure words in English which make up the smallest number of the word-classes in the language. But, they occur more often than all verbs, adverbs, and adjectives together and as often as nouns relatively. Mackey uses the following figure to show the English word-class size and frequency relation. He has taken the figure from P. Guirand who made a statistical research on vocabulary selection in 1960.

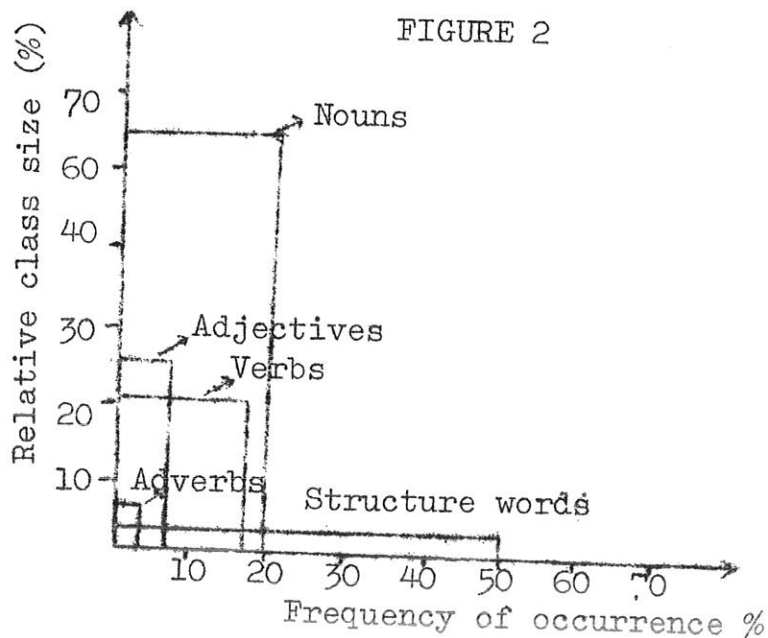


FIGURE 2

As it is demonstrated in figure 2, the English structure words which make up less than 1 per cent of the total vocabulary make up half of an English-man's talk. Besides, Mackey cites other research results that show how a very small number of items have a very high frequency of occurrence in the standard English language as shown in the following chart.

TABLE I

Different numbers of English Words and what percentage of any text they make up.

Medium	Number of different English words	Percentage they make up of any English text	Source (research authorities)
WRITTEN	4,500	99%	Thorndike
	3,000	97.5%	Bongers
	3,000	95%	Palmer
	1,000	90%	Ayres
	732	75%	Dewey
	50	50%	Ayres
	9	25%	Dewey
SPOKEN	1,000	94%	F.I. Schonell
	100	72%	Schonell and others

According to these findings it is possible to realize that there is no need for muddling unnecessarily with large numbers of vocabulary items since the mastery of the maximum 4,500 words would enable one to be familiar with 99% of words found in any English text. So Mackey notices that although there is no agreement reached so far among educationists upon how many words constitute a general vocabulary for teaching the English language, some have suggested that a target of between 1,500 and 3000 words for a six-year course would be as somewhat reasonable amount.

Concerning the amount of vocabulary, Michael West¹⁴ has found out one may have reading ability with a vocabulary of as little as 750 words, and he can go by himself even if he leaves school then. And with 2,500 words it is possible for the learner to read simple unprepared matter and use an English-English dictionary in doing so. But in speech, it is different. According to West, the learner has to acquire a reasonably fluent use of an effective vocabulary for speech. He explains this as follows:

¹⁴Michael West, Teaching English in Difficult Circumstances (London: Longmans, Green and Company Ltd., 1960), pp. 40 & 95-134.

It is of little profit to a learner if at the end of his school course (which in the majority of cases will be the end of his language-learning) he has acquired a faultless English accent and mastery of English structures if he has nothing to talk about, has no range of selected content words, only the meagre and miscellaneous collection which he has picked up in the process of his grammatical and phonetic drills. A handle without tools to put in it is even more useless than a set of tools without a handle.¹⁵

To discover what is a minimum usable vocabulary, West made a research. He took an obviously inadequate initial vocabulary from the reading courses and deleted all words of only reading value. And, then he rewrote masses of conversational material in this vocabulary observing what extra words and items were needed. Finally he came up with the minimum adequate speech head-words of 1,200 which altogether makes up about 2000 words.

2.2. Views and Suggestions on the Teaching of English Vocabulary

Most of the scholars who worked on the English vocabulary gave importance to selection and evaluation of the selected items based on certain principles or criteria. Here, suggestions and views of some well recognized educationists which directly or indirectly

¹⁵Ibid. p. 38.

apply to the target study are discussed in brief.

Robert Lado,¹⁶ explaining man's limited knowledge of vocabulary says, "no one knows all the words of any of the major languages of the world."¹⁷ But, function words in a language, which are in most cases grammatical, are known by all native speakers. Other than these according to Lado, all speakers of a given language know a core of content words which have a high currency of use in the speech of the community. As he reports, so far there have been a number of estimates of the size of these limited vocabulary items known by the native speakers. The minimum number of vocabulary needed for listening is estimated to be greater than that for speaking and writing in a given language. For instance, Lado cites the 850-word vocabulary, the Basic English of C. K. Ogden (see page 19) which is supposed to be an adequate minimum vocabulary for speaking but not for reading or listening. He also refers to the 2000 entry vocabulary found by Michael West as an adequate minimum vocabulary for speaking and writing but inadequate for listening and reading. On his part, Lado proposes 7000

¹⁶Robert Lado, Language Teaching: A Scientific Approach, (New York: McGraw-Hill, Inc., 1964), p. 116.

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¹⁶Robert Lado, Language Teaching: A Scientific Approach, (New York: McGraw-Hill, Inc., 1964), p. 116.

¹⁷Ibid. p. 116.

words to be the adequate minimum for reading. And in general, in his opinion, vocabularies for writing and listening should better be set at 3,000 to 4,000 basic words than at 2000.

Lado puts the vocabulary of the foreign language into three levels on which selection could be based: (1) vocabulary to operate the pattern and illustrate the pronunciation of the language, (2) vocabulary for communication areas of wide currency, and (3) esthetic and technical vocabularies. The first part comprises the most simple but helpful to illustrate the pattern and full-core structure of the language. The second vocabulary level consists of items which are useful to converse on contextual areas of wide currency. The third level, the esthetic and technical vocabularies, refer to those words which have less frequency of occurrence. According to Lado such words are to be taught after the students have acquired basic words of level one and two.

The other alternative Lado¹⁸ suggests for the use of vocabulary selection is making a distinction between

¹⁸Robert Lado, "Patterns of Difficulty in Vocabulary", Language Learning, Vol. VI, No. 102 (1955), pp. 23-41.

(a) vocabulary for production and (b) vocabulary for recognition. In general he prefers classifying the English words into four groups; which are: (i) function words, (ii) substitute words, (iii) grammatically distributed words, and (iv) content words. The first three classes altogether make up about 200 words of the total English vocabulary. And the fourth class, content-words, covers the remaining greatest number.

Lado has also contributed certain guiding ideas that can help to determine the easiness or difficulty of the selected vocabulary. For him the patterns of difficulty in English vocabulary are based on the (a) form, (b) meaning, and (c) distribution of words. The form of words in English consists of sound segments and stress. The difficulty in case of meanings of words is explained by Lado as follows:

It is quite an illusion to think as even literate people sometimes do that meanings are the same in all languages, that languages differ only in the forms used for those meanings. As a matter of fact the meanings into which we classify our experience are culturally determined or modified and they vary considerably from culture to culture.¹⁹

¹⁹Ibid. p. 26.

So Lado advises not to include in the vocabulary selection too many words which have no corresponding reality in the students' culture. Distribution of words in the structure of the English language is the decisive factor to make the new word easy or difficult for the students. Some words can be used in different positions in a sentence with different grammatical functions while some are restricted only to a limited grammatical function.

Moreover, based on the three aspects of words (form, meaning, and distribution) Lado claims that the native language also affects the learning of vocabulary of the foreign language. He sets seven difficulty patterns of the native language in relation to the foreign language vocabulary. Pattern one refers to cognate words that are usually similar in form and meaning. Such words are easy to learn. Pattern two consists of the so called deceptive cognates. These are types of words with similar form but representing different meanings. They are difficult to learn, Pattern three refers to words that are similar in some of their frequent meanings, but different in form. They are neither easy nor difficult to learn. Pattern four holds strange words which are indifferent in form and represent meanings that are unfamiliar to speakers of a particular

native language. Such words introduce new concepts. They are, therefore, difficult to learn. Pattern five deals with the new form types. Idiomatic expressions come under this group. They create difficulty in learning. Pattern six makes up words that take different connotations in two languages. They are also difficult. Finally under Pattern seven Lado puts words that are restricted to the geographic areas in which they are used. They are difficult for the learner.

Out of the difficulty patterns of Lado, especially patterns 3, 4, and 5 are found useful to evaluate the content-concept of the vocabulary items under this study.

Michael West²⁰ adds two points to Lado's contribution on patterns of difficulty in vocabulary. These are the emphasis he puts on (a) the fundamental difference between the active (speaking) and the reading vocabulary, and (b) the need of selecting a "Plateau vocabulary" (active vocabulary) in the light of patterns of difficulty. West has given more emphasis to the active vocabulary for teaching purpose. He criticizes his pioneers, who engaged themselves upon the subject, for the tendency

²⁰Michael West, "A Plateau Vocabulary for Speech", Language Learning, Vol. VII, No. 1 & 2 (1956-1957), pp. 1-7.

they had "to put the main emphasis on reading and let speech tag behind."²¹

According to West, the "Plateau Vocabulary" is the smallest and most economical instrument which enables the students to use the foreign language as a living thing. He also notes that the difficult items in learning the foreign vocabulary are: function words, verbs, and prepositions, hence they are to be dealt with carefully in selecting the basic vocabulary.

A. W. Frisby²² on his part classifies vocabulary into four groups: vocabulary for speaking, listening, reading, and writing. Vocabulary for speaking is the smallest and vocabulary for reading is the largest. And he states that one of the aims of selecting the English language vocabulary is to transfer words from the larger vocabularies to the smaller. Frisby then, suggests the selection of such vocabulary should be made on the basis of the two English characteristics or two kinds of words known as: (a) Meat-words (content-words) or "those which have full lexical meanings"²³

²¹Ibid, p. 3.

²²A. W. Frisby, Teaching English, London Robert Maclehose and Company Ltd., (1957), pp. 94, 103-104.

²³Gerard Despatie, "Introduction to Language and Linguistics" (Addis Ababa: Addis Ababa University, 1978), p. 110, (Mimeographed).

and (b) Functional (Structural) words or "those which have little or no lexical meanings but serve primarily to indicate grammatical meanings."²⁴ As other scholars do, Frisby also gives more importance to the functional words because the sooner students acquire facility in their use, the quicker they will be able to use and understand normal English sentences. In his words:

We must not clog our early signal streams with a mass of useful but ill-assorted material. Once a firm start has been made by the acquisition of a facility in using the structural words, and a reasonable vocabulary, progress is simple.²⁵

In addition Frisby recommends the following criteria which could be used to select the basic vocabulary of the English language; (a) word frequency (b) structural value (c) universality in respect of geographical area, (d) range of applicability to different subjects, (e) value for purpose of definition of other words, and (f) value for word building; that is its ability to form other words using suffixes and prefixes.

W. R. Lee²⁶ has also declared the importance of

²⁴Ibid. p. 110.

²⁵Frisby, op. cit., p. 97.

²⁶W. R. Lee, "Grading", English Language Teaching, Vol. XVII, No. 3 (April, 1963,) pp. 107-112

vocabulary selection and its gradation for teaching. According to Lee selection of vocabulary could be best done if it is based on the standard word-counts that are produced after careful research. And he agrees with others that structural words without which the English language cannot be learned are an unavoidable part in the selection regardless of time and place.

In selecting vocabulary Lee advises to make use of the following principles; (1) having the knowledge of the students' interest, and (2) having the knowledge of the vocabulary difficulties that the speakers of the particular mother tongue face in learning the English language; that is a lexicon comparison of the two languages.

William Francis Mackey²⁷ similarly has given a large portion to suggestion and views over the selection and evaluation of the English vocabulary which could be used for teaching this language. Mackey states that vocabulary is the least stable element out of all the systems which make up a language. In his words: "It is continuously changing, bringing in new words from other languages, losing words, adapting others, to changing conditions. It is voluminous, no man possesses it all,

²⁷Mackey, op. cit., pp. 159-224.

and no dictionary has ever recorded all the words in any language."²⁸

Hence, vocabulary selection is required in language learning. So according to Mackey, in selecting vocabulary items one need not think of including more of the vocabulary than what an average native speaker possesses. Selection should be made on the basis of the level of the students with regard to the purposes, and duration of the course. To examine the vocabulary selected for teaching, Mackey also suggests five criteria: (i) frequency, (ii) range, (iii) availability, (iv) coverage, and (v) learnability.

And according to Mackey the relevance of the selected vocabulary has to be evaluated also from its gradation point of view. He says, "everything selected cannot be taught at once; something must come before or after something else."²⁹ Because, one word fits into another, the other goes with another, and one word depends upon the other in a language.

In addition, Mackey recommends keeping the sequence of vocabulary items. By sequence he means the

²⁸Ibid. p. 69.

²⁹Ibid., p. 204.

arrangement of vocabulary in a certain order. In order to arrange vocabulary items he suggests, first to make a distinction between (a) noun words, (b) verbs, and (c) modifiers. Then, he says that it is important to keep their sequence according to their level of frequency by giving precedence to the structure words because "they constitute about one-third of the words used in most sentences".³⁰

Masanori Higa³¹ also comments on the vocabulary selection that lacks the necessary arrangement. He criticizes language teachers and text book writers who for many years have been concerned more with the selection of the so called essential words and with the introduction of foreign culture and less with the organization of materials for optimum learning. Higa, on his part, comes up with five difficulty factors that may help to organize vocabulary items selected for learning. These are: (a) the intrinsic difficulty of a word to be learned, (b) the interaction between previously learned words and a new word to be learned, (c) the interaction

³⁰Ibid, p. 214.

³¹Masanori, Higa, "The Psycholinguistic Concept of Difficulty and the Teaching of Foreign Language Vocabulary", Language Learning, Vol. XV. No. 3 & 4 (1965), pp. 165-176.

within a group of words to be learned at the same time, (d) the interaction between groups of words to be learned in sequence, and (e) the effect of repeated presentation of words to be learned.

Higa notes especially making use of the frequency list so as to determine the familiarity of words, because "the more frequently a word is used, the more association value it acquires and the faster it is learned."³² The interaction between words that are to be learned at the same time is also the other factor that determines the learning of foreign language vocabulary. If several words are to be taught simultaneously, it would be confusing. Thus, according to Higa the interaction within a group of words should be based on the words serial position, semantic relationship, amount of intake, and their context.

Concerning the quantity of words to be taught Higa reports that there has been no conclusive statement about the optimum number required for a given amount of time or for one lesson. However he agrees with the research work of some scholars who say, "the optimum is about five for the average high school student."³³

³²Ibid, p. 173.

³³Ibid, p. 174.

Mary Finocchiaro,³⁴ taking vocabulary as an important area in language learning, has recently suggested and indicated valuable ideas on how to go about teaching the English vocabulary. She suggests that next to the structure words and the basic content-words, sometimes, vocabulary items which are commonly used in the immediate environment of the students at a certain period of time could be taught as soon as found feasible. Because, such words help to stimulate students to talk about their environment.

Finocchiaro also raises the problem of students in learning foreign language vocabulary. She believes vocabulary learning problems come as a result of the semantic areas in the native language which may not necessarily coincide with those of the foreign language. To solve this problem she advises to select vocabulary that is comprised of meaningful words which bear a content of shared experiences and culture with that of the native language.

In case of the amount of words that are to be taught in senior high schools, she has suggested fifteen to twenty in a lesson. This shows that Finocchiaro

³⁴Finocchiaro, Mary, English as A Second Language: From Theory to Practice (New York: Regents Publishing Company Inc., 1974), pp. 73-74.

accepts more words for a lesson than Higa proposes (see page 35).

Generally speaking all the research findings and suggestions discussed under this chapter are seen in comparison with the selection of the vocabulary items found in the ENE series for grades 9 to 12. And this vocabulary under question is evaluated on the basis of these widely accepted views and findings of the well known scholars in the field.

CHAPTER III

3. Plan of the Study and Materials Implemented

It is the purpose of this chapter to explain the steps and methods implemented throughout this research work. Here also, materials used to treat the problem under study are introduced with the work they are directly related to in the process of the research.

3.1. "English For New Ethiopia" (ENE) Series for Grades 9 to 12

The "English for New Ethiopia" (ENE) series used by the Ethiopian Senior High School students as English text-books make the core of the study, because, all the vocabulary items under investigation in this study are taken from these series.

The ENE series was first introduced in 1980. It was not, in fact, distributed all at once. First, in 1980, only the ninth and tenth grade books were put into practice in the Senior High Schools. Then, one year later the ENE series for grade eleven and grade twelve were dispatched throughout the schools.

This series was produced by the Curriculum Centre under the Ethiopian Government Ministry of Education. The writers of the series are people who work in the "English Panel" which operates under the Curriculum

Centre. This panel is made up of Ethiopians and very few expatriate educationists. Namely the authors are: Fiseha Negash, Mazengia Mekonnen, and Fekadu Maasho for the ENE series of books 6 and 7; Fiseha Negash and Mazengia Mekonnen for the ENE book 8; and Mrs. Moyer Wrigglesworth and Fekadu Maasho for the ENE series of book 9.

Each book has two parts; that is, semester one and semester two. Thus the number of the ENE series that are to be studied in the four-year course reaches 8. The content of the series is also organized into various units in each book. Books 6, 7 and 8 have twenty units each. This means each semester-book is composed of ten units. But the ENE series of book 9 for grade twelve has twenty-four units of which twelve units are given in each semester-book. Furthermore these units are divided into three parts: (i) the reading passage, (ii) the vocabulary part, and (iii) the structure or usage part. Out of the three parts, this study in particular is restricted to the evaluation and investigation of the vocabulary part.

3.2. Content of the Vocabulary in the ENE series

The ENE series, book 6, 7, 8, and 9, contain a considerable number of vocabulary items that are

intentionally put into the lessons to be studied as one of the three essential parts in each book. In general the vocabulary part is one-third of the whole content of the series. So in this study, all the underlined vocabulary items are carefully listed down in alphabetical order so that it will be easier to find out their: (a) number or amount, and (b) types as used in each book.

3.2.1. Size of the Vocabulary

The total amount of the underlined vocabulary items, including the expressional phrases is 1190. The distribution of these items in each series is as follows: in ENE book 6 there are 302 words and 20 expressional phrases; in book 7, there are 371 words and 9 expressional phrases; in book 8, there are 243 words and 8 expressional phrases; and in book 9 there are 203 words and 34 underlined expressional phrases. In this word-count the repeatedly appearing items are counted only once. However, such repeated items are recorded separately; and as a result it is found that there are 5 words repeated in grade nine, 31 in grade ten, 14 in grade eleven, and 11 in grade twelve. Altogether, there are 1119 underlined vocabulary items and 71 underlined expressional phrases in the whole ENE series for the senior High Schools.

The number of the vocabulary items in each grade is given in the following table according to their alphabetical entry.

TABLE II

Alphabetical entry	Grade level	Grade 9		Grade 10		Grade 11		Grade 12		Total number for all Books
		Book I	Book II	Book I	Book II	Book I	Book II	Book I	Book II	
A		8	7	12	18	4	9	9	7	74
B		2	4	9	6	7	3	1	5	37
C		17	13	18	27	10	8	14	13	120
D		11	16	11	8	12	16	8	8	90
E		9	11	13	12	12	5	7	4	73
F		7	8	8	10	12	3	6	3	57
G		6	2	1	7	3	1	3	3	26
H		5	6	6	8	7	5	2	3	42
I		10	6	5	14	8	7	8	9	67
J		-	3	3	1	-	-	1	2	10
K		1	-	1	2	-	-	1	-	5
L		3	5	6	4	8	2	-	-	28
M		2	6	7	4	6	2	5	7	39
N		3	4	5	-	1	1	-	3	17
O		5	8	8	4	4	4	1	3	37
P		13	7	17	9	14	7	5	10	82
Q		1	-	-	-	1	-	1	-	3
R		14	15	10	14	7	2	3	6	71
S		17	15	27	16	15	19	9	12	130
T		7	7	8	14	5	1	3	4	48
U		-	4	3	2	2	2	2	4	19
V		3	1	1	2	1	2	2	1	13
W		3	5	4	5	2	4	1	3	27
Y		2	-	1	-	-	-	-	1	4
Total Number in each series		149	153	184	187	140	103	92	111	
		302		371		243		203		1119

N.B. Expressional phrases are not included in thi table

To the surprise of the researcher, there is no single word that begins with either the 'x' or 'z' letter, although such common words as 'zeal' or 'zone' could have been included. On the other hand words that begin with 'S' make up the largest number of the vocabulary items.

3.2.2. Types of the Vocabulary Items

English words can be classified into two types: (i) the content words, and (ii) the functional words. Content words are items which belong to classes such as: nouns, verbs, adjectives, and adverbs. And functional words are the auxiliaries, conjunctions, determiners, interjections, prepositions, and relatives. Based on these word types, the vocabulary items in the ENE series are all classified. But, surprisingly all the underlined items are found to belong to only the content-word type. Therefore, since the aim of this study is to evaluate only the relevance of the underlined vocabulary items in the ENE series, the researcher deals with only these content words.

3.3. Methods and Steps Followed to Evaluate the Vocabulary Items

The relevance of the vocabulary items for the intended level, of course, in this case for the Senior

High School students, is examined and weighed in various aspects. In the main, (a) items frequency, (b) items word-class, (c) items relationship, and (d) items content concept are thoroughly studied. These different aspects of the vocabulary items are evaluated using the compare and contrast method in general. This means the target vocabulary is examined in contrast to the standard English vocabulary as found studied by concerned educationists.

3.3.1. Frequency Level of each Item

The frequency of occurrence of each vocabulary item in the ENE series is identified on the basis of Thorndike and Lorge's standard frequency-list which was published in 1944. According to this frequency-list words that belong to the first 500 most common and frequently occurring items in the English language are designated by the symbol 'M'. The same symbol is applied here to show the ENE series vocabulary items that belong to this group. Similarly the 'AA' symbol is used to indicate words which belong to the second 500 most frequent words of English. 'A' stands for words that have 50 to 99 times frequency of occurrence per million. And all other vocabulary items are similarly grouped into their frequency level as found counted by this

standard frequency-list. Besides, words that have less than one time frequency of occurrence are designated by the symbol 'L'.

Thus it is found convenient to group all the 1119 vocabulary items (excluding the phrasal expressions) under nine classes according to their level of frequency as used in Standard English. The classes are: (i) the M-words, (ii) the 'AA' words, (iii) the 'A' words, (iv) words with 20 to 49 times frequency of occurrence, (v) words with 10 to 19 times frequency of occurrence, (vi) words that have 6 to 9 times frequency of occurrences, (vii) words with 3 to 5 times frequency of occurrence, and (viii) words with 1 or 2 times frequency of occurrence, and (ix) the 'L'-words with less than one time frequency of occurrence per million.

This classification is mainly preferred for it helps to see the difficulty level of the items that are given in each book. The greater the frequency of occurrence of the words is, the easier their learning will be. And words that have the highest frequency of occurrence are the most useful ones for they constitute the active part of the language.

According to this classification, in general it

is found that there are 33 M-words; 124 AA words, 180 A-words; 249 with twenty to forty-nine times frequency of occurrence; 193 with ten to nineteen times frequency of occurrence; 104 with six to nine times frequency of occurrence, 114 with three to five times frequency of occurrence; 94 with one or two times frequency of occurrence and 61 L-words which occur less than one time per million. The following table clearly shows the ENE series vocabulary items frequency level as they are used in standard English.

TABEL III

Frequency Level of the vocabulary items found in the ENE Series for grades 9 to 12 on the basis of Thorndike and Lorge's frequency-list.

Frequency of occurrence per million	Grade 9		Grade 10		Grade 11		Grade 12		Total number in all grades	
	Number of words	Number in percentage	Number of words	Number in percentage	Number of words	Number in percentage	Number of words	Number in percentage	Total number of words	Total number of words
M	7	2.31	18	4.85	4	1.64	4	1.97	33	2.94
AA	41	13.57	63	16.98	14	5.76	6	2.95	124	11.08
A	53	17.54	77	20.75	36	14.81	14	6.89	180	16.08
20-49	91	30.13	86	23.18	40	16.64	32	15.76	249	22.25
10-19	50	16.55	56	15.09	55	22.63	32	15.76	193	17.24
6-9	20	6.62	31	8.35	25	10.28	28	13.79	104	9.29
3-5	22	7.28	23	6.19	35	14.40	34	16.74	114	10.18
1-2	14	4.63	19	5.12	28	11.52	33	16.25	94	8.40
2	11	3.64	16	4.31	10	4.11	24	11.82	61	5.45
Grand Total	302	100%	371	%	243	%	203	%	1119	%

3.3.2. Distribution of Each Item in Terms of Word-Class

Almost all vocabulary items in each book of the ENE series appear with their word-class explanations as they are used in the reading passages. As it was already found out (refer to 3.2.2.) all the underlined vocabulary items of the ENE series for Senior High School belong to the content-words type. Hence they are all categorized under the word-classes of (a) nouns, (b) verbs, (c) adjectives, and adverbs.

The need for classifying vocabulary items has become quite reasonable for it could easily indicate which class words are given more emphasis in the vocabulary-building of the Ethiopian Senior High School students. Meanwhile, word-class distribution could also convey how the vocabulary items that are selected for this level are graded or arranged in relation to students' background.

So, all vocabulary items under study, are carefully categorized into the class they belong to. Then, the word-class-list finally indicated 513 words to belong to the noun class, 366 verbs, 188 adjectives and 52 adverbs. The overall number of words that belong to the various classes is given in the following table.

TABLE IV

Vocabulary items as identified in terms of their word-class

Grade	9	10	11	12	Total No. of Words	Total No. in Percentage
Word Class						
N	146	170	102	95	513	45.84
V	91	122	94	59	366	32.70
Adj	51	57	37	43	188	16.80
Adv	14	22	10	6	52	4.64
Total						
Number in each grade	302	371	243	207	1119	100%

N.B. Expressional Phrases are not included.

In this word-class identification one word is grouped only under one class. Because it is assumed that what affects the students' vocabulary learning is usually how a word is used by the time it is first introduced. And the reappearance of the same word with different function may not be as surprising as that of the time when it was introduced first. Because, by its second appearance students have at least known something about it.

3.3.3. Relationship of the Senior High School Vocabulary Lesson with that of the Junior High School.

In the Senior High Schools it is expected that students have an accumulated knowledge of certain English vocabulary items which they have acquired in their earlier studies. Particularly the vocabulary which was studied in grade 7 and 8 only two years before the students came to the senior level, is assumed to have a close relationship with the vocabulary given in the Senior High Schools. Because, it is actually in the Junior High Schools that the necessary preparation is made to make students ready for the next highest level studies. Therefore, it is found relevant to examine what relationship there is between the vocabulary items studied in the Junior High Schools and the Senior High Schools.

Three methods are employed to find out the relationship of the two level vocabularies. First, the amount of vocabulary items in each level is compared. Second, vocabulary items of these two levels are compared in terms of their word class. Thirdly, each vocabulary item in both levels is graded and compared on the basis of their frequency

of occurrence in the use of Standard English. All the three methods indicate vocabulary items relationship and their logical development in the process of vocabulary learning at these two levels.

The amount of vocabulary items in the Junior High Schools then is found to be 416 including expressional phrases. Out of this number 205 are found in ENE series for grade 7 and 211 items in ENE book for grade 8. Similarly the count made concerning their word class indicates 131 noun words, 154 verbs, 76 adjectives, 17 adverbs, and 2 functional words. The investigation made in terms of their frequency level has also shown that there are 23 'M' words, 80 AA-words, 84 'A'-words, and 210 words with one to forty-nine times frequency of occurrence per million, and only 6 words that have less than one time frequency of occurrence. The figures are illustrated in the following table.

TABLE V

Junior High Schools Vocabulary items found in ENE Series. Level of Frequency on the basis of Thorndike's list.

Frequency Grade	M	AA	A	20-49	10-194	6-9	3-5	1-2	L	Total No.
7 & 8	23	80	84	100	52	28	18	12	6	380
Number in Percent	6.05	21.05	22.10	26.31	13.68	7.36	4.73	3.15	1.57	100%

- N.B. 1) Expressional Phrases are not included (36)
 2) 'M'-words are not added to the total for they are overlapped with the 'AA'-items.

Additionally vocabulary items that are repeated in the Senior High Schools from the Junior High Schools vocabulary are taken into consideration to see the interaction between the two. Accordingly it is known that there are 34 words repeated in grade nine, 46 in grade ten, 20 in grade eleven, and 6 in grade twelve. The type of these words in terms of their frequency level is shown in the following table.

TABLE VI
 Junior High School vocabulary items that are repeated in the Senior High School vocabulary shown in terms of their frequency level.

Frequency Grades	M	AA	A	1-49	Total	Total Percentage
9	-	10	12	12	34	35.41
10	-	12	14	20	46	47.91
11	-	3	1	6	10	10.41
12	-	-	-	6	6	6.25
Total	-	25	27	44	96	100%
In %	-	26.04	28.12	45.83	100%	

3.3.4. Content-Concept of the Vocabulary Items

The concept that each vocabulary item stands for determines the process of learning a foreign language. If a word is to introduce a concept which is unfamiliar or completely new to the students, it will be grasped with more difficulty. In other words, such a word is difficult to learn.

Therefore, in vocabulary selection, what each word stands for should be first examined before they are put into practice. Such a selection may be done on the bases of (a) students' readiness to accept words with new concepts, and (b) the use of the items selected in the daily life of the student. So, based on this assumption, in this study, vocabulary items content-concept is evaluated. To make things easy for this kind of evaluation, all vocabulary items are grouped under (a) common terms and (b) technical terms.

3.3.4.1. Common Terms

These are vocabulary items that can be easily understood by any normal native speaker of the language, be he educated or not. As a matter of fact, the largest part of the vocabulary which is found in the ENE series consists of the biggest number of common words. The

items' level of frequency as found by Thorndike and Lorge is used to distinguish common words in the ENE series.

3.3.4.2. Technical Terms

These are words that express some kind of uncommon experience. Specifically words that are peculiar to a particular art, science, profession, trade, etc., are called technical terms. This study, apparently gives more concentration to the technical terms that pertain to politics. Because, it is found that such terms are intentionally included into the vocabulary by the curriculum designers in order to inculcate the new ideology, that has emerged as a result of the Ethiopian Revolution, into the mind of the students. This is officially declared when they say, "the kind of English we should use is determined partly by the type of ideology we cherish."³⁵ Hence evaluating the relevance of such technical terms that are used to introduce the concept intended at this level, is found important in this study.

³⁵ Mazengia Mekonnen and others, A Detailed Outline of English Curriculum. (Addis Ababa: Edu. Materials Production & Distribution Agency, 1974), p. 4.

Materials that are used to evaluate such terms with the political connotations are (i) the Amharic-English Word-book entitled "ተረጎሞ ወዘገባ ቃላት" [tararጎmāj mǝzgǝbbǝ kǝlǝt] (literally means 'Progressive Dictionary') which was produced by the Addis Ababa University lecturers political discussion group in 1975 (1968 Eth.C.), and (ii) the recently produced political education text-book, by the Curriculum Centre.

CHAPTER IV

4. The Results of the Study

4.1. Introduction

In this study an effort is made to assess and analyze systematically the vocabulary items that are selected for the Ethiopian senior High School students. The analysis pertains to the evaluation of the relevance of these vocabulary items to the senior High School level pedagogically. Hence the target vocabulary is closely investigated all through the course of this research from different angles that are assumed would serve the purpose of the study.

The points raised in the analysis as a result of the investigations made are: (i) frequency level of the vocabulary items as used in the Standard English, (ii) the size of the items, (iii) the relationship or interaction of the items, and (iv) the content-concept of the items in relation to the standard of the senior High School students.

All these points are tackled so that they may help to indicate how much the target vocabulary is fit for teaching English as a foreign language in the Ethiopian senior High Schools. And consequently, the investigations that have been undertaken have attempted to give a true picture of the vocabulary selected for this level.

So the results of this study are reported and discussed critically in this chapter. Supplementary figures and charts are used to illustrate and clarify the findings of the study.

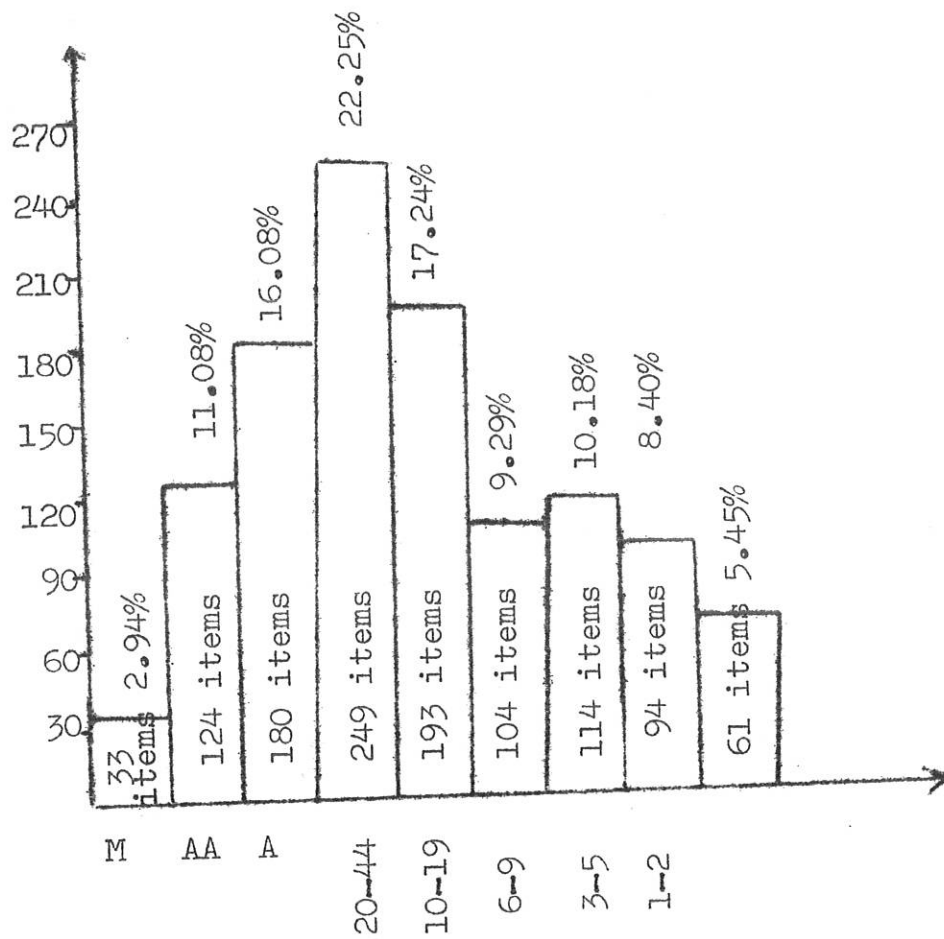
4.2. The Target Vocabulary Items Frequency of Use in the Standard English

The 1119 vocabulary items (excluding phrasal expressions) selected for the four-year studies in the senior High Schools, are found to have various levels of frequency in the use of the Standard English as compared to the popular frequency list of Thorndike and Lorge. Accordingly the result of the investigation has shown that in general the frequency level of the target vocabulary ranges from Thorndike's the most common 500 words that occur from 800 to 100,000 or more times per $4\frac{1}{2}$ million words to the least common items that have less than one time frequency of occurrence per million.

Most of the vocabulary items in the ENE series have from 20 to 49 times frequency of occurrence. This means the largest number in the selection is made up from the list of the common English words that come next to the 2000 basic workable vocabulary as found in Thorndike and Lorge's word-list or Michael West's list.

Such words make up 22.25% of the total vocabulary items in the ENE series for the senior High School. And the next large number in terms of frequency level is selected from words that have 10 to 19 times frequency of occurrence in the Standard English. These words are grouped under items which belong to the first 7000 words as classified by Thorndike and Lorge in thousands. These items make up 17.24% of the total vocabulary in the series. And the least number is made up of the words which have less than one time frequency of occurrence per million. They make up 5.45% of the entire target vocabulary. On the average, almost 49.41% of the whole target vocabulary items has above 20 times frequency of occurrence; which means they are from the first three to four thousand most frequently occurring words of the Standard English language. The rest have, of course, below 20 times frequency of occurrence; which come between the first five thousand and sixteen thousand words as graded in terms of their frequency level in Thorndike and Lorge's word-list.

The frequency level of the ENE vocabulary items for the senior High Schools is shown in the following figure:



Frequency of occurrence per million

FIGURE 3

Number of Vocabulary Items in terms
of their frequency level

According to this finding, then, the vocabulary items selected for the senior High School students are distributed within the area of the first 16,000 common words of the Standard English. Thus, the ENE series vocabulary selection seems to follow the suggestion given by Thorndike and Lorge which says, "graduation from the senior High School may be made conditional upon knowledge of at least 15,000 words."³⁶ However, this suggestion is made on the basis of the native speakers' language-learning situation. Therefore it would be unlikely for the Ethiopian senior High School students to have the mastery of such a large vocabulary, Robert Lado says: "In learning a second language in school, the student is not usually forced to acquire the same sort of vocabulary that he needed for the first language."³⁷

So words, especially selected from the groups which have the least frequency of occurrence are not so important to the Ethiopian senior High School students. Because they ought to master first the basic words of English effectively. That means they need the 2000

³⁶Edward L. Thorndike and Lorge, The Teacher's Word Book of 30,000 words (New York: Bureau of Publication Teachers College, 1944), p. 12.

³⁷Lado, op. cit., p. 115.

basic words and furthermore the next three to four thousand most common words that have above 20 times frequency of occurrence. Mastering such items will definitely equip the students with the necessary vocabulary items for reading. Lado says, "for reading ... a vocabulary of 7000 words is closer to minimum need."³⁸ Above all if the most frequent 2000 basic words are learned thoroughly with the unavoidable functional words, most parts of any readings in English can be treated by the students independently. Bright and McGregor say:

.... On any page of print on whatever subject and however high the vocabulary level, at least three quarter of the words used were among the commonest 2,000 words in the language. When these had been learned, only one word in four would present a difficulty. Conversely to make a text accessible to the students only one word in four needed to be changed.³⁹

Therefore since only a small number of the most frequent words are enough to enable students to read and use the English language effectively, there is no need of stuffing them up with too many but least frequent words in the language.

³⁸Ibid., p. 117.

³⁹J. A. Bright and McGregor, Teaching English as a Second Language, (London: Longman, 1970), p. 18.

However, from the 1119 selected items for the Ethiopian senior High School students, over 50% don't belong to the most common English words. This is then simply wastage of time in teaching since it is easily possible to enable students to acquire the necessary and adequate knowledge of the English language only with the limited number of the basic items as supported by scholars like Mackey who says:

Since the items occurring the most frequently are those which the learner is most likely to meet, they are the ones which are selected for teaching. Moreover since frequent items are more readily recognized than infrequent ones, fluency in a language depends on the frequency of what is taught.⁴⁰

But as it is objectively observed in this study the ENE series vocabulary selection doesn't go with this suggestion. Because the number of the most frequent items that come under the 2000 basic words is less than the number of the least frequent items. Therefore, it can be concluded that the selection of vocabulary concerning its level of frequency, is done poorly. Even if there is an assumption that the senior High School students might have mastered the basic words in the elementary school, it would be still unreliable.

⁴⁰Mackey, op. cit., p. 177.

Because according to the assessment made on the junior High School vocabulary items, there are only 146 words which belong to the most frequent 2000 words-group whereas there are 304 words from this basic vocabulary in the senior High School text books of English. Then if the word building is assumed to develop at the same rate beginning from lower grades, the number of the basic words could probably be a bit larger than that of the senior High School. But it is difficult to estimate that all the remaining 1532 basic words are mastered in the lower grades.

In general, according to frequency level, the ENE series vocabulary items seem to be selected for the native speakers who have the chance of mastering the basic words even before going to school, rather than for the foreign students who learn the language only after going to school.

4.3. Interaction of the Items and their Gradation

Materials selected for pedagogical purposes need to be graded in such a way that each item facilitates the learning of the other item to come next. Thus, gradation, here, means the process of putting the selected teaching items into the most appropriate order for practical teaching purposes.

As a principle of education, pedagogically, "once an inventory of teaching items has been arrived at it must be arranged in a way suitable for teaching."⁴¹ So to put this principle into practice gradation of the selected vocabulary items can be evaluated on the basis of (a) the time allotted for its learning in relation to the amount given, (b) the sequence or order in which the items are arranged. Similarly, in addition to these two criteria, frequency of the vocabulary items can be used to evaluate the relationship of items and their gradation. Halliday says, "the criterion of frequency not only helps to decide whether an item shall be selected for inclusion at all; it also helps to decide the sequence in which the items selected shall be taught."⁴²

Based on these criteria, ENE series vocabulary items interaction and gradation are analyzed in terms of their amount, frequency level, and word-class distribution. In the analysis the junior High School vocabulary items are also included in order to see the logical development of vocabulary building beginning from the lower grades.

⁴¹M. A. K. Halliday, The Linguistic Sciences and Language Teaching. (London: Longmans, 1964), p. 207.

⁴²Ibid., p. 210.

Then concerning the amount of vocabulary, it is found that there is uneven gradation of the items in each book. There are 302 words in the ENE book for grade nine, 371 for grade ten 243 for grade eleven, and 203 for grade twelve. Other than these, there are expressional phrases whose distribution is: 20 for grade nine, 9 for grade ten, 8 for grade eleven, and 34 for grade twelve. The following figure shows this distribution clearly:

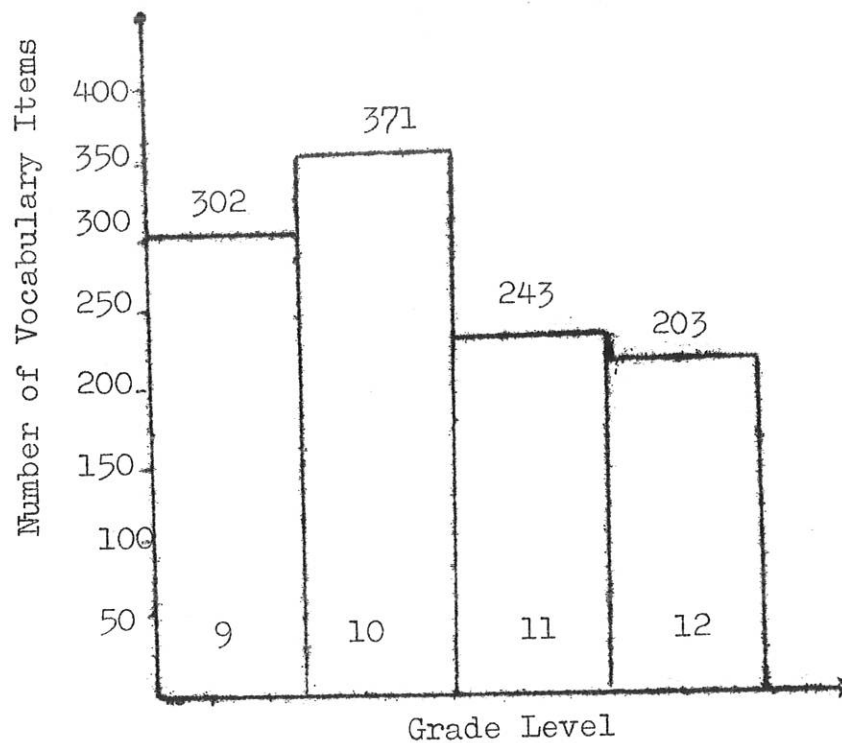


FIGURE 4

Number of vocabulary items in each grade.

Learning a language is normally a process that develops gradually from the simple acts to the more complex ones. Mackey confirms the practicality of this principle when he reports saying: "In the present state of our knowledge many theories of learning must still be concerned with the simple acts, rather than with the complex activity of language learning."⁴³

But here, according to the findings of the research it is the reverse situation observed especially concerning the amount of vocabulary given in each level. The number of words to be learned go on decreasing as the standard of the students improves. That is, more words are learned in lower grades than what is learned in the higher grades. This condition is even more exaggerated in grade ten where a larger number of words is given than what is given in any other grade relatively.

However, as the amount of vocabulary of the senior High School is compared to that of the junior High School vocabulary, gradation seems quite logical especially upto grade ten. In grade seven there are 205 words and 211 in grade eight. This number gradually increases and becomes 302 in grade nine and 371 in grade

⁴³Mackey, op. cit., p. 127.

ten. But, all of a sudden it is found declining in grades eleven and twelve to the amount of 243 and 203 respectively. In this case then the inconsistency of gradation is clear.

The other important factor that could show the interaction of vocabulary items is the number of repeated words in the senior High School vocabulary compared to the junior High School vocabulary. Repetition of items in a systematic way whenever needed helps students to use the language accurately and fluently. Mackey explains the importance of repetition in language learning as follows:

All human acts are interrelated and tend to become habitual. They become habits, not in isolation, but as part of other acts. This is specially true of language. Language is mainly a matter of interrelated habits, if it were not, it could not be used as it is. A habit is not established by one or two performances but by many. The more often we perform a given act in a given arrangement the more likely we are⁴⁴ to repeat the act in the same arrangement.

So based on this view an attempt is made to investigate how much repetition is used in teaching vocabulary in the senior High Schools. As a result of

⁴⁴Mackey, op. cit., p. 257.

the study, it is revealed that there are 96 words repeated from the junior High School lesson. This makes up 25.26% of the junior High School vocabulary. The distribution of the repeated items is 34 in grade nine, 46 in grade ten, 10 in grade eleven, and 6 in grade twelve (see table 5 on p. 50). The number of items repeated is then greater in grades that come immediately next to the completion of the junior High School; that is, there are more repetitions in grade nine and ten than in grades eleven and twelve. Such gradation of the repeated items sound logical because it makes students feel at ease when they come to the first year of the senior High School studies by providing them with many familiar items which are already introduced to them in the lower grades. Over all, the number of repeated items makes up only 8.57% of the total number of vocabulary items selected for the senior High Schools. This is in fact, a very small number; hence repetition is not properly made use of in the selection.

Frequency can also indicate how items are arranged. Therefore, vocabulary items arrangement in terms of their level of frequency is carefully examined in this study. And consequently the findings of the investigation have shown that sequence of items arrangement is in

the average in a decreasing order from the items which have a high frequency of occurrence to those which have low frequency of occurrence as one goes from the lower grade to the next higher grade. And reciprocally, the number of the least frequent words becomes less and less as the grade level declines. For example, the number of M-words' (items which from 800 to 100,000 times frequency of occurrence per $4\frac{1}{2}$ million words) decreases as the grade level gets higher; that is: 2.31% in grade nine, 4.85% in grade ten (exceptional), 1.64% in grade eleven, and 1.97% in grade twelve is made up of these most frequent items. But the least frequent words that occur less than 20 times per million increase as grade levels improve. For example, the L-words (items that have less than one time frequency of occurrence per million) are: 3.64% in grade nine, 4.31% in grade ten, 4.11 in grade eleven, and 11.82% in grade twelve. The following chart shows clearly this arrangement in terms of frequency level of the items in each grade.

TABLE VII

Arrangement of each grade vocabulary in terms of their frequency of occurrence shown in percentage.

Frequency	M	AA	A	20-49	10-19	6-19	3-5	1-2	L
Grade									
9	2.31	13.57	17.54	30.13	6.62	6.62	7.28	4.63	3.64
10	4.85	16.98	20.75	23.18	8.35	8.35	6.19	5.12	4.31
11	1.64	5.76	14.81	16.46	10.28	10.28	14.40	11.52	4.11
12	1.97	2.95	6.89	15.76	13.74	10.74	16.74	16.25	11.82
Total									
% for all grades	2.94	11.08	16.08	22.25	17.24	9.29	10.18	8.40	5.45

According to this chart, except for some irregularities of the sequential arrangement of items in grade ten and, to some extent, in grade eleven, it is observable that a greater number of the most frequent words are put in the lower grades than in the higher grades. The reverse is also true. For example, 13.57% of the words in grade nine is from the most frequent English words whereas there is only 3.64% included from the least frequent items. And on the other hand, in grade twelve,

only 2.95% is from the AA-words and the least frequent items make up 11.82% of the words selected for this grade. So, since the arrangement of items is from the most frequently used words to the least commonly used ones, it is possible to conclude that pedagogically such gradation is quite logical and feasible.

Besides, more emphasis is given to the items with 20 to 49 times frequency of occurrence per million. Such vocabulary items are grouped under the most common first three to four thousand words of the English language. This could be a very effective arrangement when the students have already mastered the basic 2000 standard English vocabulary. But it is doubtful that the Ethiopian senior High School students have effectively mastered these words. Hence, this arrangement, which has given more emphasis to the words that come next to the basic words, could cause difficulty in learning the English vocabulary. Otherwise the interaction and the gradation of the vocabulary items in relation to their level of frequency is well established.

Taking into account the distribution of vocabulary items in terms of their word-classes is the other possible way to see the interaction and arrangement of the items in each grade. Accordingly, as found in the investigation, all vocabulary items under this study are grouped

into four word-classes; nouns, verbs, adjectives, and adverbs. Functional words are not given with the vocabulary items in the series; hence they are not included in this word-class analysis.

The distribution of words according to the four classes for all grades from nine to twelve is as follows: nouns 45.84%, verbs 32.70% adjectives 16.80%, and adverbs 4.64% of the total sum of the vocabulary for the senior High School (see table 4 on page 48). In most cases this distribution of items constantly shows a decreasing order of the number of items of each class as the level of grades increases. For instance, in case of noun words, there are 146 of them in grade nine, 170 in grade ten (exceptional), 102 in grade eleven, and 95 in grade twelve. This means the noun words are given more concentration than others in the selection.

In general, gradation concerning word-class distribution seems to follow the normal classification of the English vocabulary on the basis of their classes. For example this finding is closely related to that of Mackey's report on the English words as they are counted in terms of their classes. His report declares that there are usually 41.9% of noun words, 26.9% verbs, 18.3% adjectives and 12.9% adverbs relatively in an English vocabulary of a thousand words (see figure 1

on page 21). Based on this fact, the sequence of vocabulary items arrangement in each grade in the senior High School is put in a quite normal way. The following figure indicates this systematic distribution of items in percentage.

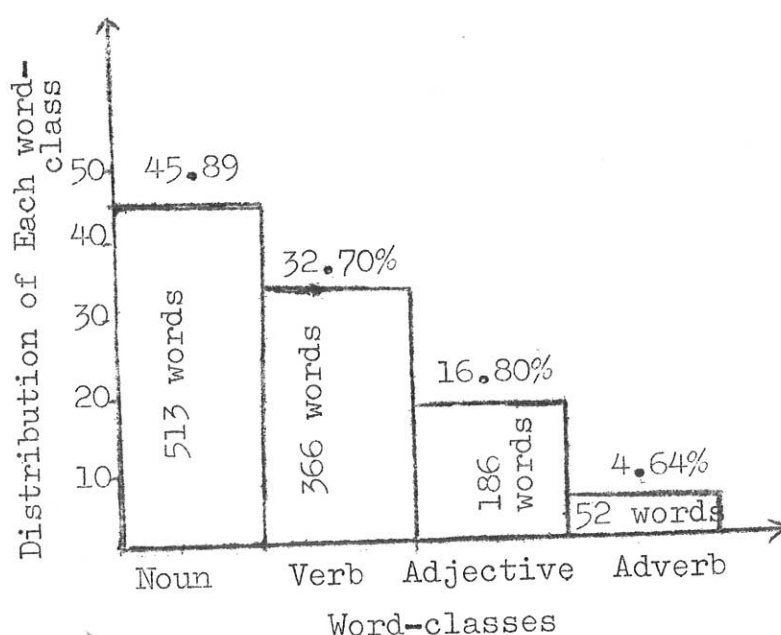


FIGURE 5
Vocabulary items distribution in terms of their word-classes.

Besides the word-class distribution, the number of items given could be compared with the time allotted to study them. So, the time allotment, as compared to the number of items selected for the senior High School, is found to show a poor gradation. The 1190 items (including phrasal expressions) are to be completed in a four

year course. Again, if on the average twenty days are to be school days per month, then it is obvious we have over 640 days at least within the four years studies. According to this calculation, then, in schools where English is taught daily, the average number of words to be studied in each lesson is less than two. This is then very little for the senior High School students according to the suggestions given by many scholars. For instance, Mary Finocchiaro says, "secondary students may learn fifteen to twenty"⁴⁵

4.4. Codability of the Items

Codability here refers to the learnability of the vocabulary items in terms of their content-concept; that is, the meanings of the items and their acceptance by the society in the country where the foreign language is taught. And ~~content~~-concept here refers to the meanings of the English vocabulary items selected for the Ethiopian senior High Schools in relation to the standard of the students.

To evaluate how much of the concepts these vocabulary items hold are readable and relevant to the Ethiopian senior High School students, the whole target vocabulary under this study is put into two classes. One is the common-terms class, which applies to all items that are

⁴⁵Finocchiaro, op. cit. p. 73.

assumed to be understood very easily by any normal layman who is a native speaker. And the second class is that of the technical terms group-which involves words that require special knowledge in a certain field to be understood.

The result of the investigation made on this point indicates that more than 80% of the ENE series vocabulary items belong to the common terms group. And it is found also that some of these common terms are defined in more difficult words than the item to be defined. But each item is put into a context to make its meaning clear. Therefore no serious problem is observed in the case of the common-terms.

The technical terms are put into two parts for the convenience of their investigation. The first ones are technical-terms which reflect political concepts. And the second part refers to the technical-terms which express scientific concepts. These technical terms are separately counted. Their identification is based on the meanings they reflect and also on their frequency level which is, of course, lower than other common terms. Thus, the count made is carefully done by giving more consideration to only significant items in reflecting some technical concept. Accordingly it is found that 8.93% of the selected vocabulary items in the ENE series

are technical terms that bear political concepts, and 5.63% are technical terms with scientific concepts.

To examine the relevance of these items in terms of their importance to the students in daily life, they are compared with political terms that are found listed down in the two current books entitled ተረግፎ ጠዘገባ ቃላት [tarama, mazgaba kalat] and the Political Economy of Capitalism (which was prepared to give political education to eleventh grade students). The other technical terms are simply examined on the basis of their use in the subject books of the students in the senior High School.

As the result of the comparison made between the ENE vocabulary items and the two books vocabulary items that pertain to the political concepts, it is found that only 15.64% of the total political terms found in ተረግፎ ጠዘገባ ቃላት [tarama, mazgaba kalat] coincides with that of the ENE vocabulary items related to political concepts. And only 31.34% of the political terms in the book The Political Economy of Capitalism, corresponds to the political terms found in the ENE series. Hence, in both cases there is no close relationship between the political terms the senior High School students learn and what is found in the books that were intentionally prepared to introduce new

political concepts.

On the other hand the technical terms that refer to scientific concepts are found to be mostly medical words. And most of the terms are very difficult for the senior High School students to understand. Because these terms seldom appear in any subject book or reading material at the disposal of the students. For instance, words like: epidemiologist, hypnotherapy, dermatologist, stethoscope, etc., are almost impractical in the daily activities of the students at this level. But, fortunately their being very small in number comparatively, helps the students not to get lost in the highly technical terms which are completely beyond their level of education.

Generally speaking, except for a few technical terms, the content-concept of most English vocabulary items selected for the Ethiopian senior High Schools, is applicable to the experience of the students at this level. Even the technical terms could be considered relevant because they introduce to the students modern concepts of politics and science which are likely to dominate human life in the future although they have low frequency of occurrence in the Standard English today.

CHAPTER V

5. Conclusion and Recommendation

5.1. Conclusion

The whole work of this study was to prove whether or not the English vocabulary items selected for the Ethiopian senior High Schools in the ENE series are relevant to the students at this level.

The detail of the study in general have covered a process that started with the count of the individual vocabulary items in each ENE series for grades 9 to 12 and ended up with the analysis of the items in terms of their frequency level, amount, distribution, and content-concept.

The method which is strictly used to evaluate the relevance of the target vocabulary is comparing and contrasting of the items with the common Standard English vocabulary. Thorndike and Lorge's famous word-list which was published in 1944, is taken as a standard yard-stick to evaluate the frequency level of each item. In addition to this frequency-list, suggestions and views are given by concerned educationists on the selection and teaching of the English vocabulary are taken into account in order to weigh how much the target vocabulary selection agrees with their scholarly proposals.

Finally the study has come up with the following findings:

1. The total number of the vocabulary items found in the ENE series for the Ethiopian senior High Schools is found to be 1190 including the phrasal expressions. This number refers only to the underlined words and words listed under the vocabulary lesson in the series. According to this amount of the target vocabulary, it has become known that on the average the distribution of the items is less than two words per lesson. This then has proved to be much below the average number of words to be learned per lesson in the senior High Schools when compared to suggestions that were made by many scholars.

2. Out of the 1190 vocabulary items less than 50% belong to the first three to four thousand most frequently used word-groups in the Standard English language. And in general all the selected items are found bounded within the limit of the words with more than 800 to 100,000 times frequency of occurrence per 4½ million words to those items which have less than one time frequency of occurrence per million. Hence, students are made to study difficult words when they have not taken enough of the basic and most common English vocabulary.

3. All items are grouped under four word-classes: noun, verb, adjective, and adverb. More than 45% of the words are nouns.

4. 80% of the vocabulary in the ENE series for the senior High School is found to be grouped under common terms. The remaining small part is composed of technical terms. It is the political and scientific concepts that are expressed by the technical terms in the target vocabulary.

5. Gradation of the items in relation to the (a) time allotted to study them and (b) the standard of students at this level has got some discrepancy. For instance: (i) there is a greater number of words in the books for the lower grades than words put in the ENE books for the upper grades: (ii) less of the most frequent items are selected; (iii) only a few important items are repeated from the junior High School vocabulary; (iv) word-class distribution is found to be graded logically, but, no functional words are included in the target vocabulary although some are found distributed in the reading passages.

All in all the English vocabulary selected for the Ethiopian senior High School students seems to have many shortcomings that could make it partially irrelevant

for teaching English effectively at this level. Of course, there are some good points as well. For example, its selection in terms of word-class, its arrangement in terms of frequency level within each grade disregarding its amount, follow a logical word-building system. However, in most cases, the selection of this vocabulary doesn't seem to have logically developed arrangement based on the most frequently used basic English vocabulary when it was first put into the ENE series. Hence certain corrections and then reorganization of these vocabulary items are required to make them appropriate to the expected standard of the students.

5.2. Recommendations

Hoping that constructive suggestions will be put into practice by the concerned individuals and institutions, the following recommendations are forwarded:

1. To enable students to speak and read English effectively, the mastery of the basic 2000 Standard English vocabulary is absolutely essential. 75% of words in any reading materials is usually composed of these basic words. Thus, if really the aim of teaching vocabulary is to help students use the English language efficiently, the target part of the vocabulary they learn should contain the basic words. And such items

should appear in the text-books repeatedly until the students can master them.

2. The number of vocabulary items should be increased to at least 3000 words. And they should be of course from the most frequently used vocabulary of the Standard English.

3. Functional words must be given with the vocabulary lesson. Because if they are found specifically listed down in the texts, teachers and students will give them more importance than when they are simply put in the contexts and passed unmentioned.

4. The selected vocabulary items would be learned very easily if they were graded logically and systematically. Hence, gradation should be from simple to complex items or from easy ones to difficult ones. Similarly a larger number of words could be put in the books of upper grades than the number given in the lower grades.

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APPENDIX

List of the 1119 vocabulary items (excluding Expressional Phrases) in the ENE series for grades 9 to 12. In this list, 'F' refers to level of frequency based on Thorndike and Lorge's Frequency-list, 'C' refers to words-classes such as: noun (n), verbs (v) adjectives (adj) and adverb (adv); 'R' indicates items that have appeared repeatedly from the junior High School vocabulary.

GRADE 9

Vocabulary items	F	C	R	Vocabulary items	F	C	R	Vocabulary items	F	C	R
absorb	24			belittle	1	v		closely	A	adv	
achieve	28	v	R	bellows	2	n		clothes	AA	n	
adequate	15	adj		blacksmith	19	n		collective	4	adj	
alertness	1	n		bit	AA	n		combustion	9	n	
alive	A	adj		bracelets	10	n	R	commission	A	n	
amended	7	v		branches	AA	n		component	3	n	
amusing	12	adj	R	calorie	4	n		compound	22	n	
announce	A	v		cattle	A	n		comrade	26	n	
apparently	A	Adv		cause	AA	n		confuse	25	v	
appetite	24	n		cereals	10	n		constant-	40	adv	
ash	37	n		channel	35	n		contribute	34	v	
assign	24	v		classify	6	v		control	AA	v	R
associate	46	n		claws	23	n		convenient	32	adj	
astronomer	10	n		clay	43	n		coward	22	n	
attack	A	v		clear	AA	v					
available	25	adj		cloth	A	n					

crush	49	v	R	drain	41	v	expensive	28	adj	
crystal- lize	3	v		drift	36	n	exploit	12	v	
cunning	28	adj		drill	21	n	extra	32	adj	
cure	46	n		drive	AA	v	extremely	35	adv	
curious- sity	30	n		drug	24	n	fairly	A	adv	
curious	A	adj		drugstore	L	n	famine	15	n	
damage	32	v		drunken	112	adj	famous	AA	adj	
danger- ous	A	adj		duckmole	L	n	fierce	44	adj	R
date	AA	n		dull	48	adj	fish-hooks	1	n	
deadly	25	adv		eager	39	v	flint	9	n	
deceive	8	v		early	AA	adj	forge	17	n	
define	19	v		effect	A	n	foundation	A	n	
definite	33	adj		efficien- cy	18	n	fraud	10	n	
depose	5	v		emergen- cy	19	n	friction	9	n	
design	A	n		energy	41	n	frighten	27	v	R
desirable	20	adj		enormous	49	adj	frost	41	n	
desire	AA	n		erosion	2	n	function	36	n	
devote	A	v		erupt	L	v	fur	A	n	
diary	9	n		escape	AA	v	further	AA	adj	
diet	27	n		essential	33	adj	gain	AA	v	R
dis- advantage	10	n		establish	A	v	generous	40	adj	R
discover	AA	V		except- tion	31	n	glow	A	v	
disorder	16	n		exchange	A	n	goal	21	n	
disting- uish	35	v		excite- ment	43	n	goods	L	n	
				evidence	A	n	graze	16	v	
							greedy	11	adj	
							guess	AA	v	R

hatch	19	v	interest-	A	adj	neighbour	4A	n	R
head	AA	n	ing			neighbouring	41	adj	R
heap	46	n	irrita-	5	n	nicotine	1	n	
heathern	12	n	tion			nucleus	6	n	
herbage	2	n	itch	5	v	nutrient	2	n	
heard	34	n	join	AA	v R	observe	9	v	
hesit-	10	n	judgment	A	n	occupation	34	n	
ation			juridical	L	adj	official	A	adj	
hide	A	v R	kneel	19	v	operate	43	v	
high-	L	n	lag	9	v	opportunity	A	n	R
lights			leather	A	n	oppose	A	v	R
hoof	26	n	lessen	15	v	oppressed	12	v	
hospitals	7	adj	lighten-	31	n	organ	48	n	
howl	34	v	ing			ornament	30	n	
ignite	2	v	limb	38	n	overcome	33	v	R
ignorant	24	adj	liquor	34	n	overthrow	16	v	
immunity	3	n	lively	36	adj	ox-cart	L	n	
improve	A	v	lose	AA	v	parasite	5	n	R
impurity	4	n	malaria	4	n	participate	8	v	
incon-			mainten-	21	n	particle	17	n	
venient	4	adj	ance			patient	A	n	
indeed	AA	adv	march	AA	v	physician	43	n	
inhale	3	v	melt	A	v R	plague	15	n	
injury	24	n	minimum	13	adj	pole	A	n	
innocent	41	adj	misery	26	n	pond	30	n	
insecti-	L	n	mission	22	n	pour	A	v	R
cide			moderate	29	adj				
insurance	32	n	national-						
intense	18	adj	ize	L	v				
			need	AA	n				

porous	2	adj	residence	26	n	solution	31	n	R
possess	A	v	respectable	13	adj	soat	3	n	
precisely	16	adv	responsible	35	adj	spark	25	n	
prescribe	14	v	retard	5	v	specialize	8	v	
prevent	A	v	reveal	A	v	species	15	n	
primarily	8	adv	revolve	9	v	squad	6	n	
prisoner	A	n	ripe	34	adj	squeeze	18	v	
promote	18	v	roller	11	n	stagger	22	v	
proudly	21	adv	roughly	18	adv	stetho- scope	L	n	
public	AA	adj	rouse	25	n	stimulant	3	n	
purpose	AA	n	ruin	A	v	store	AA	v	
raise	AA	V	R	rum	7	n	strategy	4	n
raw	46	adj	rushing	AA	v	strike	AA	V	R
recall	A	v	rustle	21	v	strip	A	n	
recover	A	v	sacrifice	A	v	suckle	3	v	
recreation	11	n	satisfy	A	V	surgeon	18	n	
reduce	A	v	serious	A	adj	supply	AA	n	R
regularly	19	adv	shade	AA	n	support	AA	v	R
regulating	16	v	shady	AA	adj	surface	A	n	
relx	17	v	shape	AA	v	survival	4	n	
release	37	v	shell	A	n	swamp	29	n	
rely	13	v	shelter	A	n	tactic	7	n	
remote	23	adj	shore	AA	n	tale	A	n	
repellent	L	n	slogan	5	n	terrible	A	adj	R
replacement	1	n	smithes	4	n	tiny	A	adj	

tissue	12	n	anxious	48	adj	bury	A	v	R
toes	35	n	appeal	A	n	campaign	A	n	
topic	19	n	apply	A	v	cash-			
trade	AA	v	approach	A	n	register	L	n	
traffic	36	adj	appropriate	18	adj	capital	A	n	
traitor	21	n	arise	37	v	capitalist	8	n	
transition	7	n	article	AA	n	careless	24	adj	
transmit	9	v	arrange	A	v	carpenter	24	n	
treat	A	v	ashamed	45	adj	catch	AA	n	R
tremend-			assemble	35	v	cellophane	L	n	
ously	6	adv	assist	44	v	cement	17	n	
ability	49	n	attitude	A	n	character	AA	n	
accumulate	17	v	automatical-	9	adv	cheaply	4	adv	
accuse	26	v	ly			check	AA	v	
additional	25	adj	avoid	A	v	cite	10	v	
adjust	18	v	bacteria	8	n	climax	8	n	
admit	AA	V	balancing	A	v	column	49	n	
adult	16	n	balloon	17	n	combine	A	v	R
advanced	AA	adj	beckon	11	v	commodity	18	n	
advantage	A	n	belly	10	n	co-operat-			
advice	A	n	blame	A	v	ion	20	n	R
afford	A	v	blindly	6	adv	co-perat-			
alarming-	A	adv	blouse	9	n	ive	8	adj	R
ly			book-keeping	1	n	competition	28	n	
allow	AA	v	boast	2	v	competitor	10	n	
altitude	14	n	brief	A	n	compress	5	v	
ambition	42	n	build	AA	v	conceive	25	v	
amount	AA	n	bundle	25	n	conclusion	39	n	
			bourgeois	3	n				

condemn	34	v	deliberate	10	v	exhausted	28	adj	R
conscientious	5	adj	deliver	A	v	existence	45	n	
consciously	2	adv	demonstration	18	n	expand	15	v	
consequence	43	n	despatch	18	v	experience	AA	n	
consumption	14	n	detail	A	n	experiment	A v	v	R
continue	AA	v	determination	19	n	experimentation	1	n	
continuous	20	adj	dexterity	4	n	exploitation	2	n	
content	A	adj R	discourage	23	v	express	AA	v	
contribution	19	n R	disguise	23	v	equally	45	adv	
convince	45	v	displace	7	adj	extension	18	n	
corroborate	2	v	distribute	26	v	extreme	38	adj	
corrupt	12	adj	disturbance	15	n	facility	23	n	
courage	A	n	divide	AA	v	factor	35	n	
create	A	v R	droven	1	n	fail	AA	v	
crime	A	n	element	A	n	falsify	L	v	
crises	19	n	emancipation	4	n	fate	A	n	
critical	16	adj	emerge	21	v	fellow	AA	adj	
cultivate	34	v R	employ	A	v	fertilizer	7	n	
cultivator	3	n R	employer	23	n	finished	AA	adj	
culture	23	n	enable	39	v	fitter	L	n	
cure	46	v	engrave	3	v	fix	A	v	
decay	33	n R	enlarge	18	v	fluently	1	adv	
decent	18	adj R	enrich	11	v	folk	A	adj	
decision	46	n	entering	AA	v	force	AA	n	
deep	AA	adj	entitle	25	v	forcibly	5	adv.	
dedication	2	n	environment	13	n	form	AA	n	
			exactly	A	adv	frequently	A	adv	R

fresh	AA	adj	immediate	A	adj	R	let	AA	v
furnish	A	v	imprisonment	19	n		likewise	22	adv
gas	A	n	improvement	40	n		limit	A	v R
general	AA	adj	inaccessible	3	adj		list	A	n
generation	48	n	inaugurate	5	v		livelihood	6	n
giant	A	n	income	46	n		luxury	39	n
gleam	35	v	increase	AA	v		manageable	L	adj
gorge	9	n	incubation	L	n		mankind	31	n
gradually	A	adv	indicate	A	v		manual	6	adj
greed	3	n	initiative	10	n		means	L	n
hamper	8	v	inject	4	v	R	mechanize	1	adj
handsomely	3	adv R	inscription	12	n		mend	26	v
harmony	23	n	insist	A+	v		merit	38	n
harvest	48	v	interruption	8	n	R	misconception	1	n
haul	21	v	involve	44	v		mistake	A	n
heal	27	v	irresponsible	3	adj		mistaken	15	adj
heavy	AA	adj R	jazz	5	n		modesty	7	n
herald	A	v	jennet	L	n		nail	A	v
hereditary	7	adj	jeweler	4	n	R	nitrogen	12	n
hire	A	v	justice	A	n		nod	A	v
hoard	11	v	keen	35	adj		notable	16	adj
hoe	9	v	kerosene	7	n		notice	AA	v R
humanity	21	n	know	AA	v		objective	7	n
humus	2	n	labour	AA	n		obtain	AA	v R
idea	AA	n	lame	29	adj		obvious	23	adj
idle	42	adj	legend	22	n		obviously	20	adv
imitate	15	v R	legume	1	n		openly	18	adv
							opinion	AA	n

order	AA	v		prosper	13	v	R	roll	AA	n
organic	8	adj		prosperity	29	n		roost	A	n
output	17	ll		proud	A	adj	R	rotation	7	n
overall	L	adj		proverb	8	n		rumour	18	n
own	AA	v		provide	AA	v	R	seedling	5	n
ox	32	n		purchase	A	v		seek	AA	v
park	A	v		range	A	n		seize	A	v
particular	A	adj	R	rather	AA	adv		sequel	2	n
periodic	2	adj		realize	AA	v	R	sequence	6	n
permit	A	v		rear	A	n		series	A	n
plant	AA	n		receipt	20	n		serve	AA	v R
plot	36	n		receive	AA	v		setback	L	n
plough	17	v		record	AA	n		severe	38	adj R
plumber	2	n		recover	A	v		sew	34	v
polite	20	adj		reference	24	n		share	AA	ll
potter	7	n		refuse	AA	v	R	shrub	17	n
power	A A	n		relationship	16	n		shy	13	adj
precious	A	adj	R	relative	40	n		skin	AA	v
prefer	A	v		relay	3	n		slipped	A	v
preserve	A	v		repair	47	v		smart	A	adj
pressure	48	n		replace	28	v		sores	38	n
probably	AA	adv		repute	5	n		sort	AA	v
process	A	n		reserve	A	v		sound	adj	n
produce	AA	v	R	restore	49	v	R	sound-barrier	L	n
profit	A	n		resurgence	L	n		spanner	L	n
pronunciation	4	n		revive	17	v		spray	22	n
property	A	n	R					stage	A	n R

stake	29	n	transform	17	v	weakness	37	n
start	AA	v	transmitted	9	v R	weaver	7	n
state	AA	n	transport	28	v	weld	5	v
statement	A	n	treacherous	11	adj	well	AA	adv
stock	AA	n	treat	A	V	wisely	14	adv
stop	AA	v	treatment	41	n	yield	A	n
stop	AA	v	tremendous	28	adj			
strap	15	n	trial	A	n			
stream	AA	n	tribunal	9	n			
strewn	7	v	triumph	41	n			
strive	19	v	truss	2	n			
subdued	18	adj.	trust	AA	n R			
subhuman	L	adj	tube	32	n R			
submission	8	n	turnover	2	n			
successful	A	adj	typical	16	adj			
sunlight	32	n	ultimate	12	adj			
supervise	5	v	undersell	1	v			
suppose	AA	v	unknown	A	adj			
surely	A	adv	unskilled	3	adj			
surplus	16	n	unusual	36	adj			
tailgate	L	n	vacation	33	n			
technique	6	n	veteran	18	adj			
terrain	L	n	vibration	10	n			
till	AA	v	wander	A	v			
through	A	adv	waste	AA	v			
thereafter	14	adv.	watch	AA	v			
total	A	adj	wave	AA	n			

[illegible]

excessive	12	adj.	harbour	A	V	leach	1	v
exclaim	A	v	haunt	27	v	levy	11	v
executive	31	n	hazardous	3	adj	liable	11	adj
expend	8	v	heart	AA	n	litter	12	n
extent	47	n	heartburn	L	n	lodge	48	v
extremely	10	n	heave	18	v	luggage	10	n
facilitate	6	v	hinder	13	v	lull	11	v
faint	A	adj	host	45	n	maggot	3	n
favourite	A	adj	hostile	20	adj	marine	17	adj
fibre	1	n	R hypnotize	2	v	mask	17	n
figure	AA	n	illusion	10	n	matter	AA	v
filth	4	n	R immerse	3	v	meal	A	n
flay	2	v	implement	13	n	mill	A	n
flexibility	1	n	impose	23	v	mobility	2	n
flush	23	n	impregnation	2	adj	muscle	35	n
foliage	12	n	infest	5	v	nest	A	n
forbid	29	v	inflammation	2	n	niece	10	n
foster	9	v	inflammable	3	adj	observe	A	v
fragrance	12	n	ingredient	11	n	ointment	5	n
frustration	1	n	inherently	4	adv	onslaught	2	n
fuse	7	v	install	16	v	operation	A	n
gasp	29	v	instil	2	v	outgoing	1	adj
grimace	2	n	item	26	n	outgrow	2	v
grip	35	v	intend	A	v	overt	1	adj
guard	AA	n	invasive	L	adj	awe	A	v
handier	10	adj	landing	6	n	pane	11	n
handle	A	v	lasting	13	adj	panic	19	n
			laxative	L	n	parting	6	n

pave	14	v		ruthless	5	adj		strain	A	n
performance	35	n		safeguard	10	v		strip	A	v
persistent	10	adj		sale	A	n		stroll	16	v
pest	6	n		scraper	2	n		subjection	4	n
pith	3	n		scribe	3	n		subsequent-ly	13	adv
platform	35	n		scroch	L	v		subsistence	4	n
policy	A	n		scrutinize	4	v		successive-ly	3	adv
pony	32	n		secretion	3	n		susceptible	5	adj
poor	AA	adj		senior	10	adj		tanning	4	n
post	AA	n	R	sharp	A	adj		tape	8	n
pounded	AA	v		scatter	10	v		textile	9	n
prematurely	1	adv		sigh	A	n		texture	6	n
presently	A	adv		sharp	AA	n		trying	14	v
pretext	4	n		skim	13	v		uncomfortable	15	adj
prevail	36	v		slip	A	v		undermine	4	v
prolong	18	v		smother	10	v		unique	14	adj
protrude	4	v		sob	36	v		unwound	L	v
pupil	A	n		solid	42	adj		vague	20	adj
quiver	27	v		sovereignty	8	n		vaporize	L	v
racial	7	adj		spell	44	n		vigorous	19	adj
rage	49	n		split	26	v		weed	34	n
relatively	13	adv		spot	AA	n	R	weld	5	v
reprimand	2	n		sprinkle	24	v		welder	11	n
require	AA	v		sputum	L	n		wilt	23	v
reservation	17	n		stack	11	n		wit	A	n
resolve	39	v		stamina	L	n		withstand	9	v
respite	4	n		stationery	7	n				

GRADE 12

abandon	38	v	colleague	8	n	discarded	14	adj
accelerate	3	v	combating	18	v	discord	6	n
adder	2	n	commitment	1	n	discretion	9	n
adherence	2	n	compose	7	v	dogmatic	2	adj
aggressive	7	adj	conceit	5	n	don	18	v
alarming	A	adj	cone	7	n	downing	AA	v
allergic	L	adj	confine	29	n	draft	30	n
amok	L	n	confrontation	15	n	drilling	21	v
anesthetic	1	n	considerate	4	adj	duration	6	n
apron	17	n	contingent	2	adj	earnest	29	adj
aptitude	2	n	contract	3	v	elimination	4	n
ascertain	10	v	convert	25	v	endeavour	32	n
asphalt	5	n	cork	11	v	engender	3	v
astonishing	13	adj	cosmetics	2	n	enroll	6	v
attain	30	v	course	AA	v	ensure	2	v
awkwardness	2	n	crack	48	n	envisage	L	v
barbarous	80	adj	crater	4	n	epidemiologist	L	n
blaring	2	n	crook	10	n	equipping	21	v
blemish	4	n	crux	2	n	essence	8	n
blunt	9	v	crescent	6	adj	ethnographer	L	n
brand	23	adj	culprit	4	n	faded	41	adj
brood	26	n	dainty	17	adj	fanatic	3	n
cast	A	v	dedicated	12	adj	fatal	27	adj
categorically	L	adv	denounce	11	v	firm	A	n
celebrated	21	adj	dermatologist	L	n	forage	5	v
chronic	3	adj	deteriorate	2	v	fulfil	21	v
cinder	6	n	diagnosis	3	n	fundamental	22	adj
collaboration	1	n	diligent	5	adj	furnace	29	n
						fury	29	n

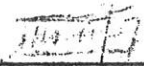
generator	2	n	intruder	6	n	perish	32	v	
genuine	19	adj	jogged	2	n	physiotherapy	L	n	
giddy	6	adj	jar	43	n	pinch	20	n	
glorious	44	adj	jerk	18	v	pose	10	v	
grounds	AA	n	ketchup	L	n	potential	8	adj	
gulps	8	n	malignancy	2	n	prestige	7	n	
haphazard	2	adj	malignant	4	adj	product	A	n	
hermetically	L	adv	manuscript	12	n	profusely	2	adv	
holocaust	L	n	match	A	v	proximity	2	n	
hum	20	n	mate	48	v	prognosis			
hypnotherapy	L	n	mature	17	adj	psychic			
ignore	17	v	metabolism	1	n	purulent	2	adj	
immersion	1	n	meteorologist	L	n	quarter	AA	adj	
impact	4	n	mint	13	n	raid	11	v	
implementing	L	v	molten	8	adj	realm	28	n	
imposing	6	adj	motion	A	n	rear	A	*	
impulse	26	n	mould	13	n	R	resolutely	6	adv
immure	L	v	neurosis	L	n		resourceful	1	n
incessant	5	adj	nodule	1	n		retinue	3	n
incident	29	n	nuptail	5	adj		reviving	17	v
inconceivable	3	adj	obscuring	16	v		routine	15	n
incorporate	11	v	optimum	L	adj		rudimentary	2	adj
inflammatory	1	n	overhaul	3	v		samovar	L	n
initiate	4	v	ovipositor	L	n		scale	A	n
initiative	10	n	pacify	3	v		seal	45	v
inspiration	18	n	partake	7	v		seasoning	3	n
intently	8	adv	pellet	2	n		seours	A	v
							senseless	7	adj

shrink	14	v	unwary	2	adj
simultaneous-ly	8	adv	ventilate	3	v
sketch	25	n	vista	4	n
sombrero	L	n	vow	37	v
spa	L	n	wavering	14	v
specimen	14	n	whet	2	v
spoil	A	n	whirling	3	v
status	9	n	withered	18	v
step	AA	n	yeast	7	n
sterilize	3	v	<u>N.B.</u> Repeated items in grade 12 from the junior High School vocabulary are normally 6 in number. But here only 4 of them are indicated because the other two over- lap with the items that are repeated in other grades.		
streaming	AA	v			
stuffed	A	adj			
stuffy	3	adj			
suffice	16	v			
supplementary	12	adj			
tenacious	2	adj			
thrusting	40	v			
tower	A	v			
tranquilizer	L	n			
transplanting	4	v			
trim	42	v			
troop	A	n			
ulcer	1	n			
umpire	3	n			
underlying	4	v			
urge	A	v			
utopian	1	n			

D E C L A R A T I O N

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

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