

**ADDIS ABABA UNIVERSITY  
INSTITUTE OF LANGUAGE STUDIES  
DEPARTMENTS OF FOREIGN LANGUAGE AND LITERATURE  
(GRADUATE PROGRAMME)**

**A STUDY OF VOCABULARY TEACHING TECHNIQUES VIA PLASMA  
TV AND STUDENTS' ATTITUDE TOWARDS THE TECHNIQUES:  
A CASE OF THREE GOVERNMENT HIGH SCHOOLS IN  
ADDIS ABABA WITH REFERENCE TO GRADE NINE**

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**BY  
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## ***Abstract***

*The main objective of this study was to investigate the vocabulary teaching techniques via plasma TV and the students' attitude towards the vocabulary teaching techniques. The rationale behind this is that attitude has a great potential to determine students' effectiveness in vocabulary learning.*

*The subjects of the study were grade nine students of three government high schools in Addis Ababa. They were selected randomly from three high schools in three different sub-cities in Addis Ababa.*

*To this effect, both qualitative and quantitative data were gathered through questionnaire. Observation was made on the plasma TV lesson, classroom teachers' role and also to students' reaction during the vocabulary lesson via plasma TV. In order to gather additional data and to triangulate the data obtained in observation and questionnaire, interview was also conducted with 12 students taken from the six sections based on their willingness. Besides, the plasma guide was analyzed so as to examine the emphasis given to vocabulary and the techniques employed.*

*The analysis of plasma guide and the result of students' interview showed that vocabulary was given due emphasis. Unlike in the previous trend, in plasma TV, vocabulary is being taught through different techniques. The implementation of PTV (Plasma TV), however, seems to have problems in teaching vocabulary using various techniques. Lack of direct relationship between the words intended and the techniques, the pace of Plasma TV, lack of sufficient time to accomplish tasks and activities, lack of adequate assistance from classroom teachers and so on were found to be the major problems. Based on the findings it can be concluded that students have negative attitude towards the accuracy of techniques such as, pictures, realia, actions, gesture, the time allotted, the assistance of classroom teachers and so on.*

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Vocabulary is an important aspect of a language that plays a significant role in learning language (Coady and Huckins, 1997). Coady and Huckins further state that vocabulary is central to language which plays significant role in language learning. Concerning this, McCarthy (1990:151) also states:

*No matter how well the students learn grammar, no matter how successful the sounds of the target language are mastered, without words to express a wide range of meanings, communication in the target language just cannot happen in any meaningful way.*

Similarly, Wilkins (1986) argues that without grammar a little can be conveyed, but without vocabulary nothing can be conveyed. Moreover, Wallace (1982:10) points out that “not being able to find words you need to express yourself is the most frustrating experience in speaking another language”. Generally speaking, for both receptive and productive purposes foreign language learners must develop a great deal of vocabulary knowledge to make sense of what they hear, read and express themselves (Harmer, 1991).

From these scholars' view, it seems possible to conclude that vocabulary constitutes a very significant component and plays an important role in learning a foreign language or second language. However, Alemu's (1994) research findings indicate that in our country vocabulary has been ignored in the teaching of English as a foreign language. Atkins et al. (1996) also reveal that vocabulary has been neglected in our country in the previous trend of teaching English a foreign language. Furthermore, Dessie (1988), Jeylan (1999) confirm the fact that vocabulary has been a less emphasized language aspect and insignificant time has been allotted to its teaching.

Many scholars suggest that the teaching of Vocabulary items should be emphasized. Vocabulary items are best learned when presented through techniques which are appropriate enough and interesting to student (Harmer 1991; Atkins et al, 1996).

However, in cases where there was vocabulary its teaching has been incorporated into other sections such as, grammar, listening and reading (Jeylan, 1999). Scholars such as, Harmer (1991); Carter and McCarthy (1988), however, criticize incorporating the teaching of vocabulary into other classes. It is hazardous because once it is adapted as a trend, students' attitude towards the usefulness of vocabulary teaching and learning would be changed negatively (Carter and McCarthy, 1988). In our country, very recently, effort has been made with the aim of improving the quality of education, that is, a shift from the traditional, classroom teacher dominated situation to Satellite technology using, plasma display panel (Amina, 2004).

## **1.2 Statement of the Problem**

Ethiopia is one of the developing countries which have made a very encouraging effort in the expansion of information communication technology in the field of education (Amina, 2004). By generating interest and motivation, televised instruction can foster a climate for successful learning (Willis, 1995). Willis further puts that modern technology, particularly satellite TV could make considerably important shifts in education. Likewise, Heinich et al. (1996) express that Satellite TV instruction offers powerful possibilities for improving the teaching learning process. Heinich et al. (1996) add that with the coming and advent of up-to-date instructional tools, the media and technology for learning has characterized the period. They further state that technology, especially in terms of digital electronics dominated not only the world of work and leisure but also the world of education as well.

Instructional media and technologies for learning provide us with the tools to engage students powerfully in the learning process, out of all instructional technologies, TV, especially satellite TV instruction is the latest and contemporary one (Jones, 1999; Hendry 2001). Instructional satellite TV enhances and facilitates language learning (Briton, 2001; Oxford et al, 2001).

The researcher, I, had an opportunity to see the actual transmission of plasma TV and noticed that vocabulary teaching via plasma has got some problems. The practice of teaching vocabulary via plasma is new to our country. Plasma presents new words using techniques such as, pictures, real objects, actions, gesture etc. However, there are some conspicuous problems in plasma display panel teaching vocabulary through these techniques.

One problem of vocabulary teaching via plasma is that some of the techniques that the plasma uses to teach new vocabulary items are not accurate to put across the intended meaning of the vocabulary items under discussion. Many research educators, however, Atkins et al. (1996) argue that for vocabulary learning to be effective, the techniques used and the activities, practices designed should be well-known to learners. Because of the lack of direct relationship between the new words and the vocabulary teaching techniques (such as, pictures, real objects, actions, gestures and mime .) used by plasma TV, students almost can not figure out the exact meaning of the intended words. The intended meaning of the words that the students are meant to learn and the technique utilized so as to facilitate comprehension in most cases are unrelated. Another related problem in teaching vocabulary through these techniques is that the techniques have the potential to divert students' attention right from the meaning to the actions, picture, gestures and the likes. Students usually do not consider them as vocabulary teaching techniques; instead they would like to enjoy watching what is going on (Example, the pictures, actions and so on.) in the presentation of the vocabulary items through these techniques.

The other problem in teaching vocabulary via plasma is lack of sufficient time to carry out activities (example, accomplishing tasks, practicing words and interacting with words, getting classroom teachers' assistance and so on). For vocabulary learning to be effective, learners should be active and encouraged to interact with the words during the presentation (Atkins et al., 1996). However, plasma simply presents the new words. Harmer (1991) also states that interactive environment is needed for the effectiveness of vocabulary learning. In most cases plasma does not create an interactive environment where students learn actively. Taylor (1990) confirms the desirability of getting students to interact with the new words rather than just learn them.

In addition, classroom teachers complain that in teaching vocabulary through plasma is deficient in creating favorable atmosphere where classroom teachers play significant role in facilitating the teaching-learning process. Nevertheless, scholars argue that the effectiveness of plasma education highly depends on classroom teachers' effort. The effectiveness of the educational satellite TV program depends on the efforts made by the classroom teachers (EMA, 1996). Regarding this, Donghue (2003:47) states "... without the direct involvement of the classroom teachers the TV lesson will be lifeless..."

As far as local researchers are concerned, Alemu (1994) conducted on high school teachers' attitude towards an awareness raising approach to vocabulary teaching. Alemu's (1994) work emphasizes on the attitude of teachers towards communicative and task-based approach to vocabulary teaching and learning, the problem that teachers face in using the approach. The present study, however, investigated the common vocabulary teaching techniques via plasma and determined the students' attitudes towards the vocabulary teaching techniques via plasma TV. It also examined the role of classroom teachers in providing the necessary assistance before, during and after the lesson. The only thing which makes the present study similar with Alemu's (1994) is that both were concerned about the emphasis given to vocabulary teaching relative to other skills.

The present study is different from his study by its emphasis, that is, he focused on the attitude of teachers towards task-based approach to vocabulary teaching. On the other hand, this study focused on the vocabulary teaching techniques via plasma TV and students' attitude towards the techniques.

Another local research conducted on vocabulary is Dessie (1988). He studied the effectiveness of modern vocabulary teaching methods and the extent to which they were implemented in freshman English courses. His study identified whether the methods facilitate comprehension and to what extent they were applied in freshman English courses. In contrast, the present study is different from his for the reason that this research focused on the vocabulary teaching techniques via plasma and students' attitude towards the techniques. There is also a difference in emphasis, time and place between these two studies.

Besides, one huge difference between most of the previous studies and the present is that the present study is undertaken on plasma TV instruction. Thus, the researcher believes that this study fills the gap.

### **1.3. Objective of the Study**

The general objective of this study is to investigate the vocabulary teaching techniques via plasma TV and students' attitudes towards these vocabulary teaching techniques. This study seeks to:

- Investigate whether vocabulary gains due emphasis like other skills.
- Find out the common vocabulary teaching techniques via plasma display panel.
- Determine students' attitude towards the vocabulary teaching techniques.
- Identify the assistance of the classroom teacher during the display.

To achieve the objectives mentioned above, the study answers the following research questions:

#### **Research Questions**

1. What attention does vocabulary gain relative to other skills?
2. What are the common vocabulary teaching techniques via plasma display panel?
3. What attitudes do students have towards the vocabulary teaching technique through plasma TV?
4. Do classroom teachers provide the necessary assistance during the transmission?

### **1.4. Significance of the Study**

The researcher believes that the findings of this study will show the vocabulary teaching techniques via plasma and suggest students' attitudes towards the techniques. They could also indicate some ways in which the vocabulary teaching techniques are improved taking in to account the needs and interests of the students. Besides, trainees or any interested individual can use it as a reference concerning the prevailing problems in teaching vocabulary via plasma and students' attitudes. Moreover, curriculum designers find it important while designing the program to consider for adaptation according to the needs and interests of the students.

## **1.5 Scope of the Study**

The delimitation of this study covers government high schools in Addis Ababa particularly grade nine. Particularly, the study focused on grade nine students of three government high schools in Addis Ababa. The study was carried out on 160 students who were selected through simple random sampling.

## **1.6. Limitation of the Study**

Due to various constraints, this study could not be carried out at a wider and vaster range mainly because of time, money and relevant materials. It was limited to a sample study of three high schools in Addis Ababa with special reference to grade nine. One of the data gathering instruments designed was observation. It was to be conducted during the actual transmission of the plasma TV on the vocabulary teaching techniques, the classroom teachers' role and the students' reaction. It was designed to be made on each of the six sections selected for the study during the plasma transmission. To carry out observation to many sections within a single transmission is almost impossible. Thus, this fact confined the researcher to three high schools and 160 students selected from these sections. Initially, the researcher planned to make as many observations as possible, but due to the frequent interruption of the transmission (example, examination and national census) limited to only two observations. Lack of money and skill to use video while conducting observation was the other potential constraint.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Vocabulary in Language Learning**

In foreign language teaching, vocabulary has been neglected for a long time; due attention has been given to 'structures' and then to the teaching of 'function' (Taylor, 1990). Similarly, scholars such as Carter and McCarthy (1988); Oxford and Scarcella (1994) confirm the fact that vocabulary teaching has been neglected. However, according to scholars such as, Coady and Huckins (1997) vocabulary is the most important aspect of a language and of a critical importance in language learning. It is also asserted that words are essential to convey meaning and without the use of words conveying a complete meaning would not be possible (Wilkins, 1986). For both receptive and productive purposes foreign language learners have to develop a great deal of vocabulary knowledge (Harmer, 1991). In addition, Wallace (1982) mentions that word knowledge is very essential in language learning. Wallace further explains that learning a foreign language for the most part is a matter of learning the vocabulary of that language. Regarding this, (Harmer, 1991:153) states "If language structures make up the skeleton of language then, it is vocabulary that provides the vital organs and flesh. An ability to manipulate grammatical structure doesn't have any potential for expressing meaning unless words are used."

As Harmer (1991) pointed out above, without the use of words communication is not possible, even grammatical correctness could not guarantee complete meaning and communication. Harmer (1991:153) further notes that a student who says 'I have seen the professor yesterday' is committing one of the serious tense mistakes, but he/she will still be understood as having seen the professor yesterday.

Therefore, from the above scholars' views, it is possible to conclude that vocabulary is the most important component of a language that plays a critical role in language learning.

## **2.2 What Does Knowledge of Vocabulary Involve?**

Harmer (1991) argues that native speakers or competent users of the language know how to say a word; they also know the lexis or vocabulary of a language. They also know what the word means, the connotations of the word (Harmer, 1991). Knowing a word means having knowledge of different aspect of that particular word (Taylor, 1990). For example, scholars such as, McCarthy (1990); Taylor (1990); Wallace (1982) states that word knowledge involves knowing its different meanings, its associations, its metaphoric and idiomatic use. And also, its correct spelling, pronunciation etc. The following are aspects that vocabulary knowledge involves:

### ***2.2.1 Meaning***

According to Harmer (1991) the first thing to realize about vocabulary is that words frequently have more than one meaning. The word "book", for example, according to one learner's dictionary refers to more than eight meanings (Harmer, 1991). So, we have to say that the word 'book' sometimes means the kind of thing you read from, but it can also mean a number of other things. Harmer (1991: 156) further points out that when we come across a word, then, and try to work out its meaning we will have to look at the context in which it is used. For example, If we come across a woman arguing at the ticket office saying 'But I booked my tickets three weeks ago' we will obviously understand a meaning of the verb 'book' which is different from a policeman (accompanied by an unhappy-looking man at a police station) saying to his colleague 'We booked him for speeding.' In other words, according to Harmer students need to understand the importance of meaning in context.

Therefore, when we encounter a word then, we have to look at the context in which it is used

### ***2.2.2 Word Formation***

Scholars such as, Harmer (1991); McCarthy (1990); Taylor (1990) state that word formation, how words are formed, is one aspect of knowing a word that learners need to know. According to McCarthy (1990), when we speak of vocabulary of a language we are speaking primarily of the words of that language. Learning words in a language means either freestanding words such as 'laugh', 'make', 'box' etc which can not be subdivided or root words with bound morphemes (McCarthy, 1990). McCarthy further explains that bound morphemes can be attached to the

beginning of words (prefix), or at the end of words (suffix), *re-make* and *laughter* respectively. On the other hand, sometimes by learning words in a language we mean items that consist of more than one root (McCarthy, 1990).

In addition, Taylor (1990) points out that words change their shape and grammatical value. Thus, students should have adequate knowledge of how words are formed. Taylor further argues that knowing the underlying forms of a word and the derivations that can be made form one of the major aspects of knowing a word. For example, the word 'dissatisfaction' has a common prefix denoting opposite (dis), a common noun suffix (ion) and is derived from the verb 'satisfy' (Taylor, 1990). Consistent with Gairns and Redman (1986), there are three main forms of word-formation which are characteristics of English; *affixation*, *compounding*, and *conversion*. They further clarify *affixation* as the process of adding prefixes and suffixes to the base item. By the affixation process, items can be modified in meaning and changed from one part of speech to another. For example, to the base form of 'man', we can add prefixes and suffixes in the following way: *manly*, *unmanly*, and *unmanliness* (Gairns and Redman, 1986)

The other form of word formation is *compounding*, it is the formation of words from two or more separate words. The three different types of compounds are: *adjective compound*, (e.g. hard-working, time-consuming), *verb compounds* (e.g. to baby-sit, to sight see), and *noun compounds*. *Conversion*, also known as zero affixation, is the third form of word-formation. It is the process by which an item may be used in different parts of speech without changing its form: e.g. *we have first had a lovely swim* (noun). *I can not swim very well.* (Verb)

### **2.2.3 Word Use**

The meaning of a word can be changed or limited by how it is used and this is something students need to know about (Harmer, 1991). Concerning word use, Harmer (1991:157) state the following:

*Word meaning is frequently stretched through the use of metaphor and idioms. We know that the word 'hiss', for example, describes the noise that snakes make. But we stretch its meaning to describe the way people talk to each other ("Don't move or you're dead", she hissed"). That is a metaphorical use at the sometime we can talk about treacherous people as snakes (He is a real snake in the grass) 'snake in*

*the grass' is a fixed phrase that has become an idiom like countless other phrases such as (raining cats and dogs; putting the cat among the pigeons, 'straight from the horses mouth', etc.*

From what is stated above, it can be deduced that the way words are used, whether metaphorically or idiomatically may change the common and usual meaning of words.

#### **2.2.4 Word Grammar**

Many scholars argue that vocabulary items may have unpredictable change of form in certain grammatical context, for instance, McCarthy (1990); Taylor (1990); Ur (1996) view that Words change according to their grammatical meaning. As pointed out above, words change their grammatical meaning; the use of certain words can also trigger certain grammatical patterns. With reference to this, Harmer (1991:157) states as follows:

*Verbs trigger certain grammar too. 'Tell' is followed by an object + to + infinitive, for example, ('He told her to wake him up at six') and so is 'ask'. But 'say' doesn't work in the same way. Knowing modal verbs like 'can', 'must', etc also means knowing that these verbs are followed by a base infinitive without 'to'. When students don't have this kind of knowledge, they come up with erroneous sentences which all teachers instantly recognize. E.g. 'He said me to come'. 'I must to go', etc.*

In the above quotation, Harmer argues that some verbs generate the use of certain grammatical structure. Accordingly, the uses of different verbs necessitate different grammatical structure such as, the case of "Tell" and "Ask" in the above example.

#### **2.2.5 Pronunciation**

Cook (2001) reveals that to fully know a foreign language word includes the learners' ability to pronounce it in a recognizable way. In the same way, Ur (1996) expresses that learners ought to know the pronunciation of a given word. In teaching vocabulary of a language, correct pronunciation should be taught so as to help learners attain the complete mastery of a given word (Wallace, 1982). It is true to many scholars that English language is characterized by the complex rules of pronunciation; Words which are quite different in their forms are pronounced the same way. Besides, there is confusion in distinguishing between the pronunciation of words with short vowels and long vowels. Regarding this, Wallace (1982) further clarifies that learners are usually

puzzled by words which have very different forms but are pronounced identically. For example, *genes/jeans*, *break/brake* have different forms but are pronounced the same way. Similarly, words such as, *bought*, *taught*, *though* are very similar in forms but pronounced differently. As this fact makes the rules of English language so complex, occasionally it leads the students to develop negative feelings towards learning words of English. More important, there is also sound confusion such as, /i/ and /i:/ which cause *bit/beat*, *dip/deep*, etc, to be pronounced in the same way(Wallace, 1982). In some contexts such kind of confusion can lead to break down in communication (Wallace, 1982).

### ***2.2.6 Spelling***

Having knowledge of correct spelling of a given word is one aspect of knowing a word that students should be taught (Cook, 2001). Students need to have sufficient knowledge of the correct spelling of those vocabulary items of the language that they are learning (Wallace, 1982). In addition, Ur (1996) points out that learner ought to know the correct spelling of the words that they are learning. Many scholars make clear that lack of correct vocabulary knowledge sometimes causes misunderstanding, for instance, Wallace (1982) reveals that spelling mistake causes misunderstanding. It is the lack of the relationship between the sound and the spelling system which causes problems. Wallace further clarifies that the *or/ar/er* and *able/ible* groups of suffixes, for instance, are pronounced in exactly the same way.

## **2.3 Approaches to Vocabulary Teaching**

Vocabulary can be taught through different approaches. Coady and Huckins (1997) for example, identified two approaches to vocabulary teaching. These are direct and indirect approaches.

### ***2.3.1 Direct Approach***

In a direct approach, according to Coady and Huckins (1997), attention is given to explicit vocabulary teaching. There may be vocabulary lessons where periods are set for the study of vocabulary. In this approach, there will be explicit vocabulary exercises, which may include word building exercises, matching words with various types of definitions, studying vocabulary in context etc (Coady and Huckins, 1997).

### ***2.3.2 Indirect Approach***

In an indirect approach, teaching explicit vocabulary is often not the main goal of the teaching-learning process (Coady Huckins, 1997). They further state that in indirect approach vocabulary is taught indirectly through activities like listening to stories, information gap activities and group work.

## **2.4. Teaching Vocabulary**

Harmer (1991) argues that in teaching vocabulary students' involvement with words and getting the right kind of exposure is likely to help students to learn and remember the words that they are learning. Harmer adds that if students are provided with opportunities to practice these words, then it is possible that the students will learn and remember some or all of them. In addition, Rivers (1980) points out the importance of interaction with words; vocabulary learning should be active and learners are involved in interaction with the words. Harmer (1991) recommends that interaction with words and discovery techniques are the two important techniques.

### ***2.4.1 Interaction with Words***

Regarding the significance of interaction with words, Rivers (1980:462) states "vocabulary can not be taught. It can be presented, explained, included in all kind of activities, but it must be learned by the individual" (Harmer, 1991) also mentions that in teaching new vocabulary items, provoking relationship between students and the words we teach would be important. Furthermore, Harmer (1991:160) points out:

*Experiments on vocabulary seem to suggest that students remember best when they have actually done something with the words they are learning. There is a definite advantage in getting students to do more than just repeat them. Tasks such as changing them to mean their opposites, making a noun adjective, putting words together, etc help to fix the words in the learners' minds.*

As Harmer pointed out above, it seems important that we should get students interact with the words we teach so that they can easily remember and grasp the meaning.

### ***2.4.2 Discovery Techniques***

Discovery techniques, where students have to work by themselves on word meaning rather than being given everything by the teacher are the best techniques in the intermediate and above level (Harmer, 1991). Harmer further argues that this discovery technique allow students to activate their previous knowledge and to share what they know. In addition, Harmer (1991) put a concluding remark “engaging the learner...is essential to any activity that is to have a high learning yield.”

## **2.5 Vocabulary Teaching Techniques**

For a long period of time in foreign language teaching, vocabulary has been neglected; a great emphasis has been given to ‘structures’ and then to ‘functions’ (Taylor, 1990). Taylor further points out that course books have been designed in such a way that they reflect the underlying teaching principle. However, the situation has been changed and many of the course books began to include word study sections. Nevertheless, teachers at that time were not aware of the methodologies for introducing and consolidating new vocabulary items (Taylor, 1990). Scholars underscore the use of techniques in presenting new words. For example, Atkins et al. (1996) suggest the significance of teaching new words through techniques. Besides, Harmer (1991) states that vocabulary lesson needs a careful presentation; vocabulary teaching is clearly more than just presenting new words. The following are the major vocabulary teaching techniques:

### ***2.5.1 Realia***

According to Harmer (1991), the teaching of new words that name portable objects can be facilitated by bringing the things that they refer into the classroom. Ur (1996) is the other scholar who expresses the role of real objects in facilitating the presentation of new vocabulary items. In addition, Harmer (1991:161) reveals "One way of presenting words is to bring the things they represent into the classroom- by bringing’ realia’ into the room. Words like ‘postcard’, ‘ruler’, ‘pen’, ‘ball’, etc can be presented in this way".

### **2.5.2 Pictures**

Pictures cut from magazine, brochures and catalogue may be useful in presenting the abstract, conceptual and complex vocabulary (Celce-Murcia, 1991). Another scholar, Ur (1996) also agrees with the significance of pictures in teaching vocabulary items. Similarly, Harmer (1991:161) reveals the importance of pictures “Bringing a pen into classroom is not a problem. Brining a car, however, is. One solution is the use of pictures.” Pictures can be used to present the meaning of objects which are not portable enough to bring into the classroom. According to Harmer (1991) pictures can be board drawings, word pictures, charts, flashcards, magazine pictures and any other visual representation. Harmer further explains that Pictures can be used to explain the meaning of new vocabulary items even they can illustrate concepts such as *above* and *opposite* just as easy as *hats, coats, cars* etc.

### **2.5.3 Mime, Action and Gesture**

Mime can easily convey an action or a concept like pictures, real objects etc (Cele-Murcia, 1991). According to Celce-Murcia (1991) these important vocabulary teaching techniques mime, action and gesture can be used by the teacher to show the meaning of words and to illustrate the situations in an unforgettable way. Harmer (1991:161) states the role of mime, action and gesture as follows:

*It is often impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions, in particular, are probably better explained by mime. Concepts like running or smoking are easy to present in this way; so are ways of walking, expressions, prepositions ('to', 'to wards', etc. ) and times ( a hand jerked back over the shoulder to represent the past, for example).*

Likewise, Gairns and Redman (1986) add that mime and gesture are often used to supplement other vocabulary teaching techniques.

### **2.5.4 Translation**

As Gairns and Redman (1986) mention, translation can be very effective way of teaching vocabulary meaning. Likewise, Wallace (1982) points out that translation into mother tongue equivalent can save valuable time that might be spent on largely unsuccessful explanation in English and it can be very quick way of presenting words. Gairns and Redman (1986) on the



contrary suggest that translation may not usually convey the exact meaning of an item. Accordingly, the big problem with translation is when students use their mother tongue as a means to bridge the gap between the target language and continue using the mother tongue. Concerning this, Harmer (1991:162) argues "... it is not always easy to translate words; in the second place, even when translation is possible, it may make it too easy for students by discouraging them from interacting with the words"

### ***2.5.5 Explanation***

From the lower intermediate stage onwards, explanation is a better technique in teaching vocabulary (Wallace, 1982). This can be done by using synonym words and explaining in the target language. Explanation technique is mostly used when students who have been taught by the translation technique fail to understand the new word or phrase being explained (Wallace, 1982).

### ***2.5.6 Definition***

Definition is another vocabulary teaching technique; Wallace (1982) reveals that definition is the simple vocabulary teaching technique as the definition of the new vocabulary is simply given. Many researchers argue that definitions in the target language can be used effectively if they are expressed in terms that are better known or more easily guessed. Harmer (1991:162) also asserts the significance of definition "Explaining the meaning of vocabulary items can be very difficult, especially at beginner and elementary levels. But with more intermediate students such a technique can be used".

### ***2.5.7 Contextual Guess***

Many Scholars put forward that contextual guess is an excellent vocabulary teaching technique. For example, Harmer (1991:24) states "if we really wants to teach what words mean and how they are used, it is better that we show them being used, with other words in context."

According to Harmer, when students learn words in context, they are likely to remember and have a better picture of these words than being presented in isolation. Several other scholars, such as Gairns and Redman (1986); Carter and McCarthy (1988); Wallace (1982) also put forward

contextual guess as a vocabulary teaching technique which involves the use of the context in which the words appears to derive an idea of its meaning or to guess from the word itself. The most common one is substitution of nonsense word for a particular item in order to make the students' focus on the context to decide exactly what is being substituted (Gairns and Redman, 1986). Moreover, Nuttal (1982), Celce-Murcia (1991) describe contextual guess as a crucial vocabulary teaching technique that helps in vocabulary presentation. Atkins et al. (1996) also state that teaching new words in context is very helpful to assist learners understand the meaning of new words.

### ***2.5.8 Word Relations***

According to Ur (1996); Harmer (1991), whole-part or part- whole relations are useful in vocabulary teaching. Ur (1996) reveals that the uses of general and specific word relations expand the concept of word through 'mind map' techniques in the way students' easily visualize the list of words in order to put into different groups. Ur adds that whole-part relations are best used in order to create 'vocabulary network' which students match words with pictures or use in word fields. Tree: trunk, roots, branch, flowers, etc are the examples. Gairns and Redman (1986) underscore the importance of part-whole relations by taking picture such as part of the face: forehead, eyebrow, eye, etc and Kitchen utensils: frying pan, knife, teapot etc in order to show how to teach words effectively through this technique.

### ***2.5.9 Sense Relations***

Sense relation is another technique used to teach vocabulary based on word meaning relations. According to McCarthy (1990), sense relation refers to the semantic relationship that exists between words. There are facts about meaning; words have meanings in relation to other words (Harmer, 1991). Similarly, Ur (1996) elucidates that meaning relationship refers to how the meaning of one item relates to the meaning of others. Celce-Murcia (1991) also suggests that a common way to present the meaning of new target word is to relate it to another word that the students already know. Many scholars recommend that the teaching of new vocabulary items can be organized around sense relationship rather than in isolation. Scholars such as Yule (1985); Gairns and Redman (1986); Lyons (1995); Atkins et al (1996) put forward synonymy, antonym and hyponymy: sameness, oppositeness and inclusion respectively as the main meaning relationships.

### **2.5.9.1 Synonymy**

Ur (1996:62) cites “synonyms are items that mean the same or nearly the same.” Accordingly, *clever, bright, smart* are the synonyms of *intelligent*. In the same way, Gairns and Redman (1986); McCarthy (1990); Harmer (1991) point out that synonyms are words which have the same meaning. Yule (1985) cites pairs like ‘*broad/wide*’, ‘*hide/conceal*’, and ‘*answer/reply*’ as examples of synonyms. Although there might exist meaning sameness between words, the two words would not be exactly the same and it is also almost impossible to find two words which have exactly the same meaning (Gairns and Redman; 1986; McCarthy, 1990 Harmer, 1991). Nevertheless, Synonyms can be applied easily and efficiently to present the meaning of unknown words (Gairns and Redman, 1986).

### **2.5.9.2 Antonyms**

“Antonyms are items that mean the opposite; *rich* is an opposite of *poor*” (Ur, 1996:62). There are three types of antonyms: gradable, non -gradable and converse.

Gradable antonyms are antonyms which can be used in comparative constructions (Yule, 1985). Pair of words such as ‘*big/small*’, ‘*happy/sad*’, ‘*hot/cold*’, ‘*old/young*’ are examples of gradable antonyms since we can possibly say ‘*bigger than*’ or ‘*smaller than*’ (Yule, 1985). , In addition, the negative of one member of the gradable pair does not necessarily imply the other. For instance, if we say that *cat* is not young, we do not have to mean that *cat* is old (Ibid). Another important thing about gradable antonyms is that words may have different opposites in different contexts, e.g. ‘*hard/easy*’ exam, ‘*hard/soft*’ chair, and ‘*hard/gentle*’ person etc (Yule, 1985). Although gradable antonyms are quick and efficient techniques of explaining the meaning of new words, their use require great concern (Atkins et al, 1996).

The second type of antonyms is non-gradable which represents the real oppositeness (Gairns and Redman, 1986). Unlike gradable antonyms, non-gradable antonyms cannot be used in comparative degree, and if one of the pairs is applicable then the other cannot be (Gairns and Redman, 1986). For example, if human being or animal is male, then clearly it cannot be female. Pairs like ‘*male/female*’, ‘*dead/alive*’ etc can be taken as non- gradable antonyms to teach vocabulary items.

The last type of antonym, *converse* according to many scholars, is a type of antonym where one member of the pair shows the converse relation referred to by the other member. Yule (1985); Lyons (1995) advise the use of converse in the teaching of words. For instance, Wilkins (1982:126) explains converses by giving example, 'parent/child', 'buy/sell', and 'employee/employer'. Furthermore, Yule (1985) discusses the term reverse to indicate the relationship between pairs of words such as 'enter/exit', 'pack/unpack', 'raise/lower', and 'dress/undress'.

Moreover, Taylor (1990: 27) says "We should not forget that no true antonyms or synonyms exist; they are merely so in the context in which they occur."

### ***2.5.9.3 Hyponymy***

Hyponym refers to the relationship of inclusion or when the meaning of one form is included in the meaning of another word. Lyons (1977) explains hyponymy as the relation which holds between a more specific or subordinate lexeme and a more general or super ordinate lexeme. For instance, the relation between cow: animal, rose: flower, etc. Hyponymy can be an important organizing principle for vocabulary teaching and learning (Lyons, 1977).

### ***2.5.10 Collocation***

Collocation describes the relationship between words that often appear or go together. In other words, they show the relationship between items when arranged in texts, spoken or written form to enhance vocabulary knowledge (McCarthy, 1990). McCarthy (1990:12) further states "The relationship of collocation is fundamental in the study of vocabulary; it is a marriage contact between words, and some words are more firmly married..." Since languages are full of collocation, pairs, application of collocation can be a vital aspect of vocabulary teaching (McCarthy, 1990). According to Yule (1985) research proves that if you ask a thousand people what they think of when you say 'hammer', more than half will say 'nail', if you say 'table', they say 'chair' and for needle 'they say 'thread,' etc. This statement of Yule tells us collocation as the most systematic ways of organizing words in terms of their frequent co-occurrence.

### ***2.5.11 Games***

There are language games which in the language classroom are a means of creating entertainment and thereby presenting new vocabulary items. These activities can be used in vocabulary teaching in order to arouse interest and promote communication. According to Wallace (1982), for instance, language games can be used to increase motivation and to create conducive classroom atmosphere which enhance effective interaction in the classroom. Atkins et al. (1995) also disclose that games can be very important in teaching vocabulary. Games have great educational value; they help to present new words in a pleasant and entertaining way (Wallace, 1982; Atkins et al. 1995).

### ***2.5.12 Using Dictionary***

Celce-Murcia (1991); Cook (2001) mention the significance of teaching students how to practice the use of dictionaries (bilingual or monolingual). They express that bilingual or monolingual dictionaries may be used in teaching vocabulary very systematically. Rivers (1980) as well states that students have to learn how to find out new words for themselves. Wallace (1982) also says that dictionary assists the learners to be independent of the teacher. Wallace explains that even if bilingual dictionaries are straight forward to use, they make the learners think of only one direction (L1 equivalent); instead of developing the ability to use simple language to explain the word with the target language. On the other hand, monolingual dictionaries initiate the learners to think in the target language to express their ideas and feelings (Wallace, 1982). Besides, as to Wallace monolingual dictionaries help the learners to see how the word can be used in different ways through selected examples.

## **2.6 Attitude and Language Learning**

The definition of attitude, what roles attitude plays in language learning particularly in foreign language learning, the relationship between attitude and motivation are the main points that this section is concerned with. In addition, how learners' attitude affects their success in language learning and the characteristics of attitude are also the focus.

### ***2.6.1 What is Attitude?***

Many scholars underscore that giving an exclusively precise definition for the term attitude is difficult. However, some have attempted to define it, for instance, Lopper (2006) defines attitude “an inclination toward positive or negative ways of thinking” According to Lopper, there are positive and negative attitudes; a positive attitude entails a way of thinking that is predominantly positive and optimistic whereas, the opposite inclination, negative attitude is predominantly pessimistic. Another notable researcher on motivation and attitude Gardner (1985:132) defines attitude “An attitude is a mental and neural state of readiness organized through experience exerting a directive or dynamic influence upon individuals’ response to all objects and situations with which it is related.”

### ***2.6.2 The Role of Attitude in Language Learning***

The role of attitude in L2 learning has been extensively researched by Lambert and Gardner and (Ellis, 1994). Accordingly, their studies suggest that there are some kind relationship between attitude and second language learning. Similarly, Dilts et al. (1990); Cook (2001) mention that learners' attitude greatly affects the success in language learning. Brown (1994) citing the notable large-scale research on attitude and its effect in second language learning by Gardner and Lambert states that attitude has attracted a major area of focus as it affects the success of learners in second language.

### ***2.6.3 Attitude and Motivation***

Concerning the relationship between attitude and motivation, Spolsky (1989) citing Gardner and Lambert suggests that an individual's motivation to learn a second language is determined by his or his attitudes... It is also, by his or her orientation to the learning tasks. Cook (2001:15) cites the relationship between attitude and motivation “...motivation is the interest that something generates...A particular exercise, a particular topic, and a particular song may interest the students in the class” The writer further explains the relationship as that motivation in learning L2 refers to the long term stable attitude in the students’ mind.

### ***2.6.4 Learners' Attitude***

Many factors have an impact upon the students' motivation in second or foreign language learning and most of these factors have to do with the learners' attitude to the language (Harmer, 1991). According to Ellis (1994:198) learners have the following attitudes:

*Learners manifest different attitudes towards: (1) the target-language, (2) target-language speakers, (3) the target-language culture, (4) the social value of learning the L2, (5) particular uses of the target-language, and (6) themselves as members of their own culture.*

Besides, students' previous experience as language learners is the other factor affecting their attitude (Harmer, 1991). As to Harmer if learners were successful in their previous learning, then they will be inclined towards success but if they experienced failure then they expect failure now. Similarly, Ellis (1994) states that learners' attitudes have an impact on the success of L2 learning and in turn influenced by success. That means, learners with positive attitudes who experience success will have the positive attitude reinforced and learners' negative attitudes may be strengthened by lack of success. Of course, there are cases when learners begin with positive attitudes, but who for different reasons experience inadequate learning opportunities, fail to succeed as they expect and as a result develop negative attitudes (Ellis, 1994).

Cook (2001) contends about the great impact of students' attitudes towards themselves, the foreign language, the learning context, the course, and the potential outcomes upon their motivation to learn the language. Dilts et al. (1990) also argue that learners' attitude towards these issues greatly affect their motivation. Accordingly, if students have positive outlook about learning English, it is most likely that they become motivated and successful and their negative attitudes highly determine their success.

### ***2.6.5 Characteristics of Attitudes***

Ellis (1994) describes the main characteristics of attitude; attitudes are cognitive and affective. That is, they are capable of being taught and have feelings and emotions attached to them respectively. According to the writer, attitude influences a person to act in certain way depending on the kind of view a person developed towards the things that he/she is exposed to. Attitudes are

not of some kind inherited or endowed genetically, but are learnt and can be modified by experience (Ellis, 1994).

## **2.7. Instructional Television and Language learning**

This section deals with the definition of instructional television, the short history of instructional technology, types of satellite instruction and the importance of instructional satellite technology in language classroom. Besides, limitations of satellite TV and satellite based teaching in Ethiopia are included.

### ***2.7.1 Definition of Instructional Television***

Instructional Television is the term used to differentiate the use of television for formal instruction from that of community educational program (Mohanty, 1994). Thus, the term Instructional Television is different from Educational Television (ITV different from ETV). Instructional television, the exceptional variety use of television in schools and colleges is meant to describe the use of television for formal courses for direct teaching or for facilitating lecture demonstration (Mohanty, 1994).

According to Hendry (2001) also defines instructional television as it is a term used to describe the use of television for formal education in school, college or university.

Instructional television is a technology of using television as a medium which provides better way of presenting the subject matter to students by combining sound and visuals in lesson so that any complex and abstract concepts can easily be explained ( O' Neil and Perez, 2003).

### ***2.7.2 A Short History of Instructional Technology***

In recent years there have been extraordinary developments in both instructional and educational technologies. The convergence of information networks, multimedia products and satellite technologies has enriched learning opportunities (Heinich et al, 1996). Today, ICT (information communication technology) has emerged to have a stronger pedagogical potential in education than ever before (Jones, 1999; Miller and Teresa, 2004).



### ***2.7.3 Types of Instruction Satellite TV***

Many scholars categorize instructional satellite TV into different classes. For example, Konigs (2003), Miller and Teresa (2004) divided it into Classroom use of Broadcast Programming, Enrichment Programming designed for Classroom and Satellite-based teaching.

#### **A. Classroom Use of Broadcast Programming**

This type of broadcasting has been used to refer to educational television. It is used for the programs in classroom instruction. According to Hendry (2001) this kind of programming began to appear during the 1980s. Hendry further states that this type of satellite TV largely depends on teachers' selection as it is commonly produced for informal education, for programs that are used for the entire people of a country.

#### **B. Enrichment Programming Designed for Classroom**

This form of satellite TV is also called instructional TV broadcasting. This second sort of programming merely supplements adequate teaching. According to Hendry (2001), such programs take the form of dramatic episodes in foreign language programs. The lesson is transmitted from a studio for a short period of time. Besides, the same lesson may be delivered time and time again throughout a week. Wheelers and Winders (2001:7) notes "Since the advent of the VCR (video cassette recorder), more and more programs have been produced specifically for classroom. Whereas, satellite based teaching attempted to provide a video version traditional style lesson, this type usually supplements classroom teaching"

#### **C. Satellite-Based Teaching**

This form of satellite TV data transmission is also called televised satellite instruction or Distance Learning Program. Hendry (2001:10) remarks "This form of transmission is a direct descendent of educational satellite television that is transmitted from television studio or from enhanced lecture room to teach students in place of a teacher." According to Hendry this form of satellite TV has two systems: two-way, interactive system and one way, presentation only system.

### **I. Two way, Interactive System**

In the two way satellite TV, video conferencing, e-mail, and chat room messaging have been introduced to facilitate the two way response in and to improve the level of interaction between the two parties, the TV teacher in the long distance and students (Hendry, 2001). In this system, most educational broadcasts are live with questions being addressed to the studio experts via telephone or video conference (Hendry, 2001). According to Wheeler and Winders (2001) the televised two-way broadcast systems give a quality of equal instruction for populations at remote. Accordingly, the system uses video conferencing technology to ensure face -to -face interaction between the instructors at one site and the students attending class elsewhere. Most scholars state that this system has a positive motivational value as students get an opportunity to get involved in the given tasks (Oxford and Young, 1993).

### **II. One way, presentation only system**

This system is also a type of televised satellite instruction. One way system of televised instruction would provide a significant instructional opportunity beyond the traditional materials at hand. In this system of televised instruction there is no interaction between the TV teacher located at the distant and students in the classroom. In the one-way only system the classroom teachers are not involved in teaching except ensuring students attendance and classroom discussion (Hendry, 2001).

#### ***2.7.4 Instructional Satellite in Language Classroom***

Advances in telecommunication technology have created new possibilities for learning across the boundaries of time and space (O'Neil and Perez, 2003). One of the greatest advantages offered by modern electronic technology is the ability to instruct thousands of students that are geographically isolated, a uniform lesson at similar paces, time and level (Heinich et al, 1996). They further state that these would be achieved through satellite TV instructions.

The main purpose of instructional technology is to facilitate and enhance students learning by providing them with tools to supplement (Mohanty, 1994). According to Jones (1999) in order to make the lesson easily accessible to the learners' sense, satellite TV data transmission helps to add elements of reality such as, pictures. The basic function of instructional satellite TV is to

enable learners see, hear and watch and listen. The technology plays significant role in involving the learners' whole senses in teaching-learning process. Satellite TV lesson is supported by graphics, pictorial and video tools is helpful to create interest, help to keep attention of students, clarify words and increase student participation, provide revision (Oxford et al, 2001). In the same manner, Briton (2001) points out that instructional television is very important in second or foreign language teaching- learning process. They further states that as a communication medium, instructional television is special in its ability to bring many aids into classroom. Any audio and visual aids we have ever known can be carried in the classroom easily by television pictures, films, recordings, drawings, maps and countless other instructional materials (Mohanty, 1994). In the same way, EMA (Educational Medial Agency) (1996:2) states the following:

*One of the many advantages of teaching students using the medium is to bring the realities of the world in the classroom. Thus, this program will tremendously help the teacher in classifying abstract ideas by showing different visuals (pictures) on the screen. To make the lesson more attractive drama, story, and context based program are produced. A conducive atmosphere is now created for the students to practice the language freely. The English language teacher is a native speaker of the language. This is important for students to get standard education.*

Furthermore, Heinich et al. (1996) mention that with the coming of up-to-date instructional tools, media and technology for learning has influenced the field of education. Technology, particularly digital electronics affected not only the world of work and leisure but also the world of education as well (Heinich et al, 1996). Doff (1990) notes that plasma TV provides a strong focus of attention because of its pictures, and their power of dominating learners' attention.

Many scholars state the following advantages of plasma TV:

- It can overcome the problems of students' at remote area
- It provides colorful pictures, motion and visuals combined so that complex abstract concepts can be illustrated visually
- It creates sustained attention
- Plasma TV is a powerful motivational
- It brings the world of reality into the classroom
- Plasma TV introduces the culture of target language into the classroom.

(Doff, 1990; Willis, 1995; Wheelers; and Winders, 2001)

According to the Ethiopian government report to UNESCO (2004); Mohanty (1994); Hall (1986); Tomlin (1986) programs via plasma display panels are believed to:

- Present abstract concepts in simplicity
- Offer uniform education to all students
- Introduces students to model and competent teachers
- Motivate learners to attend class by creating attractive situations such as, presenting graphics, diagrams, visuals and sound aids.
- Facilitate interaction among the TV teacher, the classroom teacher and the students.
- Present vocabulary rules and grammar through stories and drama, and can be used as a means to increase students' vocabulary and intonation by exposing them to words.

Moreover, researchers such as Briton (2001); Heinich et al. (1996); Behera (1995) reveal that plasma TV is important in motivating students by bringing a real life situation to the class and teaches language in its communicative situation. Hall (1986) also puts forward that PTV is important in teaching different language skills and sub-skills such as, writing, reading, etc and vocabulary and grammar respectively. PTV is important for vocabulary teaching classes because it provides visual and audio clues to word meaning (Tomlin, 1986).

Thus, from what scholars stated above, it is possible to deduce that instructional TV can bring any real life situation into the classroom and teaches language in its communicative way. In the case of instructional TV, learners are not merely hearer of the language, but also see the context in which it is used.

### ***2.7.5 The Role of Classroom Teachers***

The effectiveness of the educational satellite TV program depends on the efforts made by the classroom teachers (EMA, 1996). Regarding this, Dongahue (2003:47) states:

*...without the direct involvement of the classroom teacher, the TV lesson will be lifeless. The teacher's direct involvement in each and every lesson is very important because the success of the program depends on his/her conscious participation and skillful handling.*

The EMA (1996) Teachers' Guide also confirms that for the effectiveness of the implementation both the TV teacher and the classroom teachers should work in collaboration. Accordingly, classroom teachers have various roles to play before, during and after the plasma transmission.

#### ***2.7.5.1 The Role of Classroom Teachers before the Lesson***

According to EMA (1996) the classroom teachers are expected to be ready by reading the plasma television guide before the program. In addition, he/she should read relevant topics before the broadcast so that he could assist students and introduce the lesson of each day. Besides, they are also responsible to preview activities such as, presenting leading questions, reviewing vocabulary or key concepts, introducing students with the main topic of the days lesson etc (Willis, 1995).

#### ***2.7.5.2 The Role of Classroom Teachers during the Lesson***

During the plasma transmission, teachers should create conducive atmosphere so that students participate based on the instruction (EMA, 1996). One of the teachers' roles during the PTV (plasma TV) lesson is organizing students in pairs/groups. As Willis (1995) states, the classroom teacher has to assist student while they are doing different activities and exercises which is ordered by the plasmas teacher. Furthermore they are expected to answer questions, clarify ideas and concepts and also motivate students towards learning. The other role is to check whether or not the students are following the lesson attentively (EMA, 1996).

#### ***2.7.5.3 The Role of Classroom Teacher after the Lesson***

After the PTV (plasma TV) lesson, the classroom teacher is expected to carry out different activities. Concerning this, EMA (1996) notes that after the broadcast, the classroom teacher needs to discuss the main points of the lesson and clarify different concepts, answer etc. Generally, the classroom teacher must react to the program and encourage the students to show an active participation as much as possible. According to EMA (1996), the classroom teacher is a key figure for the success or failure of the TV program.

#### ***2.7.6 Satellite TV Program in Ethiopia***

Ethiopia is one of the developing countries that have made an encouraging pace in the implementation of ICT (Information Communication Technology) for educational purposes

(EMA, 1996; Ethiopia Government Report to UNESCO, 2004). According to Amina (2004) the country implemented the technology to expand high quality of education; the government assumed to enhance the teaching-learning process and to make the lesson interesting. Among the many options offered by ICT, our country employed a one- way, presentation only broadcasting system; in our high schools. This system is also known as satellite-based teaching or satellite televised instruction. The report further states that the Information and Communication Technology are introduced in the education system of the country so as to strengthen the quality of education. According to the Teachers' Guide prepared by EMA (1996E.C), the MOE believes that implementing the plasma TV helps to produce competent students. By introducing this technology, the Ministry Of Education is aiming at offering equal opportunity of quality of education for students all over the country. "Instructional television is introduced in educational system to strengthen the expansion of quality of education" (Ethiopian Government Report to UNESCO, 2004:2). The report further states that the plasma TV based teaching was began in September 2004 in the high schools equipped with plasma TV screen and dish receivers. Accordingly, the introduction was phase by phase starting at the secondary level (9-12). Based on the plan the first phase of making preparation for the production of the program was accomplished in the year 2004. The satellite- based teaching has begun since September 2004 in various schools with 7000 Plasma TV screens with the dish receivers. The plasma TV program is a joint venture between the government of Ethiopia and a South African company (Ethiopian Government's Report to UNESCO, 2004).

### ***2.7.7 The Limitations of Satellite TV Instruction***

In spite of its advantages discussed above, satellite TV instruction has a number of drawbacks. One of the major drawbacks is its being one-way communication. According to O'Neil and Perez (2003) the plasma teacher does not have any opportunity to ask the students whether or not they understand the lesson. There is no any feedback or interaction between the plasma teacher and the students in the classroom. Goel and Goel (2001) argue that one way satellite TV broadcast although in spite of its effectiveness in raising students' awareness, it is not devoid of limitations. In general, some of the major drawbacks of ITV are:

- Once the program is completed, revision and updating is almost impossible
- Lack of opportunity for students' participation and are unable to get immediate feedback from the TV teacher
- Lack of flexibility and interaction in the classroom where the teacher can modify his role according to students' responses.
- Difficulty of the plasma teacher to know students' level of understanding.
- Students can not ask questions, request for clarification and express their ideas, feelings etc.
- Teachers' misperception that the implementation of plasma TV is meant to substitute them and thus they felt that they have no role to play.

(O'Neil and Perez, 2003; Willis, 1995; Tomlin 1986)

In addition, instructional TV has limitations such as, incorrect time allotment and its being one way communication makes the learners passive (Mohanty,1994; Hendrey,2001).

To conclude, the potential drawbacks of plasma TV are lack of getting appropriate and immediate feedback from plasma teacher, lack of control over the speed at which the TV teacher speaks, not be able to get things repeated, lack of participation, lack of clarity of the pictures, absence of direct relationship between TV teacher and students (Tomilin, 1986; Meaza, 1999; O'Neil and Perez, 2003).

The review of related literature section is concerned with three major areas such as, vocabulary, attitude and instructional TV. The role of vocabulary in language learning, methods of vocabulary teaching, aspects of knowing a word and vocabulary teaching techniques are the main points reviewed regarding vocabulary. In addition, the definition of attitude, the role of attitude in language learning, learners' attitude, the characteristics of attitude and the relationship between attitude and motivation are also discussed. Moreover, issues concerning instructional TV, its categories, its importance in language classroom, the drawbacks of satellite TV and satellite based teaching in Ethiopia are also reviewed.

Many of these scholars' views stated earlier concerning vocabulary, attitude and satellite TV were used in deciding which type of data gathering instruments to utilize, in designing the data gathering instruments and in drawing appropriate conclusions. Specifically, the questionnaire, interview and observation were designed around these points taken from the review of related section. Vocabulary teaching techniques, the role of attitude in language learning, and the role of classroom teachers before, during and after the plasma lesson and so on were the main points.



## **CHAPTER THREE**

### **METHODOLOGY**

This chapter is concerned with design of the study, data collection instruments, subjects of the study, sampling procedure and methods of data analysis. It also includes the procedures of designing the instruments and administering for data gathering

#### **3.1 Design of the Study**

The main purpose of this study is to investigate the vocabulary teaching techniques through plasma TV and students' attitude towards these vocabulary teaching techniques. The research type used in this study was descriptive method. Descriptive research is concerned with fact finding with adequate interpretation of the findings (Calderon and Gonzales, 1993).

The instruments of data gathering are questionnaire, interview, observation and document inspection. With regard to the selection of schools from the ten sub-cities in Addis Ababa, three sub-cities were selected using simple random sampling and Gulele, kirkos and kolfe keraniyo sub-cities were drawn. Following this, those schools with non-plasma were deliberately excluded. Those schools which have started using plasma television, but for different reasons failed to use it (lack of enough plasma, classrooms, etc) when the researcher was identifying high schools with plasma TV, were also excluded. As there was found to be one school with plasma on average in each sub-city, equal number of sampling was taken from the three sampled schools. Hence, three schools with plasma television were selected from each sub-city using convenient sampling.

Then after the schools were identified, two sections were selected from the respective high schools through convenient sampling. In the selection of the population, nearly equal sections were sampled from each school considering that the number of sections in grade nine in those schools is almost the same. The number of sections in these three high schools range from 25 to 29. Therefore, out of these sections two sections were selected using simple random sampling. The rationale behind the selection of only two sections from each school is due to observation. Observation was designed as one of the data gathering instruments. The observation was to be

conducted on plasma TV lesson, classroom teachers' role and students' reaction during the vocabulary via plasma. As observation could not be carried out in many sections in one day transmission of vocabulary lesson, only two sections were sampled from each school. Out of these three schools and six sections, 168 students were sampled using simple random sampling for the study.

Finally, the data obtained through the data gathering instruments was analyzed. The responses of students to each statement were presented in percentage and mean. Except for table 3, the other was concerned with Likert scale. The responses in table 3, which was concerned with frequency, during the analysis lumped into three scales, "frequently", "sometimes" and "rarely," That is, "always" and "usually" was lumped into "frequently" while "never" and "rarely" lumped into "rarely". This was made according to Oxford's (1990) analysis.

## **3.2 Data Collection Instruments**

The instruments employed during the data gathering were questionnaire, interview, observation and document inspection. Multiple data gathering instruments that are consistent with the purpose of the study are advisable (O' Malley and Chamot, 1990).

### ***3.2.1 The observation***

Observation, according to Best and Kahn (1993) is a reliable data gathering instrument which helps to know learners' classroom progress. The major purpose was to triangulate the information collected through interview and questionnaire and to investigate the extent of reliability and dependability of the students' expected responses. The observation was meant to examine the vocabulary teaching techniques via plasma, the students' reaction towards the vocabulary teaching techniques and the role of classroom teachers. The observation was carried out in the following ways:

- A checklist was constructed based on review of related literature particularly, Nunan (1988) and Genese and Upshur's (1996) observation scheme.
- The observation items were constructed to be responded on the three point rating scales(Excellent=3,Satisfactory=2, Unsatisfactory=1 )

- Using the checklist, the six sampled sections were observed two times during the transmission with a co-observer. Thus, a total of twelve vocabulary lesson were observed.
- Immediately after the observation, discussion was arranged with the co-observer concerning the observation.

### ***3.2.2 The Questionnaire***

#### ***3.2.2.1 Design of the Questionnaire***

The items on the questionnaire were designed around the objectives required to be attained. The questionnaire consisted of four parts. The first part was a general question about students' attitude to vocabulary learning through plasma television, about the emphasis given to vocabulary lesson, and students' feelings about the impact of attitude on language learning. There were five questions included in this part.

The second part of the questionnaire was about vocabulary teaching techniques via plasma television and how often these techniques are employed by plasma TV in presenting new words. There were eleven vocabulary teaching techniques that the students were provided with and asked to rate the frequency of each technique. Each item was provided with five response-measure frequency. "Always" (5), "usually" (4), "sometimes" (3), "Rarely" (2) and "Never" (1) were the rating scales. The students were told to rate their responses by putting a tick (✓) mark in the boxes given.

One of remaining two parts of the questionnaire were designed to assess students' attitudes towards the plasma lesson, the nature of the vocabulary teaching techniques and their classroom teachers' role in providing necessary assistance. The other part was concerned with measuring students' attitudes towards vocabulary teaching techniques employed by plasma television. All the items in this part were to be rated using a five point Likert scale.

#### ***3.2.2.2 Administration of the Questionnaire***

Before the questionnaire was administered for the main study, pilot study was made on 42 students who were selected from the respective high schools. The major purpose of the pilot

study was to check the validity of the instrument and to make some kind of improvement on the items in the questionnaire based on the feedback from piloting. Then, after adjustment was made on the questionnaire based on the feedback of the piloting, the questionnaire was administered on 168 students selected from the six sections through simple random sampling. During the administration, three of the questionnaires were not returned while other five were incomplete. Thus, the total number of population participated became 160 and the study was undertaken on 160 samples.

### ***3.2.3 The Interview***

#### ***3.2.3.1 Design of the Interview***

The main aim of designing the interview was so as to triangulate the data gathered through the questionnaire and observation. Therefore, an effort was made to include similar items from the questionnaire and the observation. The total number of items in the interview was nine (9). Two students were obtained from the subjects of the study from each section based on their interest. This made the total of 12 interviewees.

#### ***3.2.3.2 Administration of the Interview***

There are two ways of data gathering methods from interview, using recording materials and note-taking (Nunan, 1992). The interview was administered on 12 volunteers who were selected out of the subjects sampled for the study. It was conducted in the school compound of the high schools. In order to avoid misunderstanding and to help the students easily reveal their views, the interview was conducted in Amharic.

### ***3.2.4 The Document Inspection***

In order to attain some specific objectives, document analysis was made particularly the plasma guide was analyzed. It was analyzed so as to check the relative emphasis given to vocabulary lesson in relation to other skills and sub- skills. And also, to check the frequency of the vocabulary teaching techniques employed by plasma TV in presenting new words. In the plasma guide there are 14 units; in each unit the emphasis given to all the language skills and sub- skills were included. All the lesson of each skills and sub-skills were analyzed in order to identify the relative emphasis given to vocabulary. And again, the vocabulary lesson in the guide was analyzed to examine what vocabulary teaching techniques employed and their frequency.

### **3.3 Subjects of the Study**

The population of interest for the study was three high schools in Addis Ababa City. In Addis Ababa City, there are 10 sub-cities which consisted of 30 high schools, out of which 22 of them are using plasma television-according to the information of Addis Ababa Educational Bureau. Although the report shows that there are 22 government schools in Addis Ababa which use plasma television in grade nine, many of the schools were not utilizing the installed plasma. Because of different reasons (such as, short of classroom, National census, the inconsistency between the time table for exams designed by plasma and schedule of the schools etc) the researcher found that several schools were not utilizing the plasma. Thus, this factor forced the researcher to exclude those sub-cities where plasma TV was closed. Consequently, three sub-cities were selected using simple random sampling. Accordingly, Kirkos, Kolfe and Gulele were the sub-cities selected. Next, a survey was made to see which schools in these sub-cities were using the plasma television. As the survey indicated, on average there was found to be one high school using plasma TV.

Hence, one school that was implementing plasma TV was selected using convenient sampling from each sub-city. Shimelis Habte (Kirkos Sub-city), Ayer Tena (Kolfe Keraniyo) and Yekatit 12 (Gulele) schools were sampled through convenient sampling.

Then, two sections were selected through simple random sample. As the number classes in these high schools in grade nine was found to be almost the same, equal number of sections were chosen. Finally, 168 students were selected through simple random sampling from the six sections

### **3.4 Data Collection Procedures**

To collect the data for the study, the following procedures were employed:

1. First of all, a pilot study was carried out on 42 students from different sections of the three schools sampled other than the sections selected for the study. The major purpose of piloting was to assess the content validity and clarity of the items in the questionnaire. After piloting, some necessary modifications were made on certain items and the questionnaire was prepared for the main study.

2. Observation to the plasma TV, the students' reaction during the vocabulary lesson via plasma, the vocabulary teaching techniques via plasma TV and the role of classroom teachers' in assisting the lesson was carried out. The observation was carried out using the checklist designed to facilitate the task of observation. With the help of the checklist prepared the observation was made with the co-observer. The result of the observation was analyzed through percentage.
3. Then, after the first observation was completed the students were oriented about the purpose of the study and the questionnaire was distributed by the classroom teacher.
4. Next, the responses collected through the questionnaires were tallied; the data were interpreted using descriptive statistical analysis. The frequency, percentage and the mean were used to summarize the statistical calculation. And the grand mean has also been used to identify students' attitude.
5. Finally, the interview with students was used to triangulate the data gathered through observation and questionnaire. Besides, the plasma guide was analyzed to attain some specific objectives.

Based on the findings, conclusion and possible recommendations were made for further studies.

### **3.5 Methods of Data Analysis**

In order to analyze the data, both quantitative and qualitative procedures were used. Accordingly, percentage and mean were used to analyze the attitude scale items of the questionnaire. The questions about the frequency and observation were analyzed through percentage. The data gathered through open-ended questions, interview, and document analysis were presented and described qualitatively.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETION**

The main objective of the study was to investigate the vocabulary teaching techniques via plasma and students' attitudes towards the vocabulary teaching techniques. The role expected of classroom teacher in providing assistance during the transmission was also examined in this study. The data gathering instruments questionnaire, observation, and interview were employed. The plasma guide was also analyzed to attain certain objectives. In the questionnaire there are positive and corresponding negative statements included for the cross-checking purpose (please see appendix-B). The items in the questionnaire were grouped into the following four according to their order in the questionnaire:

1. General questions measuring general attitude.
2. The frequency of vocabulary teaching techniques via plasma TV.
3. Students' attitude towards learning vocabulary via plasma, classroom teachers' assistance and the nature of vocabulary teaching techniques used by plasma TV.
4. Students' attitude towards individual vocabulary teaching techniques.

## **RESULT AND DISCUSSION**

### ***4.1 Analysis and Discussion of Observation***

The following result of observation was obtained using the procedure mentioned in the methodology part and the checklist adopted from Nunan (1988) and Genese and Upshur (1996) (please see appendix-A).

Accordingly, the plasma TV lesson, the role of classroom teacher during the vocabulary lesson and the nature of vocabulary teaching techniques were observed (see appendix-A). Besides, the students' reaction during the vocabulary lesson via plasma was also observed.

**Table 1: Observation Results of the Plasma TV Lesson**

Item No	Rating scales							
	Excellent (3)		Satisfactory (2)		Unsatisfactory (1)		Total	
	Fr	%	Fr	%	Fr	%	Σ	%
1	1	8.33	2	16.66	9	75	12	100
2	-	-	2	16.66	10	83.33	12	100
3	-	-	4	33.33	8	66.66	12	100
4	-	-	-	-	12	100	12	100
5	2	16.66	1	8.33	9	75	12	100
6	-	-	-	-	12	100	12	100
7	1	8.33	3	25	8	66.66	12	100
8	-	-	-	-	12	100	12	100
9	-	-	4	33.33	8	66.66	12	100
10	-	-	1	8.33	11	91	12	100
11	1	8.33	4	33.33	7	58.33	12	100
12	6	50	3	25	3	25	12	100
13	1	8.33	2	16.66	9	75	12	100
14	3	25	2	16.66	7	58.33	12	100
15	1	8.33	7	8.33	10	83.33	12	100

In Table 1(Appendix-A ), item 1, 75% of the observation result indicated “unsatisfactory”, 16.66% “satisfactory” and 8.33% “excellent” concerning the classroom teachers' assistance. This implied that majority of the classroom teacher are not discharging their responsibility of providing assistance for students before, during and after the vocabulary lesson. The majority of students interviewed also revealed that teachers almost never come to class to teach but to open and close plasma TV (please see appendix-F). However, observation result showed that significant number (22.99%) was providing the necessary assistance. Among the twelve observations, the researcher has observed only one teacher doing her best in providing the necessary assistance. That teacher was providing the necessary assistance before, during and



after the plasma lesson in accordance with the instruction from TV teacher despite the unbearable time shortage.

When we see the result of item 2 Table 1, about the classroom teachers' capacity to make appropriate groupings appeared to be 83.33% “unsatisfactory”. This indicated that classroom teachers were not facilitating group activities perhaps pertaining to various constraints.

As shown on table 1 item 3, the intention of the item was to check whether classroom teachers were creating motivating learning atmosphere. Accordingly, 66.66% of the observation result was found to be “unsatisfactory” whereas, 33.33% was “satisfactory”.

According to Table 1 item 4, 100% of the responses referring to the classroom teacher readiness to provide L1 equivalent was found to be “unsatisfactory”. It was easy to infer from the observation result that translation was almost ignored. But several scholars argue that translation is a quick and easy technique of putting across the meaning of some difficult words of the target language.

Result of item 5 focuses on whether actual teachers' carry out comprehension checks during and after the vocabulary lesson via plasma. Consequently, 75% of the responses was found to be “unsatisfactory”. It implied that nobody seem to be responsible to know if learning takes place and students understand what is being taught. As it is impossible for the plasma teacher to do so and have no direct contact with students. At the absence of classroom teachers' involvement in such activities the PTV lesson becomes lifeless (Willis1995; EMA 1996; Dongahue, 2003).

As can be seen on Table 1 item 6, the rationale was to observe whether or not the classroom teachers provide the vocabulary lesson via plasma TV with supplementary teaching aids. Accordingly, the observation result was found to be 100% "unsatisfactory". This showed that classroom teachers have never supplemented the lesson with any teaching aids.

When we see the result observation item 7, 66.66% indicated “unsatisfactory” regarding the classroom teachers' skill to simplify the instructions from TV teacher. Thus, majority of the

teachers seemed not to discharge their responsibility of clarifying instructions. Majority of the students interviewed supported this lack of sufficient classroom teacher's assistance (please see appendix-F). Furthermore, the response of students on open-ended question strengthen lack of adequate assistance (please see appendix-I). According to the plasma guide by EMA (1996), however, simplifying the instructions from plasma TV for students is one of the responsibilities of classroom teachers.

In item 8, the intention of the observation was about the pace of the TV lesson in relation to the learners' ability to complete tasks and activities. Accordingly, 100% of the observation result showed "unsatisfactory". This indicated that plasma TV does not allot time that suffices carrying out different activities. The interview result confirmed that lack of adequate time for different activities is the major impending constraint in learning via plasma TV.

Item 9 focuses on whether the vocabulary teaching techniques such as, pictures, realia, actions, mime or gestures employed by plasma TV are accurate enough to put across the intended meaning of words. As a result, 66.66% of the observation was "unsatisfactory". As most part of the observation result (66.66%) showed "unsatisfactory", it appeared that these techniques were not accurate enough to put across the exact meaning of new items to the students' understanding.

These techniques in most cases were seen to be unrelated to the new words. Of course, they highly absorb the attention of everyone in the class, but many of them were observed to be unrelated to the words intended. And they do not help students to guess the intended meaning. There appear to be a great disparity between the meaning of the words presented and what the students' guessed after watching these techniques. For instance, in one of those vocabulary lessons observed, the new word to be presented was "*pen friend*", but the technique used and meant to help out students' comprehension was "*a boy who was writing*". Consequently, almost the student in that class guessed something different from *pen friend*. I was not surprised with the students misconception as the technique used has almost got nothing to do with a pen friend. Nearly all students in that class thought that the intended word is "*a boy writing something*".

Another observed potential evidence for the inaccuracy of such techniques was that the word to be presented was "roll", the technique employed was the picture of "*dung beetle*". This same picture of "*dung beetle*" was employed on the same lesson to present a word with compound noun "*dung beetle*". Still there is another example which could explain how the words intended and the techniques used by plasma TV were inconsistent. The word was "*toothbrush*" while the technique meant to facilitate comprehension was a person wholly involved in the action of "*cleaning his teeth*". I was not surprised by many students' in the class saying to their classroom teacher (in their L1) something far different from the intended word, "*toothbrush*". Perhaps, responded by saying cleaning ones teeth.

In table 1 item 10, 91% indicated unsatisfactory if plasma TV allots adequate time for students carry out various activities. This indicated that almost all students in the class believe that the time given by the plasma TV to accomplish various activities was not adequate. The time given in relation to the nature of vocabulary teaching techniques and the students' ability of comprehending was found to be inadequate. This was also supported by the majority of students interviewed (please see appendix-F) and also by students' responses on open-ended questions (please see appendix-I).

When we see the result of observation item 11, the capacity of vocabulary teaching techniques to allow integration was appeared to be 58.33% "unsatisfactory". This implied that the vocabulary teaching techniques used by plasma TV do not allow learning vocabulary in integration with other skills. However, there was considerable result (41.66%) regarding the integrating capacity of the techniques.

As can be seen on Table 1 item 12, the aim of the observation was to examine whether or not the students were eager to follow the lesson attentively. Accordingly, 50% of the response was found to be "excellent". It showed that students were eagerly following the vocabulary lesson via plasma through different techniques. During the observations, picture, realia, action, gestures, definition and contextual guess were employed. According to the observation, these techniques (actions, gestures, picture, and real objects) have high quality absorbing the students' attention.

In item 13, the focus was on whether or not students actively interact through pair, group or whole discussion during the vocabulary lesson via plasma TV. Consequently, 75% of the observation was found to be “unsatisfactory”. Therefore, it could be concluded that there was no opportunity for students' communicative interaction in pairs and groups to practice the words or to learn the words in integration with other skills. According to the observation, there was an attempt to practice interaction, but it was proved to be impractical because of time constraint. Sometimes the plasma teacher orders pair and group discussions, but immediately says ‘time is up’ even before the class understands the instruction.

The result of observation item 14 aims at students' readiness to take notes during the vocabulary lesson through plasma TV. Accordingly, 58.33% of the result appeared to be “unsatisfactory”. This might imply that though the techniques attract the students’ attention, they do not help them in getting the exact meaning of the words presented.

The result of observation item 15 refers to whether students understand the activity during the lesson and responding appropriately. As a result, 83.33% of the result was “unsatisfactory”. This suggested that techniques (pictures, real, actions etc) despite their attractiveness, they could not help the students to understand the instruction of activities and to respond accordingly.

## **4.2 Analysis of the Questionnaire**

### ***4.2.1 Analysis of Questionnaire (Open-ended)***

In the questionnaire, there were seven open-ended which were also included in the close-ended questionnaire (please see appendix-B). The responses are summarized as follows.

The first question was whether classroom teachers provide students with necessary assistance before, while and after the vocabulary lesson plasma television. As a response to this question, majority of the students expressed that classroom teachers are not providing them with the necessary assistance. They mentioned that most teachers highly rely on the plasma lesson and come to the class without any preparation; just to open and close the plasma. Another reason mentioned for classroom teachers’ inadequate assistance is lack of time as much of the time is engrossed by the plasma TV. This is supported by the result of observation (please see appendix-

A). However, Dongahue (2003) states that in the absence of classroom teachers' direct involvement, the plasma program cannot be attained; it is lifeless. Besides, many of the students interviewed expressed that classroom teachers' don't provide them with sufficient assistance before, while and after the lesson (please see appendix-F)

As a reaction to the question regarding the absence of translating difficult abstract, conceptual words as necessary as possible, many of the students revealed that its absence influenced easy comprehension. It is interesting to note that majority of them appreciate translation as a good vocabulary teaching technique. It has been mentioned that because of their poor background of the target language, translation is of much help to them. This is confirmed by the responses to observation (see appendix-A) and also by the views of majority of the interviewees (please see appendix-F). Of course, some students mentioned that the absence of translation has increased their effort of learning the target language.

In addition, the students were also asked whether or not the fact that much of the period is taken by plasma transmission is good. With regard to this, several students expressed that it highly restricted the role of their classroom teachers. Classroom teachers had to facilitate learning by making comprehension checks, appropriate groupings, providing explanations and the likes. Consequently, it reduced classroom teachers' initiation and motivation. On the other hand, some significant number of students said that learning the whole period via plasma TV is more of advantageous. The result of observation confirmed this (please see appendix A). Similarly, majority of the students interviewed supported this as well (please see appendix-F)

Another open-ended question was whether plasma TV creates conducive environment so that students could interact with the words and practice them in the classroom (in pairs, groups). Majority of the sampled students expressed that many of the techniques do not provide such opportunity and even if they do, there is no enough time to put into practice. This is also confirmed by the observation result. According to the observation, sometimes the plasma teacher instructs pair and group discussion, but it is almost impractical for different reasons. For one thing, classroom teachers in most cases do not attentively follow the lesson so as to clarify the instruction and to facilitate it. The other is unbearable short of time. The interviewees expressed

that it is a serious problem affecting their language learning in general and vocabulary learning in particular (please see appendix-F). Moreover, the students were asked in the open-ended questions to express their opinion about the major problems in learning vocabulary via plasma TV.

Lack of sufficient time, the inaccuracy of technique (example, pictures, realia, and actions), absence of classroom teachers' assistance, disruptive behaviors etc. were mentioned as the potential constraints. In vocabulary lesson via plasma there is scarcity of time for the presentation, carrying out various activities in the classroom (note-taking, correction, discussions and the likes).

They also cited lack of direct relation between techniques (example, picture, real objects, actions or gestures and so on) and the words presented. This is also confirmed by the result of observation (please see appendix-A). Sometimes, the intended meaning that the students are meant to guess after watching the techniques as clues was found to be different and unrelated. That is, the word presented and the clues utilized have got no direct relationship. Thus, they become incapable to put across the exact meaning of those particular words. On one of the observations, the particular word intended that the students were meant to guess after watching the TV was "toothbrush", but the clue (*realia*) used was 'a person cleaning his teeth'. In fact, everybody in the classroom was wholly absorbed by the person's action, the way he was doing it and so on, but most students were observed responding saying "Brushing ones teeth" (in their L1). The students interviewed revealed that there is such inaccuracy of techniques (please see appendix-F).

Besides, disruptive behavior, lack of classroom teachers' assistance, the PTV teacher's language and pronunciation difficulty etc were also mentioned as the main constraints. Repeated interruption of the lesson due to power failure, and absence of translation technique were also stated as the problems in learning vocabulary via plasma TV.

The students also suggested solution for the problems stated above. They stated that one of the solutions is revising the plasma program by taking into consideration the needs and interests of

students, the situation of the country and students' background knowledge of the target language (please see appendix- I).

The other suggested solution is allotting time which takes into account the students' comprehension and also for classroom teachers to increase their role. In addition, it has been said that the Ministry of Education ought to devise some mechanism of encouraging teachers to discharge their responsibility (please see appendix-I)

Finally, they suggested hiring non-native (Ethiopian) teachers in the center of transmission except for the pronunciation section where students are expected to be exposed to the native like pronunciation. As to the students this is also advantageous in translating difficult words into L1as as necessary as possible. Besides, such personnel could use simplified English in explaining, presenting etc. the lesson.

#### ***4.2.2 Analysis of the Questionnaire (Close-ended)***

##### ***4.2.2.1 General Questions***

This part of the questionnaire examined students' attitude towards learning vocabulary via plasma and the impact of attitude on language learning (please see appendix-B). To attain the result a five point likert scale was used (please see appendix-H).

**Table 2: Students' Responses to the General Questions**

<b>Responses</b>														
<b>Strongly agree</b>			<b>Agree</b>		<b>No opinion</b>		<b>Disagree</b>		<b>Strongly disagree</b>		<b>Total</b>		<b>Mean</b>	
<b>5</b>			<b>4</b>		<b>3</b>		<b>2</b>		<b>1</b>					
Item	Freq	%	Freq	%	Freq.	%	Freq	%	Freq	%	Freq	%	$\Sigma$	$\bar{X}$
1.1	86	53.75	57	35.62	4	2.5	10	6.25	3	1.87	160	100	693	4.33
1.2	31	19.37	30	18.75	5	3.12	49	30.62	45	28.12	160	100	433	2.70
1.3	26	16.25	41	25.62	15	9.37	49	30.62	29	18.12	160	100	466	2.91
1.4	49	20.25	29	18.12	28	21.87	4	2.5	50	31.25	160	100	423	3.14
1.5	34	21.25	51	31.87	29	18.12	11	6.87	35	21.87	160	100	508	3.17

In item 1.1, the students were asked whether or not having sufficient word is essential and of a critical importance in language learning. As a reaction to the statement, 53.75% of the students strongly agreed, 35.62% agreed, 2.5% had no opinion, 6.25% disagreed, and 1.87% strongly disagreed. As a result, 89.37% of the sampled students showed their agreement. This may imply that many students perceive that knowing many words is essential and contribute a lot in language learning. The mean score is 4.33, which shows greater than the average in the scale. It implied that students have positive attitude towards vocabulary learning.

In table 2 item 1.2, the students were asked to reveal whether or not the transition made from classroom teacher to plasma TV is good. As a reaction to this statement, 19.37% of them strongly agreed, 18.75% agreed, 3.12% had no response, 30.62% disagreed and 28.12% strongly disagreed. Thus, 58.74% of the sampled students showed their disagreement. This showed that many students don't have good attitude towards learning via plasma. As a consequence, students might develop negative outlook towards learning language via plasma. The mean score of the item 2.70 indicates less than average in the scale.

In item 1.3, the intention was to know if plasma TV is the best media to teach vocabulary. As a response to the statement, 16.25% strongly agreed, 25.62% agreed, 9.37% had no opinion, 30.62% disagreed, and 18.12% strongly disagreed. Consequently, 48.62% of the students responded that plasma is not a best media to teach vocabulary. Thus, this implied that students' success in learning vocabulary might be determined by this fact. The mean score for this particular statement 2.91 is below the average in the scale. It supported the fact that students have negative attitude towards learning vocabulary via plasma.

In item 1.4 Table 2, the students were required to reveal their feelings about the impact of attitude in language learning. Accordingly, 20.25% of the students strongly agreed, 18.12% agreed, 21.87% had no opinion, 2.5% disagreed and 31.25% strongly disagreed. This indicated that 44.37% of the students believe that attitude plays a significant role in language learning. However, significant numbers of students (33.75%) still do not feel that attitude plays a role in the success second language learning. Many scholars for example, Ellis (1994); Dilts et al. (1990); Cook (2001) argue that attitude greatly affects success in second language learning. The



mean score of the item 3.14 shows above the average in the scale and confirms that attitude plays in foreign language learning.

In item 1.5, the students were asked whether or not vocabulary is given a due emphasis relative to other skills via plasma TV. As a reaction to the statement, 21.25% strongly agreed, 31.87% agreed, 18.12% had no response, 6.87% disagreed and 21.87% strongly disagreed. It is interesting to note that more than 53.12% of the sampled students showed their agreement to the statement. It indicated that many students (more than half) believe that vocabulary is given a due emphasis by plasma TV. The result of plasma guide analysis confirmed this point (please see Table- 6). The mean score of this item 3.17 shows above the average in the scale. Vocabulary has been neglected in the previous trend (Alemu, 1994; Jeylan, 1996). The majority of students reflected that it has been given fairly equal attention like grammar, reading etc. via plasma. Nevertheless, there are still many students (28.74%) who believe that vocabulary lesson is not given a fair attention relative to the emphasis given to other skills.

#### ***4.2.2.2 The Frequency of Vocabulary Teaching Techniques via Plasma***

This part investigated the frequency of vocabulary teaching techniques used by plasma TV. The frequency of the vocabulary teaching techniques was analyzed based on a five point rating scale of Oxford (1990) (please see appendix-B). Accordingly, the students were provided with the common vocabulary teaching techniques taken from the review of related literature and were asked to rate the frequency of the techniques (please see appendix-B).

**Table 3: Response on Frequency of Vocabulary Teaching Techniques**

Items	Responses													
	Rarely				Total	Sometime		Frequently				Total	Grand Total	
	Never		Rarely			Freq	%	Usually		Always			Σ	%
	Freq.	%	Freq.	%				Freq.	%	Freq.	%			
2.1	40	25	20	12.5	37.5	38	23.75	22	13.75	40	25	38.75	160	100
2.2	18	11.25	32	20	31.25	61	38.12	31	19.37	18	11.25	30.62	160	100
2.3	14	8.75	19	11.87	30.62	36	22.5	73	45.62	18	11.25	56.87	160	100
2.4	149	93.12	5	3.12	96.24	3	1.87	2	1.25	1	0.62	1.87	160	100
2.5	27	16.87	58	36.25	53.12	58	36.25	20	12.25	11	6.87	22.12	160	100
2.6	20	12.5	39	24.37	36.42	51	31.87	38	23.75	12	7.5	30.80	160	100
2.7	19	11.87	42	26.25	37.12	40	25	48	30	11	6.87	36.87	160	100
2.8	20	12.5	20	12.5	25.0	56	35	61	38.12	3	1.87	46.24	160	100
2.9	20	12.5	18	11.25	23.30	56	35	43	26.87	23	14.37	40.24	160	100
2.10	56	35	54	33.74	68.12	25	15.62	19	11.87	7	4.37	15.24	160	100
2.11	76	47.5	32	20	67.5	31	19.37	9	5.62	12	7.5	12.67	160	100

According to the students' responses in table 3 item 2.1, 38.75% of the respondents said that plasma utilizes *realia* (real objects) "frequently" in presenting new words, 23.75% of them said "sometimes", 37.5% said "rarely". When we compare the responses for "frequently" and "rarely" which is 38.75% and 37.5% respectively, the percentage for "frequently" is higher. Besides, 23.75% of the subject has claimed that plasma uses *realia* "sometimes". The result of plasma guide analysis as well as the interviewed students' response indicated that *realia* is one of the techniques commonly used in teaching vocabulary. This is also confirmed by the result of plasma guide analysis (please see appendix-G). And also, students interviewed supported that it is the commonly used technique (please see appendix-F).

In item 2.2, the intention was to check how often plasma TV employs "*pictures*" in teaching vocabulary items. Magazine pictures, flashcards, brochures etc are useful in presenting abstract, conceptual and complex vocabulary (Celce-Murcia, 1991; Harmer, 1991; Ur, 1996). With respect to students' responses, 30.62% of them responded by saying "frequently", 38.12% "sometimes", 31.25% "rarely". If we compare their responses for "frequently" and "rarely"

which is 30.62% and 31.25% respectively, the percentage for “frequently” is less than the percentage for “rarely”. However, significant number of students (38.12%) said that plasma employs *pictures* “sometimes” in teaching the meaning of words. The analysis of plasma guide identified that pictures are the common vocabulary teaching techniques via plasma (please see appendix-G). Majority of the students interviewed explained the fact that *pictures* are among the vocabulary teaching techniques most utilized by plasma TV (please see appendix-F).

The purpose of item 2.3 was to examine how often plasma uses *explanation* as a vocabulary teaching technique. According to several scholars, for example, Wallace (1982) *explanation* is an excellent technique in teaching vocabulary. Concerning students’ responses, 56.87% of them responded that plasma utilizes *explanation* as a vocabulary teaching technique “frequently”, 22.5% of them said “sometimes”, 30.62% “rarely” When we compare the students’ response for “frequently” and “rarely” which is 56.87% and 30.62% respectively, the percentage for “frequently” is much higher. Besides, 22.5% of the students held that plasma uses, *explanation* “sometimes” Thus, it seems reasonable to say that plasma employs *explanations* in presenting new words (78.92% of the subjects agreed).

In item 2.4, the students were required to point out their views if plasma teacher orders the classroom teachers to *translate* some difficult abstract, conceptual words into the students’ L<sub>1</sub> equivalent. As a response, 96.24% of them said that translation is used “rarely”. If we compare the responses for “frequently” and “rarely”, which is 1.87% and 96.24% respectively, the percentage for “rarely” is much greater. However, *translating* new words into mother tongue can be very effective and save valuable time that might be spent on largely unsuccessful explanation in the target language (Wallace, 1982; Gairns and Redman, 1986). The students’ answer to the open-ended questions revealed similar result (see appendix-I). The result of interview question also supported the fact that translation during plasma TV is the most ignored technique of vocabulary teaching (please see appendix-F).

In item 2.5, the intention was to identify how often plasma TV presents new words using *antonyms*. *Antonyms* are items that mean the opposite; by using *antonyms*, unknown words can be easily and efficiently presented (Ur, 1996). According to the students’ responses, 22.12% of

the respondents described that plasma TV employs *antonyms* “frequently”, 23.75% said “sometime”, 53.12% “rarely”. If we compare the responses for “frequently” and “rarely” 22.12% and 53.12% respectively, the percentage for “rarely” is more than the percentage of “frequently”. On the other hand, 23.12% of the subjects stated that plasma uses *antonyms* “sometimes”. However, the result of plasma guide (please see appendix-G) and the open-ended questions confirmed that it is employed sometimes (please see appendix-I).

According to the responses in Table 3 item 2.6, 30.80% of the subjects answered that plasma TV employs *synonyms* “frequently” in teaching vocabulary, 31.87% of them said “sometimes” and 36.37%, “rarely” The comparison of the responses for “frequently” and “rarely”, 31.12% and 36.37% respectively, the percentage for “frequently” is less than the percentage of “rarely”. However, 31.87% of the respondents said that plasma uses synonyms “sometimes”. The result of plasma guide analysis also supported that synonyms is employed sometimes.

In item 2.7, the students were asked how often the plasma TV makes use of *collocation* in vocabulary teaching. As a reaction to this, 36.87% of the students said “frequently”, 25% “sometimes” while 37.12% of the total population said “rarely”. Thus, 37.87% of the subjects who said “rarely” outweigh those who responded by saying “frequently”. On the other hand, 25.26% of the sampled students answered that *collocation* is used “sometimes” in presenting the meaning of new words. In fact, the use of relationship of collocation is fundamental in the study of vocabulary and effective application of *collocation* deserves to be central aspect of vocabulary teaching (McCarthy, 1990). In the analysis of the plasma guide this vocabulary teaching technique was found to be least employed by plasma TV (please see appendix-G).

In item 2.8, the aim was to check how often *definition* is used as the vocabulary teaching technique via plasma TV. As can be seen from the table, 46.25% of the respondents said that *definition* is used “frequently” in teaching vocabulary, 35% of the respondents said “sometimes” while 25% of the respondents said “rarely”. If we compare the responses to “frequently” and “rarely”, the percentage for “frequently” is more than that of “rarely”. In addition, significant number of students (35%) said “sometimes”. Thus, this implied that *definition* is the most commonly used technique through plasma TV. The result of plasma guide analysis (please see

appendix-G) and students' interview (please see appendix-F) also confirmed that *definition* is among the frequently used techniques. At the beginner level explaining the meaning of vocabulary items can be very difficult, *definition* is the simple but effective vocabulary teaching techniques if they are expressed in terms that are easily guessed (Wallace, 1982; Harmer, 1991).

The intention of item 2.9 is to see how often *contextual guess* is utilized by plasma TV to teach vocabulary items. *Contextual guess* is an excellent vocabulary teaching technique (Nuttal, 1982; Celce-Murcia, 1991). It involves making use of the context in which the word appears to derive an idea of its meaning (Wallace, 1982). With respect to the students' responses, 40.24% of them said "frequently", 35% "sometimes" whereas, 23.30% of them said "rarely". If we compare the responses of "frequently" and "rarely", 40.24% and 23.30% respectively, the percentage for "frequently" is much greater. Again, significant number of the subjects (35%) said that contextual guess is used "sometimes". Plasma guide analysis also proved that contextual guess is one of the techniques most employed (please see appendix-G) and the observation witnessed that contextual guess is commonly utilized.

In item 2.10, the students were asked how often plasma teaches vocabulary using *word-game*. Games have great educational value; they help to present new words in a pleasant and entertaining way (Atkins et al, 1995). Regarding students' response, 15.24% said that plasma TV utilizes *word-game* "frequently", 15.62% of them said "sometime" while 68.12 % said "rarely". Among the total students' asked, 16.25% of them said "frequently" and 68.12% of them said "rarely". Then, the response for "rarely" outweighs that of "frequently". Therefore, it seems possible to state that *word-game* is employed "rarely". This is also confirmed by the result of the analysis of plasma guide (please see appendix-G) witnessed that *word-game* is the least employed vocabulary teaching techniques via plasma.

The objective of item 2.11 was to test out if dictionary usage as one vocabulary teaching technique is used by plasma TV. Dictionary helps learners to be independent of the teacher and to glimpse how the words can be used in different ways through various examples (Rivers, 1980; Cook, 2001). With respect to the students' responses, 13.12% of them said "frequently", 19.37% said "sometimes", but 67.5% "rarely". When we observe the total responses, 67.5% (the majority) of them said that dictionary usage was not used as one of the vocabulary teaching

technique through plasma TV. The result of plasma guide witnessed this (please see appendix-G) and again most of the students interviewed reflected that it is one of the neglected techniques (please see appendix-F).

#### **4.2.2.3 Students' Attitude towards Plasma Lesson, Vocabulary Teaching Techniques and the Classroom Teachers' Role**

The attitudes of students towards the plasma TV, the nature of vocabulary teaching technique and the role of classroom teachers were examined using a five point Likert scale (please see appendix-B). The mean and percentage was calculated for each item using Likert's scale (please see appendix-H)

**Table 4: Responses on Attitude towards the Plasma Lesson, the Nature of Vocabulary Teaching Technique and the Role of Classroom Teacher**

Items	Responses													
	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree		Total		Mean	
	5		4		3		2		1					
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	$\Sigma$	$\bar{X}$
3.1	19	11.87	9	5.62	10	6.25	42	26.25	80	50	160	100	635	2.03
3.6	74	46.25	48	30	10	6.25	11	6.87	17	10.62	160	100	631	1.80
3.2	133	83.12	9	5.62	-	-	15	9.37	3	1.87	160	100	709	4.43
3.11	2	1.25	2	1.25	1	0.62	2	1.25	140	87.5	160	100	796	4.97
3.3	8	5	27	16.37	11	6.87	28	16.37	86	53.75	160	100	323	2.01
3.5	97	60.62	23	14.37	11	6.87	11	6.87	18	11.25	160	100	310	1.93
3.4	49	30.62	54	33.75	14	8.75	26	16.25	17	10.62	160	100	572	3.57
3.7	17	10.62	15	9.37	18	11.25	63	39.37	47	29.37	160	100	372	2.32
3.15	52	32.5	60	17.5	16	10	18	11.25	14	8.75	160	100	362	2.26
3.8	19	11.87	15	9.37	14	8.75	51	31.87	61	38.12	160	100	360	2.25
3.20	55	34.37	49	30.62	17	10.62	17	10.62	22	13.75	160	100	342	2.45
3.9	31	19.37	47	29.37	28	17.5	28	17.5	26	16.25	160	100	577	3.60
3.13	61	38.12	33	20.62	20	12.5	14	8.75	32	20	160	100	557	3.48
3.12	41	25.62	17	10.62	23	14.37	52	32.5	27	16.87	160	100	473	2.95
3.14	16	10	24	15	10	6.25	28	17.5	82	51.25	160	100	344	2.15
3.16	73	45.62	19	11.87	9	5.62	46	28.75	13	8.12	160	100	387	2.41
3.17	25	15.62	14	8.75	23	14.37	35	21.87	64	40	160	100	384	2.4
3.19	18	11.25	71	44.37	22	13.75	39	24.37	10	6.25	160	100	432	2.7
3.18	35	21.87	32	19.37	26	16.25	37	23.12	31	20.62	160	100	482	3.01
3.22	30	18.75	34	21.25	24	15	39	24.37	33	20.62	160	100	467	2.91
3.21	96	60	24	15	11	6.87	15	9.37	14	8.75	160	100	653	4.08

As shown in Table 4 item 3.1, the students were asked whether or not all the vocabulary teaching techniques through plasma are understandable. As a reaction to the statement, 11.87% of the students strongly agreed, 5.62% agreed, 6.25% had no opinion, 26.25% disagreed, and 50% strongly disagreed. 76.25% of the sampled students showed their disagreement. The mean score of the item is 2.03 which is less than the average in the scale. It supported that majority of the students have negative inclination towards the item. A consistent response was observed with item 3.6 which directly negates item 3.1. 46.25% of the students strongly agreed, 30% agreed, 6.25% had no response, 6.87% disagreed, and 10.62% strongly disagreed. It indicated that majority of the students (76.25%) showed their agreement to the statement which says that vocabulary teaching techniques via plasma are not understandable. The mean score of the responses to this item is 1.80 which is less than the average in the scale. However, many of the students interviewed expressed that there are vocabulary teaching techniques that are not understandable (please see appendix-F) and again the result of classroom observation witnessed there unclear vocabulary teaching techniques utilized by plasma TV (please see appendix-A). Nevertheless, Scholars such as, Atkins et al. (1996); Harmer (1991) suggest that the vocabulary teaching techniques and practices used should be familiar and well- known by students.

In item 3.2 and 3.11, the students were required to reveal their views whether or not they need the assistance of their classroom teacher while the plasma TV is presenting new words using certain techniques. As one can see the responses in table 3 for item 3.2, 83.12% of the students sampled strongly agreed, 5.62% agreed, 9.37% disagreed and 1.87% strongly disagreed. It is interesting to note that majority of the sampled students, 91.25% believe that they need the assistance of their classroom teachers whatever techniques plasma television employs. The mean score of the item 4.43 shows by far greater than the average in the scale. In item 3.11 which directly negates item 3.2 consistent response is seen. However, the result of open-ended questions (please see appendix-I) and nearly all of the interviewed students revealed that their classroom teachers are not providing them with necessary assistance before, during and before the transmission (please see appendix-F). For the effectiveness of the plasma television program, the classroom teacher plays an important role. As Dongahue (2003) clearly puts, in the absence of the direct involvement of classroom teacher, the TV lesson will become lifeless. As there is no direct personal contact between the plasma teacher and students to make necessary adjustments in

classroom, the direct involvement of the classroom teacher through each and every lesson is very important. Dongahue further explains that the success of the program is based on the classroom teacher's conscious participation, and skillful handling.

In item 3.3 and 3.5 of Table 4, the students were asked if plasma gives them enough time to carry out various activities. During the presentation of lesson, in practicing the words and interacting with the new words and for activities such note taking, correction etc. Many scholars such as, Rivers (1980); Harmer (1991) argue that for vocabulary learning to be effective, students should get time to practice the words and get involved in interaction with the words. As a reaction to the statement, 5% of the students strongly agreed, 16.37% agreed, 6.87% had no opinion 17.5% disagreed, and 53.75% strongly disagreed. As a result, 71.25% of the sampled students showed their disagreement. The mean score for this item is 2.01 which is less than the average in the scale. Consistent response in item 3.5 which directly negate item 3.3 found. This implied that students do not have sufficient time to interact with words, to practice the words in pairs or groups, etc. Majority of the students interviewed (please see appendix-F) and observation result indicated that there is lack of time in plasma TV (please see appendix-A). O'Neil and Perez's (2003) findings also confirmed that one of the drawbacks of plasma television is lack of adequate time.

In item 3.4, the students were required to reveal their feeling whether or not the use of different vocabulary teaching techniques by plasma TV in presenting new words absorbs their attention. As shown on the table 3 item 3.4, 30.62% of the students strongly agreed, 33.75% agreed, 8.75% had no opinion, 16.25% disagreed, and 10.62% strongly disagreed. Thus, 64.37% of the sampled students described their agreement to the statement. This means that majority of the students like learning vocabulary through different colorful techniques used by plasma. The mean score of the item is 3.57, which is greater than the average in the scale. It confirmed that students have positive inclination towards this item. Using different vocabulary teaching technique in presenting new words has paramount importance (Taylor, 1990).

In item 3.7 and 3.15, positive and negative statements respectively, the students were required to view on whether or not the plasma TV employs vocabulary-teaching techniques that are beyond



students' capacity and experience. As a response to this statement (item 3.7), 10.62% of the respondents strongly agreed, 9.37% agreed, 11.25% had no response, 39.37% disagreed, and 29.37% strongly disagreed. 68.74% of the sampled students revealed disagreement. The mean score of the item 2.32 is below the average in the scale. Although the result indicated that there is problem, the researcher has observed that there are potential constraints. And also in item 3.15 which negates item 3.7 the result supporting the observation was found. That is, majority (70%) of the students revealed their agreement to the negative item. Some students interviewed explained that there are techniques which are inaccurate to present words and there is lack of time and classroom teachers assistance (please see appendix-F) and this was also witnessed by result of open-ended questions (please see appendix-I).

In item 3.8 positive and the corresponding negative item 3.20, the students were asked if plasma TV uses vocabulary teaching techniques that are unfamiliar to our country. Accordingly, 11.87% of the sampled students strongly agreed, 9.37% agreed, 8.75% had no opinion, 31.87% disagreed, and 38.12% strongly disagreed. As a result, 69.99% of the students showed their disagreement to the statement. This implied that many of the techniques used by the plasma TV in presenting vocabulary lesson are well-known to our students. The mean score 2.25 is less than the average in the scale. It also indicates that students have negative inclination towards the item. Nevertheless, there are considerable numbers of students (21.24%) who have positive inclination. In item 3.20, which negates item 3.8 consistent response, is also observed. The mean score 2.45 which is less than the average in the scale but indicates that students have agreed to the statement that says unfamiliar vocabulary teaching techniques are not employed.

In item 3.9 and 3.13 positive and negative statement respectively, the students were required to reveal their feelings whether or not the vocabulary teaching techniques employed by plasma TV are free from gender or culture bias. As a reaction to the statement, 19.37% of the subjects strongly agreed, 24.37% agreed 28% had no opinion, 17.5% disagreed, and 17.5% strongly disagreed. Thus, 48.74% of the students agreed with the statement. The researcher's observation and students' interview result confirmed this as well. A response in item 3.13 which directly negates item 3.9 also indicated that students have negative inclination towards the item. As shown in the table, 38.12% of the students strongly agreed, 20.62% agreed, 12.5% had no

response, 8.75% disagreed, and 20% strongly disagreed to the statement which says that the vocabulary teaching techniques are not free from culture and gender bias. The mean score 3.48 is more than the average in the scale. It showed that students have negative inclination towards the statement, which says the vocabulary techniques are not free from cultural, and gender bias.

In item 3.14 and 3.16, the students were asked to point out their view if the vocabulary teaching techniques through plasma could create pair, group and classroom discussion. As can be observed from Table 4 item 3.14, 10% of the students strongly agreed, 15% agreed, 6.25% had no opinion, 17.5% disagreed, and 51.25% strongly disagreed. Accordingly, 68.74% of the sampled students expressed their disagreement to the statement. The mean score of the item 2.36 is below the average in the scale. The alternating negative statements also exhibit a consistency response. It implied that the vocabulary via plasma could not create interactive classroom atmosphere. However, Scholars suggest that for such an interactive atmosphere. In teaching vocabulary students' involvement with words and getting interaction with words would help students' to learn and remember the words (Harmer, 1991). Rivers (1980) also states that vocabulary cannot be taught, be presented, explained, included in all activities, but it must be learned by the individual. Discovery technique, where students have to work independently on word meaning is the best technique (Harmer, 1991). Observation result (please see table 1; item 13) and the response of majority students' response on interview (please see appendix-F) and open-ended questions (please see Appendix-I) uphold the fact that plasma in vocabulary teaching could not facilitate interaction in the classroom.

In item 3.17 and 3.19 positive and negative statement respectively, the purpose was to know if the vocabulary teaching techniques through plasma help vocabulary learning in integration with other skills and sub-skills such as, speaking, writing, grammar and so on. As a reaction to the statement, 15.62% of the students strongly agreed, 8.75% agreed, 14.37% had no opinion, 21.87% disagreed and 40% strongly disagreed. It is possible to infer that 61.87% of the students showed their disagreement. This may imply that vocabulary is not frequently taught in integration with other skills. The mean score of the item 2.4 shows below the average in the scale. However, there are significant numbers of students (14.37%) who are in favor of the statement. Consistent response is also observed in item 3.19 which directly negates item 3.17. This is also supported by

the result of observation (please see table 1; item 11) and students view in interview (please see appendix-F). According to the observation, the researcher noticed that there are attempts of teaching vocabulary in integration with writing but it is impractical due to for different constraints.

In item 3.18 and 3.22 positive and negative statements respectively, the students were asked if the use of different vocabulary teaching techniques via plasma easily presents the meaning of words to the students' understanding. As shown in the table, 21.87% of them strongly agreed, 19.37% agreed, 16.25% had no opinion, 23.12% disagreed, and 20.62% strongly disagreed. 41.24% of the students sampled revealed their agreement that the use of different vocabulary teaching techniques ease comprehension. Nevertheless, 43.74% of the respondents said that the use of various techniques does not ease learning but add confusion. The mean score of this item is 3.01, which shows equal to the average in the scale. This may indicate that majority of students have neither positive nor negative inclination towards the statement. The negative corresponding statement also shows consistent response. The mean score is 2.91 which is almost equal to the average. Although the result shows this, in the interview many students mentioned that the use of different techniques helps comprehension. Taylor (1990) also argues about the importance of using multiple of vocabulary teaching techniques in combination.

In item 3.12, the students were required to reveals their opinion if the frequent use of some techniques causes boredom on students. As a reply to the statement, 25.62% of the subjects strongly agreed, 10.62% agreed, 14.37% had no response, 32.5% disagreed, and 16.87% strongly disagreed. Thus, 48.92% of the subjects showed their disagreement. The mean score of the item 3.60 shows above the average in the scale. Still significant number of students (35.24%) believes that the frequent use of certain techniques is so boring. However, on the interviewees expressed that the techniques such as pictures, actions, realia, etc. though employed frequently, they are attractive.

In item 3.21, the students were asked to give their views on the absence of translating some difficult concept, idea etc. into L<sub>1</sub>. As can be seen from table 5, 60% of the students strongly agreed, 15% agreed, 6.87% had no opinion, 9.87% disagreed and 8.75% strongly disagreed.

Thus, 85% of the subjects sampled showed their agreement. The mean score 4.08 is greater than the average in the scale. This result is also confirmed by students' reaction to open-ended question (see appendix-I). And again, many of the interviewed students revealed this finding (please see appendix-F). According to Wallace (1982), the translation of difficult target vocabulary into mother tongue can save valuable time that might be spent on largely unsuccessful explanation in the target language. Translation is a quick and easy way to present the meaning of words (Gairns and Redman, 1986; Harmer, 1991).

#### 4.2.2.4 Attitude towards Individual Vocabulary

##### Teaching Technique via Plasma

This section investigated the students' attitude towards the vocabulary teaching technique employed by the plasma TV. To attain this specific objective, a five point rating scale was employed (please see appendix-B). The mean score and percentage was calculated for each item (please see appendix-H).

**Table 5: Responses on Attitude towards Each Vocabulary Teaching Technique via Plasma**

Items	Responses													
	Strongly Agree		Agree		No opinion		Disagree		Strongly Disagree		Total		Mean	
	5 *1		4 2		3		2 4		1 5					
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		%	$\Sigma$	$\bar{X}$
4.1	27	16.87	33	20.62	11	6.87	48	30	41	25.62	160	100	437	2.73
4.3	43	26.87	44	27.5	13	8.12	29	18.12	31	19.37	160	100	441	2.75
4.2	12	7.5	30	18.75	17	10.62	87	54.37	14	8.75	160	100	419	2.62
4.4	76	47.5	20	12.5	23	14.37	24	15	17	10.62	160	100	360	2.28
4.6	27	16.87	35	21.87	19	11.87	33	20.62	42	26.25	160	100	440	2.75
4.8	58	36.25	25	15.62	13	8.12	35	21.87	29	18.12	160	100	432	2.70
4.7	47	29.37	25	15.62	19	11.87	30	18.75	39	24.37	160	100	491	3.00
4.9	35	21.87	34	21.25	21	13.12	42	26.25	28	16.37	160	100	474	2.96
4.10	37	23.12	57	35.62	15	9.37	20	12.5	31	19.37	160	100	529	3.30
4.12	25	15.62	29	18.12	9	5.62	69	43.12	28	17.5	160	100	526	3.28
4.11	45	28.12	36	22.5	10	6.25	36	22.5	33	20.62	160	100	704	4.4
4.13	20	12.5	34	21.25	15	9.37	66	41.25	25	15.62	160	100	522	3.26
4.14	74	46.25	28	16.37	14	8.75	21	13.12	23	14.37	160	100	639	3.99
4.16	19	11.87	23	14.37	17	10.62	18	11.25	83	51.87	160	100	603	3.76
4.15	70	43.75	48	30	14	8.75	13	8.12	15	9.37	160	100	635	3.96
4.19	94	58.75	23	14.37	16	10	16	10	11	6.87	100	100	653	4.08
4.17	57	35.62	37	23.12	26	16.25	19	11.87	21	13.12	160	100	570	3.56
4.18	72	45	38	23.75	13	8.12	22	13.75	15	9.37	160	100	480	3.1
4.5	93	58.12	29	18.12	11	6.87	14	8.75	13	8.12	160	100	655	4.09

In Table 5 item 4.1 and 4.3 positive and negative statements respectively, the students were asked whether or not the meaning intended in teaching new words and the *real objects* used have a direct relation. The intention was to see the accuracy of the *realia* used by the plasma television in presenting the exact meaning intended. As a response to the statement, 16.87% of the students strongly agreed, 20.62% agreed, 6.87% had no opinion, 30% disagreed, and 25.62% strongly disagreed. Consequently, 55.62% of them revealed their disagreement. This may indicate that majority of the students sampled believe that the *realia* used as a clue was found to be inaccurate to present the meaning intended. The meaning that the students guess after viewing (watching) the TV and the intended meaning that the *realia* used to present are different. The mean score of the item is 2.73, which is below the average in the scale. There is also consistent response for the corresponding negative item 4.3, which directly negates 4.1. However, there is significant number of students (37.49%) who were in favor of the statement. Regarding this, observation result and students' interviewed expressed this problem (please see appendix-F).

In item 4.2 and 4.4, positive and negative statements respectively, the intention was to check whether or not the *actions*, *gestures*, or *mime* accurately presents the meaning intended to the students understanding. As a reaction to the statement (item 4.2), 7.5% of them strongly agreed, 18.75% agreed, 10.62% had no response, 54.37% disagreed, and 8.75% strongly disagreed. Thus, 63.12% of the students revealed that they do not agree with the statement. This indicated that though the techniques absorb students' attention, they do not help them to grasp the meaning. The techniques (*action mime* and *gesture*) are unrelated to put across the meaning of the intended words. The mean score for this item is 2.62, which is less than the average in the scale. This implied that students have negative inclination towards the item. Consistent response is also observed in item 4.4 which directly negates item 4.2. The result of observation as well as the response of students' interviewed advocate this finding (please see appendix-F).

In item 4.6 and 4.8, positive and negative respectively, the students were asked if the vocabulary teaching techniques used by plasma TV such as, *pictures* present the meaning of the intended words accurately. It attempted to assess whether there is direct relation between the intended meaning of new vocabulary items and the *picture* utilized by PTV as a teaching aid to ease learning. As can be observed on table 5, 16.87% of them strongly agreed, 21.87% agreed,

11.87% had no opinion, 20.62% disagreed, and 26.25 % strongly disagreed. Accordingly, 46.87% of the students reflected that the pictures used by plasma TV are not accurate enough to put across the meaning of the intended words. The mean score of the item is 2.75, which indicates less than the average in the scale. This showed that students' have negative inclination towards the item. The alternating negative item 4.6 depicted similar response. Meaza's (1999) finding also depicted that the pictures used via plasma lacks clarity. Nevertheless, considerable numbers of students (38.74%) are in favor of the statement. Significant number of students interviewed put forward that the word intended and the pictures used as a clue in most cases are unrelated (please see appendix-F). Although Doff (1990) states that the pictures focus the attention of the learners on the meaning, the researcher's direct observation witnessed that there is lack of inaccuracy.

In item 4.7 and 4.9, positive and negative statements respectively, the purpose was to examine the students' feeling whether *definition* clearly presents the meaning of new words. As a result (in item 4.7), 29.37% of them strongly agreed, 15.62% agreed, 11.87% had no opinion, 18.75% disagreed and 24.37% strongly disagreed. Accordingly, 44.99% of them reflected their agreement to the statement. The mean score of the item (4.7) is 3.00 shows equal to the average in the scale. Almost equal number of students (43.12%) said that *definition* is not a good vocabulary teaching technique. In the same way, scholars such as, Wallace (1982); Harmer (1991) argue that *definition* in the target language can be used effectively but only if they are expressed in terms that are better known or more easily guessed. The response to item 4.9 which directly negates with 4.7 shows consistency. The mean score of the item is 2.96 which is nearly equal to the average in the scale. It implied that majority of the students neither have negative nor positive inclination towards the item.

In item 4.10 and 4.12, positive and alternating negative statement respectively, the students were asked to reveal their feelings if the use of *antonyms* and *synonyms* help them in learning vocabulary. As shown on the table, 23.12% of the students strongly agreed, 35.62% agreed, 9.37% had no opinion, 12.5% disagreed and 19.37% strongly disagreed. Thus, 57.74% of the sampled students expressed their agreement to the statement. The mean score for item 4.10 is 3.30 which show above the average in the scale. The students response on interview (please see

appendix-F) and open-ended question (see appendix-I) also substantiated this finding. Yet, there is significant number of students (31.88%) who showed their disagreement. The mean score of the negative corresponding item is 3.35, which is above the average in the scale. It indicated that students have negative inclination towards the item. Scholars' arguments reflect that *Synonyms* and *antonyms* can a good technique. *They* can be applied easily and efficiently to present the meaning of unknown words (Yule, 1985; Gairns and Redman, 1986; McCarthy, 1990 Harmer, 1991; Ur, 1996). The interview result also confirmed that synonyms and antonyms are the interesting ones.

In item 4.11 and 4.13, positive and negative statements, the students were asked if word- game as vocabulary teaching technique via plasma is an interesting technique which allows vocabulary learning through interaction. As a reaction to the statement, 28.12% of the subjects strongly agreed, 22.5% agreed, 6.25% had no response, 22.5% disagreed, and 20.62% strongly disagreed. Consequently, 50.62% of them showed their agreement. The mean score of the item is 3.10 which is greater than the average in the scale. This implied that majority of the students like learning vocabulary through word-game. Consistent response is also observed in 4.13, which negates item 4.11. Wallace (1982); Atkins et al. (1995) state that games have great educational value; they help to present new words in a pleasant and entertaining way. Language games can be used to increase motivation and to create conducive classroom atmosphere which enhance effective interaction in the classroom (Wallace, 1982). Several students on the interview (see appendix-F) and on open-ended question mentioned that they prefer to learn vocabulary by word-games (please see appendix-I).

In item 4.14 and 4.16, positive and negative statement respectively, the students were asked whether *collocation* presents new words interestingly and helps students in vocabulary learning. As it can be seen on the table, 46.25% of them strongly agreed, 16.37% agreed, 8.75% had no response, 13.12% disagreed, and 14.37% strongly agreed. 62.62% of them revealed their agreement to the statement. This indicated that *collocation* is thought by majority of the students (62.62%) as a good vocabulary teaching technique. The mean score of the item is 3.99 which is much greater than the average in the scale. A consistent response is also observed in item 4.16 which directly negates 4.4. Accordingly, 11.87% of them strongly agreed, and 14.37% agreed,

10.62% had no opinion, 11.25% disagreed, and 51.87% showed their disagreement to the statement that says collocation does not help in presenting new words. Scholars such as, Yule (1985); McCarthy (1990); also confirm the fact that *collocation* is the most systematic ways of organizing words in terms of their frequent co-occurrence. Although the finding shows this, the students on interview do not revealed it as their favorite technique.

In item 4.5, the intention was whether or not the monolingual or bilingual dictionaries help students to learn the exact meaning of new words. As a reaction to the statement, 58.12% strongly agreed, 18.12% agreed, 6.87% had no opinion, 8.75% disagreed, and 8.12% strongly disagreed. As a consequence, majority of the students sampled (76.24%) indicated their agreement to the statement. Thus, most of the students believe that monolingual or bilingual dictionaries are much helpful in learning the exact learning of words. Students' response to open-ended question (please see appendix-I) and interview confirmed this finding (please see appendix-F). The mean score of the item 4.09 is greater than the average in the scale showed students' positive inclination. Bilingual or monolingual dictionaries may be used in teaching vocabulary very systematically (Celce-Murcia, 1991; Cook, 2001). Rivers (1980) also state that students must learn how to discover new words for themselves. Dictionaries help the students to be independent of the teacher (Wallace, 1982).

In item 15, the students were asked if *contextual guess* presents new words in a meaningful way. As a result, 43.75% of the students strongly agreed, 30% agreed, 8.75% had no opinion, 8.12% disagreed, and 9.37% strongly disagreed. Majority of the subjects mentioned their agreement to the statement. The mean score of the item (3.96) is much higher than the average in the scale. However, the students interviewed stated that contextual guess is not the preferable technique. *Contextual guess* presents the meaning of new words in a meaningful way. If we really want to teach the meaning of words and how they are used, it is better that we show them being used in context (Carter and McCarthy, 1988; Gairns and Redman, 1986). Celce-Murcia (1991); Atkins et al. (1996) also point out that if students learn words in context, they are likely to remember and have a better picture of these words being used in isolation.



It item 4.17, the students were asked if *explanation* as one of the vocabulary teaching techniques via plasma easily presents the meaning of new words. As it can be observed in the table, 35.62% of the students strongly agreed, 23.12% agreed, 16.25% had no response, 11.87% disagreed and 13.12% strongly disagreed. It is interesting to note that 58.12% of the sampled students mentioned their agreement to the statement. This implied that more than half of the students feel that *explanation* clearly presents the meaning of words. Its mean score (3.56) which is more than the average in the score witnessed that students have positive attitude. In spite of most students' agreement to the statement, considerable number of students (24.99%) still have negative attitude towards the technique. However, the students expressed that explanation is a good technique but plasma teacher does not provide (please see appendix-F).

In item 4.18, the students were asked to reveal their feelings whether or not bilingual dictionary helps students to learn the exact meaning of new words. As a reaction to the statement, 45% of them strongly agreed, 23.75% agreed 8.12% had no opinion, 13.75% disagreed and 9.37% strongly disagreed. Accordingly, 68.75% of them revealed their agreement to the statement. Yet, the mean score (3.1) is somewhat above the average in the scale. Bilingual dictionaries are useful in learning new words (Wallace, 1982). This can be substantiated by the students interview response (please see appendix-F) and open ended questions (please see appendix-I)

In item 4.19 the intention was to check whether or not teaching by translation into mother tongue equivalent is important. According to the students' responses, 58.75% strongly agreed, 14.37% agreed, 10% had no opinion, 10% disagreed, and 6.87% strongly disagreed. Accordingly, 73.12% of the subjects agreed that translation is an essential vocabulary teaching technique. The mean score is 4.08, which is greater than the average in the scale. Majority of students interviewed reflected it is an essential technique (please see appendix-F). Many scholars also argue that translation is sometimes essential. For example, Gairns and Redman (1986); Harmer (1991) mention that translation can be very an effective way of teaching vocabulary.

### **4.3 Analysis of Students' Interview**

In order to triangulate the data gathered in questionnaire and observation, interview was conducted (please see appendix-D). The interview results are summarized as follows:

Regarding learning vocabulary via plasma, majority of the interviewed students mentioned that it is given due emphasis like other skills. However, significant number of students said that though PTV uses various techniques such as, pictures, real objects, entertaining activities, but they can never be a substitute of learning by classroom teacher. The major vocabulary teaching techniques are such, as picture, real objects, explanation, action, definition, synonyms, and contextual guess.

The other important point raised on the interview was about the assistance of classroom teacher. Concerning this, majority of them expressed that they are not getting necessary assistance before, during and after the vocabulary lesson via plasma. The reasons forwarded were such, as lack of time, lack of interest and motivation. It is partly resulted from perceiving that the emergence of plasma TV is meant to substitute them and therefore they think that they have no roles to play. However, some students mentioned that despite time constraint some classroom teachers are doing their best in assisting the lesson.

In addition, the students were asked whether plasma provides conducive atmosphere for students to interact with the words and practice them in the classroom in integration with skills such as speaking, writing etc. As a reaction to this interview question, many of the interviewed students said that there is no favorable atmosphere to carry out such activities.

Regarding the inaccuracy of vocabulary teaching techniques, such as, actions, pictures, real objects, many of them explained that most of the time these techniques are not accurate to present the words. In fact, they expressed that these techniques are interesting and attractive.

According to my observation to the plasma TV, what the plasma wants the students to learn or guess and the clue employed in most cases are unrelated. For example, to present the meaning of 'toothbrush' what they employed is a person involved in the action of cleaning his teeth using "toothbrush". On this interview question, one of the interviews reflected that what the plasma TV teaches and the meaning he found in the dictionary at home is totally different.

Concerning translation technique in teaching conceptual, abstract ideas, with the exception of a few students, translation to L1 was preferred to be used as necessary as possible.

The other interview question was about the major problems that are likely to occur during the plasma television teaching vocabulary. Almost all students mentioned that lack of sufficient time; for taking correction, for discussion and practicing the new words as the major problem.

Another impending problem expressed by the interviewees was inadequate assistance from classroom teachers. Because of the plasma TV, the teachers' roles have been highly limited to opening and closing of the plasma TV. As they pointed out lack of time is the major constraint that inhibited classroom teachers' role.

Furthermore, the inaccuracy of vocabulary teaching techniques such as, pictures, actions, realia, and gesture to put across the intended meaning were revealed as important constraining problem. They further explained that sometimes they found a big difference between the meaning intended and the techniques used as a clue. Actually, the researcher also observed this problem. The intended word was "*tooth brush*" and the technique used was "*a person who was cleaning his teeth*". Then, I heard students responding by saying, in their L1, "*cleaning ones teeth*". It has been noticed that almost everybody in the class was extremely absorbed by the action of the person and attentively following the lesson.

The other problem uncovered during the interview was a disruptive behavior (such as, laughing by the techniques, off task activities and so on) caused mainly by the techniques used by the plasma TV. Lack of conducive teaching -learning atmosphere was an impending problem revealed by the students. During the plasma transmission, in most cases disruptive behaviors are common. It is almost impossible to follow the lesson in such environment attentively.

Moreover, problems such as, absence of translation, the language and pronunciation difficulty of the plasma teacher are common. Besides, lack of sufficient time to practice the words presented through writing, speaking etc. have been mentioned as the major problem in plasma television teaching vocabulary.

Finally, they were asked about the possible solutions; majority of the interviewees suggested that the plasma program should be revised. The revision of the PTV program was suggested by taking into account the target populations' capacity, needs and interests, background knowledge, etc. They expressed that the vocabulary teaching techniques that distracts attention should be reconsidered for revision.

Concerning the problem of time, many of them pointed out that sufficient time taking into consideration the students' capacity for carrying out for various activities has to be allotted.

Moreover, the other suggested solution is extending the role of classroom teachers, as the absence of their direct involvement would make the lesson via plasma lifeless.

#### **4.4 Analysis of the Plasma Guide**

##### ***4.4.1 Analysis of Language Skills and Sub-Skills***

The plasma guide of grade nine was analyzed so as to check the emphasis for vocabulary relative to language skills and sub-skills (please see appendix-J). To attain this specific purpose, all the fourteen units of the plasma guide for grade nine were analyzed thoroughly (please see appendix-J).

**Table 6: The Emphasis Given to Language Skills and Sub-Skills**

<b>N<sub>o</sub></b>	<b>The Skill and Sub-skills in the plasma guide</b>	<b>N<sub>o</sub> of lesson for each skills and sub-skills in the guide</b>	<b>Percentage</b>	<b>Rank of emphasis</b>
1	Reading	26	15.75	3
2	Vocabulary	25	15.15	3
3	Grammar	29	17.57	2
4	Speaking	32	19.39	1
5	Listening	24	14.54	4
6	Writing	29	17.57	2
	Total	160	100	

As shown above in table 6, the most emphasized language skill is speaking (19.39%) while the least attention is given to listening (14.54%). However, the difference between the two is not that much significant. When we scrutinize the table, nearly all skills are given fair emphasis.

Regarding vocabulary lesson, as it can be seen from the table, 26 lessons (15.15%) are devoted to it. The difference between the first ranking speaking skill (32 lessons) and vocabulary is only six lessons in terms of emphasis, it is the third emphasized next to speaking, and grammar.

Many research findings in the past indicated that vocabulary has been the most neglected area. It has been the neglected and insignificant time has been allotted to its teaching in the previous trend (Alemu, 1994; Dessie, 1988; Jeylan, 1999). Atkins et al. (1996) also confirm the fact that vocabulary lesson has been neglected in the previous trend of teaching English in our country.

Generally speaking, relative to other skills vocabulary is given a due emphasis via plasma television. This is a significant transform for vocabulary, which has been neglected in the previous trend; in the actual classroom teachers dominated situation. This finding is also confirmed by the result of interview (please see appendix-F) and students response to the open-ended questions (please see appendix-I)

#### ***4.4.2 Analysis for Vocabulary Teaching Techniques***

In order to achieve the specific objective of identifying the common vocabulary teaching techniques employed by the plasma TV, the thirteen units and the 26 lesson in the plasma guide were examined (please see Appendix D). Accordingly, the following summary was made,

The analysis made in the plasma guide reflected that *pictures, realia, action, gesture or mime, definition, contextual guess* are the most commonly used vocabulary-teaching techniques through plasma TV (please see appendix-I). The result of interview also supported this finding (please see appendix-F). These vocabulary teaching techniques are almost used in each of the vocabulary lesson through out the units. The vocabulary-teaching techniques such as, *explanation, antonymy and synonyms* are employed sometimes.

In addition, the techniques such as, *word- game* and *hyponyms* are utilized rarely. On the other hand, writing sentences using new words, and pronouncing the new words are sometimes used as a vocabulary presenting technique. Moreover, the analysis witnessed that other techniques, which are believed to be significant such as, *dictionary usage* and *translation* are not included as vocabulary teaching techniques.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

Ethiopia, very recently has made a tremendous stride in implementing satellite TV in the educational system of the country. Plasma TV has been applied particularly in language area and teaches language skills and sub-skills. For example, it teaches vocabulary using different techniques. However, vocabulary through plasma TV and the techniques used have some problems, which gave the researcher the initiative to carry out this research. In the first place, many of the techniques such as, pictures, actions, realia, and gesture were found to be inaccurate to put across the exact meanings of words. The other is there is no sufficient time allotted by the plasma TV for the presentation, practicing the words in the classroom in pairs or groups; in integration with other skills. And also, there is lack of classroom teachers' assistance before, during and after the transmission which is of a significant importance for the success of the program.

The main objective of this study was to investigate the vocabulary teaching techniques via plasma and students' attitude towards the vocabulary teaching techniques. The specific objectives of this study was to examining whether or not vocabulary is given due emphasis by the plasma TV relative to other skills, identifying the major vocabulary teaching techniques via plasma TV, investigating the students' attitude towards the vocabulary teaching techniques and the role of classroom teachers before, during and after the transmission. The subject of interest for this study was 160 students randomly selected from the three government high schools in Addis Ababa with reference to grade nine. Based on the review of related literature, the instruments for data gathering were designed. Accordingly, the data gathering instruments such as, observation, questionnaire, interview and plasma guide analysis were found to be relevant to attain the objectives mentioned. The data gathered through these instruments were analyzed both qualitatively and quantitatively.

## 5.2 Conclusions

To this effect, the data gathered through questionnaire; interview, observation and analysis of the plasma guide were analyzed and interpreted. Using these tools the following conclusions were drawn:

- The questionnaire, the analysis of the plasma guide and interview result showed that Vocabulary is given due emphases relative to other skills and sub- skills via plasma television. Currently, its teaching, which has been neglected in the past, is emphasized like grammar, reading, etc.
- From the discussion part it can also be deduced that plasma TV employs different techniques. *Pictures, realia, definition, contextual guess, action etc.* are the most commonly utilized techniques in the presentation of new words via plasma TV. Besides, techniques such as *synonyms, explanation, antonyms, and collocation* were found to be employed sometimes.
- On the other hand, *word- game* and *hyponyms* are techniques which are rarely used. Vocabulary teaching techniques like *translation* and *dictionary usage* are almost never employed.
- Another conclusion is that there are vocabulary teaching techniques employed by plasma TV that are not understandable and clear to students.
- Responses concerning the vocabulary teaching techniques such as, *pictures, realia* and *actions, gesture mime* indicated that they are not accurate enough to put across the meaning intended. That is, the meaning of the word intended and the techniques used as teaching aids are unrelated. The meaning students guess after viewing (watching) the clue is very different from the exact meaning of the word intended.
- In addition, the conclusion that can be drawn from the discussion is that the plasma teacher does not allot sufficient time that suffices pair or group discussion and interaction in practicing the words in the classroom.
- It can also be concluded that students have good attitude towards learning vocabulary through *word-game*. Many scholars also confirm that *word-game* presents vocabulary in an interesting way, but it was almost unemployed by plasma TV.

- Furthermore, students show great interest and positive inclination towards learning through *translation*. Although *translation* is said to be an important technique in learning the exact meaning of difficult abstract, conceptual meaning, it was found to be ignored.
- As the questionnaire and interview indicated and the observation witnessed, most of the techniques used by the plasma television in presenting new words do not allow integration. That is, they do not help learning vocabulary in integration with other skills such as, speaking, listening, writing etc.

Moreover, from the students' response regarding the role of classroom teachers in providing assistance before, during and after the vocabulary lesson, it appeared that teachers are not discharging their responsibility, perhaps pertaining to factors such as, time.

The study in general showed that the implementation of different vocabulary teaching techniques by plasma TV has some problems:

- Many of the students could not follow the lesson as the plasma transmission was too fast
- The time allotted for the accomplishment of different activities in learning vocabulary via plasma is not enough
- Many of the vocabulary teaching techniques are not meant to help comprehension of the words though they are interesting.
- Nearly all of the classroom teachers were found to be inactive and not actively involved in the teaching learning process other than opening and closing the plasma.
- The plasma TV was also found to be one-way communication. As a result students were not able to get immediate feedback.
- Many of the vocabulary teaching techniques were found to cause of disruptive behavior during the lesson.

Generally, many of the students have negative attitude regarding the pace of the plasma TV, time allotment of the plasma TV, accuracy of techniques employed such as, pictures, actions, realia, gesture etc, and the assistance of classroom teachers.



### 5.3 Recommendations

Based on the findings of the study, the following recommendations were forwarded. The recommendations are for the Ministry of Education, the schools and classroom teachers.

1. An entire revision should be made on the techniques used by the plasma TV to present words particularly on those techniques such as, pictures, real objects, and actions. As there is great lack of correspondence between the words intended and the techniques employed as teaching aids.
2. Sufficient time that suffices the presentation, accomplishing classroom activities (taking notes, corrections, group discussions etc.) and interaction with the words should be allotted.
3. Classroom teachers should be encouraged to discharge their responsibility of facilitating successful learning. At the absence of their direct involvement the plasma program is lifeless. Thus, their roles should be increased just by reducing the whole time engrossed by the plasma TV.
4. The pace of the lesson of the PTV is too fast, it should be adjusted to the level of the students in our country.
5. As most of the classroom teachers were reluctant in performing their roles before, during and after the transmission, school directors and inspectors should make a strict supervision and follow up.
6. Techniques which the students prefer to learn through enjoyably such as *word-game* whose role is minimized should be given a due emphasis.
7. *Translation* as one of the techniques that students prefer to learn the exact vocabulary meaning should be considered. It is significant in easily and quickly presenting the meaning of abstract, conceptual meaning whose explanation through the target language could be largely unsuccessful,
8. *Definition* should be used in simple English taking into account the poor background of students in the target language or classroom teachers ought to provide the students with simplicity of definition.
9. Finally, experimental kind of research should be made so as to investigate the effectiveness of these vocabulary teaching techniques via plasma.

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## Appendix- A

### 1. Observation Checklist

High school \_\_\_\_\_

Section \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Topic of the lesson \_\_\_\_\_

Observer's name \_\_\_\_\_

#### 1.1 Observation of vocabulary teaching techniques via plasma

Which vocabulary teaching techniques are used?

No	Techniques	Responses	
		Yes	No
1	Realia		
2	Pictures		
3	Translation		
4	Antonyms		
5	Synonyms		
6	Hyponyms		
7	Collocation		
8	Definition		
9	Explanation		
10	Word- game		

If any other techniques;

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#### 1.2 Observation to classroom teachers' role, the Plasma TV lesson and Students' reaction towards the techniques

No	Statement 2.2.1 <u>Classroom teachers' role</u>	Responses		
		Excellent (3)	Satisfactory (2)	Unsatisfactory (1)
1	Classroom teachers assistance before, during and after the vocabulary lesson via plasma situation is			
2	The classroom teachers ability to make appropriate groupings is			
3	The classroom teachers' ability to create conducive learning that motivate learners is			
4	The classroom teacher readiness to provide L1 equivalents of difficult words is			
5	The actual teachers' capacity to carry out comprehension checks is			
6	The classroom teachers' ability to supplement the vocabulary lesson with teaching aids.			
7	The classroom teachers' potential to simplify instructions so that they become so clear is			

	<b>2.2.2 The Plasma TV</b>			
8	The pace of the TV lesson in relation to the learners ability to complete the task is			
9	The clarity or accuracy of the vocabulary teaching techniques( pictures, realia, actions etc) employed is			
10	The time allotted for the accomplishment of each activity in relation to the nature of the technique is The potential of the vocabulary teaching techniques to allow integration with other skills is			
	<b>2.2.3 Students Reaction</b>			
11	The capacity of the techniques to present the words in integration with other skills	4	3	5
12	The learners' eagerness to follow the lesson attentively is	1	2	9
13	The communicative interaction of the of the learners through pair, group or whole discussion is	3	2	7
14	The students willingness to readily take notes	0	1	12
15	The students ability to understand the meaning of the activity given and respond to the tasks given by the TV is			

*(Adapted from Genes and Upshur 1996; Nunan, 1988)*

**Comment** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Appendix - B**  
**ADDIS ABABA UNIVERSITY**  
**INSTITUTE OF LANGUAGE STUDIES**  
**DEPARTMENT OF FOREIGN LANGUAGES AND**  
**LITERATURE**

**1. Students' questionnaire**

Dear students

The purpose of this questionnaire is to gather relevant information about vocabulary teaching techniques via plasma TV, students' attitude towards the techniques and the role of classroom teachers during the transmission. Your genuine response to every question is highly appreciated.

Thank you

**1.1 General Questions**

**Instruction: Answer following questions by circling one of the given alternatives.**

1. Having sufficient word capacity is essential and of a critical importance in language learning.
  - a. Strongly Agree
  - b. Agree
  - c. No Response
  - d. Disagree
  - e. Strongly Disagree
2. The transition made in our country in education from the classroom teacher to plasma TV good.
  - a. Strongly Agree
  - b. Agree
  - c. No Response
  - d. Disagree
  - e. Strongly Disagree
3. Plasma TV is the best media in language teaching.
  - a. Strongly Agree
  - b. Agree
  - c. No Response
  - d. Disagree
  - e. Strongly Disagree
4. Students' attitude towards teaching techniques exercise, tasks etc affects their success in language learning.
  - a. Strongly Agree
  - b. Agree
  - c. No Response
  - d. Disagree
  - e. Strongly Disagree
5. The teaching of vocabulary relative to other skills is given a due emphasis in plasma TV.
  - a. Strongly Agree
  - b. Agree
  - c. No Response
  - d. Disagree
  - e. Strongly Disagree

**1.2 Vocabulary Teaching Techniques via Plasma**

**Instruction:** Indicate your answer by putting a tick mark (✓) in the box provided how often employed by plasma.

**Usually (5) Always (4) Sometimes (3) Rarely (2) Never at all (1)**

No	Techniques	Responses				
		Always (5)	Usually (4)	Sometimes (3)	Rarely (2)	Never (1)
1	Realia					
2	Pictures					
3	Explanation					
4	Translation					
5	Antonyms					
6	Synonyms					



7	Collocation					
8	Definition					
9	Contextual guess					
10	World -game					
11	Dictionary use					

Specify if there are any other techniques employed.

---



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### 1.3 Students' Attitude towards plasma lesson, Teachers' role and nature of the techniques

**Instruction:** Indicate your reaction to the following statements by putting a tick mark (✓) in the box given. The options given are

**Strongly Agree (5)      Agree (4)      No Response (3)**  
**Disagree (2)              Strongly Disagree (1)**

No	Statements	Response				
		5	4	3	2	1
3.1	Vocabulary teaching via plasma using different techniques clearly presents the meaning of intended words					
3.2	Whatever technique plasma utilizes in vocabulary teaching, I highly want the classroom teacher's assistance					
3.3	Plasma allots sufficient time that takes into account students' comprehension capacity.					
3.4	The fact that plasma employs different vocabulary teaching techniques absorbs my interest and attention.					
3.5	Plasma TV does not allot sufficient time in presenting new words in relation to students understanding capacity					
3.6	vocabulary teaching techniques via plasma TV clearly presents meanings					
3.7	Plasma TV employs vocabulary-teaching techniques, which are in accordance with the students' level and experience.					
3.8	All vocabulary-teaching techniques via plasma TV are suitable to our country.					
3.9	The vocabulary teaching techniques via plasma are all free from gender, culture, religion bias etc					
3.10	I like the Plasma TV using different techniques in teaching vocabulary					

3.11	Since the plasma TV uses different vocabulary, I do not need the assistance of my classroom teacher.					
3.12	The fact that plasma employs some techniques dominantly in presenting new words likely cause boredom on students					
3.13	The vocabulary teaching techniques via plasma are not all free from gender, culture, religion bias etc					
3.14	Many of the techniques which plasma utilizes to present new words facilitate pair, group, and class discussion where students react with words					
3.15	Plasma TV employs vocabulary teaching techniques which are beyond the students' capacity and experience.					
3.16	Many of the techniques which plasma utilizes to present new words don't facilitate pair, group, and class discussion					
3.17	Many of the vocabulary teaching techniques via plasma help learning the new words in integration with other skills (e.g. Writing, speaking, reading etc)					
3.18	The fact that plasma TV uses various vocabulary teaching techniques can putting across the intended meaning of new words					
3.19	Many of the vocabulary teaching techniques via plasma don't help learning the new words in integration with other skills (e.g. Writing, speaking, reading etc)					
3.20	Not all vocabulary-teaching techniques via plasma TV are suitable to our country.					
3.21	The absence of <i>translation</i> into L <sub>1</sub> in plasma TV teaching vocabulary highly determines students' understanding of the exact meaning of words whose explanation in the target language is hardly possible					
3.22	Although plasma TV uses various vocabulary teaching techniques; sometimes it can not put across the intended meaning of the new words					

## 1.4 Students' Attitudes towards Each Technique

**Instruction:** Indicate your reaction to the following statements by putting a tick mark (✓) in the box given.

**Strongly Agree (5)**

**Agree (4)**

**No Response (3)**

**Disagree (2)**

**Strongly Disagree (1)**

No	Statements	Responses				
		5	4	3	2	1
4.1	There is a direct relationship between the intended meaning and the <i>realia</i> used by the Plasma TV as a clue in teaching vocabulary.					
4.2	The vocabulary teaching techniques by plasma TV such as <i>mime</i> , <i>action</i> , <i>gesture</i> etc hold my attention and it accurately presents the meaning intended					
4.3	The <i>realia</i> used by the Plasma TV as a clue in teaching vocabulary is not accurate enough to put across the meaning intended.					
4.4	The vocabulary teaching techniques used by plasma TV such as <i>mime</i> , <i>action</i> , <i>gesture</i> etc do not accurately presents the meaning intended.					
4.5	Monolingual dictionaries are very important to learn the exact meanings of new words.					
4.6	The <i>pictures</i> used by the Plasma TV as a clue in teaching vocabulary is accurate enough to put across the meaning intended.					
4.7	I like learning vocabulary through definition used by plasma TV as it clearly presents the meaning of new words.					
4.8	The <i>pictures</i> used by the Plasma TV as a clue in teaching vocabulary is not accurate enough to put across the meaning intended.					
4.9	I do not like learning vocabulary through definition used by plasma TV as it does not clearly presents the meaning of new words.					
4.10	Vocabulary teaching through plasma using techniques such as antonym and <i>synonyms</i> help students to understand the meaning of words.					
4.11	Vocabulary teaching through plasma using <i>word-game</i> is interesting since it gives me an opportunity to work with my classmates and presents the word in an unforgettable way.					
4.12	Vocabulary teaching through plasma using techniques like <i>antonym</i> and <i>synonyms</i> do not help me to understand the meaning of words.					

4.13	Vocabulary teaching through plasma TV using <i>word-game</i> is not interesting since it does not give me an opportunity to work with my friends and presents the word satisfactorily.					
4.14	Most of the time <i>collocation</i> can explain the meaning of new words to the understanding of students.					
4.15	Contextual guess helps students to learn the meaning of new words in a meaningful way.					
4.16	Most of the time <i>collocation</i> cannot explain the meaning of new words to the understanding of students.					
4.17	Plasma TV in teaching vocabulary using <i>explanation</i> easily presents the meaning of words.					
4.18	It will be important if plasma teacher gives students an assignment to look up on monolingual dictionary so that they learn the exact meaning of words.					
4.19	It is good if plasma uses <i>translation</i> into L <sub>1</sub> so that students can easily grasp the exact meaning of words denoting concept, abstract etc.					

4.20 What do you comment about your classroom teachers' assistance during the vocabulary lesson via plasma TV?

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4.21 Write your opinion on the following points.

a. What do you think about the absence of *translating* into L1 in plasma TV teaching vocabulary?

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b. Does plasma TV employ Techniques in teaching new words? What are the major techniques used? Which techniques interest you?

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c. Does the plasma TV create favorable atmosphere for student to interact with new words?

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22. What are the major problems in vocabulary lesson through plasma TV?

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23. What possible solutions do you suggest for the problems you stated above?

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2.5	በተቃራኒ (ምሳሌ: የቃሉን ተቃራኒ በመስጠት)					
2.6	በተመሳሳይ (ምሳሌ: የቃላቱን ተመሳሳይ በመስጠት)					
2.7	ከቃላቱ ጋር አብሮ የሚጣመር: የሚሄድ ተጣማሪ/ተዛማጅ ቃላትን በመጠቀም::					
2.8	በፍች (ምሳሌ: የቃላቱን ፍች በመስጠት)					
2.9	በአገባብ ግምት (Contextual guess) (ምሳሌ: ቃሉን ተማሪዎች በደንብ በሚያውቁት ቃላት ውስጥ በአ.ነገር በአንቀፅ በማስገባት በማስረዳት)					
2.10	በቃላት ጫፍ (ምሳሌ: ቃላትን በጫፍ መልክ በማዘጋጀት ማስተማር)					
2.11	በድክሽነሪ እንዲጠቀሙ (ምሳሌ አዲስ ቃላትን ከድክሽነሪ እንዲጠቀሙ) በማዘዝ					

አጠቃላይ በማስተማሪያ ዘዴዎች /ቴክኒኮች/ አስተያየት ካለህ/ሽ ግለፅ/ጪ::

**1.1.3: ተማሪዎቹ ስለኅላዝማ ትምህርት፣ ስለአስተማሪው ሚዛና ስለቃላት ማስተማሪያ ዘዴዎች ያሏቸው አመለካከት**

**መመሪያ:** ከሚከተሉት በሠንጠረዥ ከተሠጡት አማራጮች ውስጥ ትክክለኛ ብለህ/ሽ የምታስበውን/ቢውን አማራጭ ሳጥን ውስጥ የራይት ምልክት /✓/ በማድረግ ለማስተማሪያ ዘዴዎቹ ያለህን/ሽን አመለካከት አመልክት:: የተሰጡት አማራጮች:

በጣም እስማማለሁ (5) እስማማለሁ(4) መልስ የለኝም(3) አልስማማም (2)  
 በጣም አልስማማም(1)

ተ.ቁ		ምላሽ				
		5	4	3	2	1
3.1	ኅላዝማ ቃላትን በተለያዩ የማስተማሪያ ዘዴዎች ሲያስተምር የቃላቱን ትርጉም በግልጽ ያስረዳል::					
3.2	ምንም እንኳን ኅላዝማ የተለያዩ የቃላት ማስተማሪያ ዘዴዎች ተጠቅሞ ቢያስተምርም የክፍል ውስጥ መምህር እርዳታ በእጅጉ አስፈላጊ ነው::					
3.3	ኅላዝማው አዳዲስ ቃላትን ሲያስተምር ከተማሪው የመረዳት ችሎታ ጋር የሚመጣጠን በቂ ጊዜ ይሰጣል::					
3.4	ኅላዝማ የተለያዩ የቃላት ማስተማሪያ ዘዴዎችን መጠቀሙ የተማሪውን ፍላጎትና ቀልብ ይገዛል::					
3.5	ኅላዝማው አዳዲስ ቃላትን ሲያስተምር ከተማሪው የመረዳት ችሎታ ጋር የሚመጣጠን በቂ ጊዜ አይሰጥም::					
3.6	ኅላዝማ ቃላትን ያለ ምንም ችግር ያስተምራል::					
3.7	ኅላዝማው ቃላትን ሲያስተምር የሚጠቀምባቸው ዘዴዎች ከተማሪው ደረጃና ልምድ ጋር የሚጣጣሙ ናቸው::					
3.8	ኅላዝማው ለቃላት ማስተማሪያነት የሚጠቀምባቸው ዘዴዎች ለእኛ ሀገር ሁኔታ የሚመቹ ናቸው::					
3.9	ኅላዝማው ቃላትን ለማስተማር የሚጠቀማቸው ዘዴዎች አብዛኞቹ ከባህል፣ ከጾታ፣ ወዘተ አድልኦ የፀዱ ናቸው::					
3.10	ኅላዝማ የተለያዩ የቃላት ማስተማሪያ ዘዴዎችን ሲጠቀም ቃላቱን ለመረዳት ያግዘኛል::					

3.11	ኅላዝማ የተለያዩ የቃላት ማስተማሪያ ዘዴዎች ተጠቅሞ ስለሚያስተምር የክፍል ውስጥ ጭንቀት አያስፈልገኝም።					
3.12	ኅላዝማ አንዳንድ ዘዴዎችን ሁልጊዜ ቃላትን ለማስተማር ስለሚጠቀም አሰልፎ ይሆናሉ።					
3.13	ኅላዝማ ቃላትን ያለ ምንም ችግር ያስተምራል። ኅላዝማው ቃላትን ለማስተማር የሚጠቀማቸው ዘዴዎች አብዛኞቹ ከባህል፣ ከጾታ፣ ወዘተ አድልኦ የፀዱ አይደሉም።					
3.14	ኅላዝማው ቃላትን ለማስተማር የሚጠቀምባቸው ዘዴዎች አብዛኞቹ በክፍል ውስጥ ውይይትን፣ የግሩኝ ስራን ከጓደኛ ጋር የመስራት እድልን ይፈጥራሉ።					
3.15	ኅላዝማው ቃላትን ሲያስተምር የሚጠቀምባቸው ዘዴዎች ከተማሪው ደረጃና ልምድ ጋር የሚጣጣሙ አይደሉም።					
3.16	ኅላዝማው ቃላትን ለማስተማር የሚጠቀምባቸው ዘዴዎች አብዛኞቹ በክፍል ውስጥ ውይይትን፣ የግሩኝ ስራን ከጓደኛ ጋር የመስራት እድልን አይፈጥሩም።					
3.17	ኅላዝማ ለቃላት ማስተማሪያ ከሚጠቀምባቸው ዘዴዎች ወይም ቴክኒኮች ውስጥ ተማሪው/ዋ ቃላቱን ከሌሎች ክህሎቶች ጋር ለምሳሌ፡- በፅሁፍ፣ በንባብ፣ ወዘተ በአንድነት እንዲማሩ አያግዙም።					
3.18	ኅላዝማ የተለያዩ ዘዴዎችን መጠቀሙን የቃላቱን ትክክለኛ ትርጉም ለማስረዳት ይጠቅማል።					
3.19	ኅላዝማ ለቃላት ማስተማሪያ ከሚጠቀምባቸው ዘዴዎች ወይም ቴክኒኮች ውስጥ ተማሪው/ዋ ቃላቱን ከሌሎች ክህሎቶች ጋር ለምሳሌ፡- በፅሁፍ፣ በንባብ፣ ወዘተ በአንድነት እንዲማሩ ይረዳሉ።					
3.20	ኅላዝማው ለቃላት ማስተማሪያነት የሚጠቀምባቸው ዘዴዎች ለእኛ ሀገር ሁኔታ የሚመቹ አይደሉም።					
3.21	ኅላዝማው አንዳንድ እንግሊዘኛ ለማስረዳት የሚያስችግሩ ቃላትን ወደ ሀገሪኛ ቋንቋዎች ተርጉም ማስተማር አለመቻሉ የተማሪውን የመረዳት ችሎታ ጓድቶታል።					
3.22	ኅላዝማ ምንምእንኳን የተለያዩ ዘዴዎችን ቢጠቀምም ትክክለኛውን የቃላት ትርጉም አያስረዳም።					

ስለኅላዝማ ቃላትን ማስተማሪያ ዘዴዎች አጠቃላይ አስተያየት ካለህ/ሽ?

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1.1.4: ተማሪው ለ እያንዳንዱ የቃላት ማስተማሪያ ዘዴ (ቴክኒክ) ያለው አመለካከት

መመሪያ: ከሚከተሉት በሠንጠረዥ ከተሠጡት አማራጮች ውስጥ ትክክለኛ ብለህ/ሽ የምታስበውን/ቢውን አማራጭ ሳጥን ውስጥ የራይት ምልክት /✓/ በማድረግ ለእያንዳንዱ ማስተማሪያ ዘዴ ያለህን/ሽን አመለካከት አመልክት::

በጣም አስማማለሁ(5) አስማማለሁ(4) መልስ የለኝም(3) በጣም አልሰማማም(2)አልሰማማም (1)

ተ.ቁ		ምላሽ				
		5	4	3	2	1
4.1	ኘላዝማ ቁሳቁስን ለቃላት ማስተማሪያነት ሲጠቀም ለማስተማር ከፈለገው ቃል ጋር ቀጥተኛ ግንኙነት ያለው ዘዴ ይጠቀማል::					
4.2	ኘላዝማ እንደ የሰውነት እንቅስቃሴ: ምልክት ወዘተ ተጠቅሞ የቃላቱን ትረጉም ሲያስተምር ለማስተማር ከፈለገው ቃል ጋር ቀጥተኛ ግንኙነት ያላቸው ዘዴዎችን ይጠቀማል::					
4.3	ኘላዝማ ቁሳቁስን ለቃላት ማስተማሪያነት ሲጠቀም ለማስተማር ከፈለገው ቃል ጋር በቁጥጥራዊነት ዘዴ አይጠቀምም::ኘላዝማ ተማሪው ቃላትን በአገባብ ግምት (contextual guess) እንዲማር ቢያደርግ ተማሪው ቃላቱን ትርጉም ባለው መንገድ እንዲማር ይረዳዋል::					
4.4	ኘላዝማ እንደ የሰውነት እንቅስቃሴ: ምልክት ወዘተ ተጠቅሞ የቃላቱን ትረጉም ሲያስተምር ለማስተማር ከፈለገው ቃል ጋር ቀጥተኛ ግንኙነት ያላቸው ዘዴዎችን አይጠቀምም::					
4.5	የሀገርኛ መዝገበቃላት ተማሪ የአዳዲስ ቃላትን ትክክለኛ ትርጉም እንዲማር በጣም ይረዳዋል::					
4.6	ኘላዝማ ስዕልን እንደ ቃላት ማስተማሪያ ተጠቅሞ ሲያስተምር ለማስተማር ከፈለገ ቃል ቀጥተኛ ግንኙነት ያለው ዘዴ (ስዕል) ይጠቀማል::					
4.7	ኘላዝማ ቃላትን በፍች ሲያስተምር በግልጽ የቃላትን ትርጉም ስለሚያቀርብ ጥሩ የማስተማሪያ ዘዴ ነው::					
4.8	ኘላዝማ ስዕልን እንደ ቃላት ማስተማሪያ ተጠቅሞ ሲያስተምር ለማስተማር ከፈለገ ቃል ጋር የማይገናኝ ዘዴ (ስዕል) ይጠቀማል::					
4.9	ኘላዝማ ቃላትን በፍች ሲያስተምር በግልጽ የቃላትን ትርጉም ስለማያቀርብ ጥሩ የማስተማሪያ ዘዴ አይደለም::					
4.10	ኘላዝማ የቃላትን ተመሳሳይ ተቃራኒ ተጠቅሞ ሲያስተምር የቃላትን ትርጉም ያደራግ የማድረግ ብቃት አለው::					
4.11	ኘላዝማ የቃላት ጨዋታን ተጠቅሞ ቃላትን ሲያስተምር ከክፍል ጓደኞቹ ጋር አየተጫወተኩ እንደማማር እድል ስለሚሰጠኝ ጥሩ የማስተማሪያ ዘዴ ነው::					
4.12	ኘላዝማ የቃላትን ተመሳሳይ ተቃራኒ ተጠቅሞ ሲያስተምር የቃላትን ትርጉም ያደራግ የማድረግ ብቃት የለውም::					
4.13	ኘላዝማ የቃላት ጨዋታን ተጠቅሞ ቃላትን ሲያስተምር ከክፍል ጓደኞቹ ጋር አየተጫወተኩ እንደማማር እድል ስለማይሰጠኝ ጥሩ የማስተማሪያ ዘዴ አይደለም::					
4.14	ኘላዝማ ቃላት ከምን እንደሚዛመዱ፣ ወይም እንደሚሄዱ በማሳየት ሲያስተምር ተማሪው ቃላትን እንዲረዳ ያግዘዋል::					



4.15	ኘላዝማ ቃላትን በአገባብ ግምት (contextual guss) ተጠቅሞ ሲያስተምር ቃላቱን ትርጉም ባለው መንገድ እንደማር ይረዳኛል።					
4.16	ኘላዝማ ቃላት ከምን እንደሚዛመዱ፣ ወይም እንደሚሄዱ በማሳየት ሲያስተምር የቃላትን ትርጉም እንድረዳ አያግዝኝም።					
4.17	ኘላዝማ ቃላትን በማብራሪያ ወይም በመግለጫ ሲያስተምር የቃላትን ትርጉም በቀላሉን ድረዳ ስለሚያደርገኝ ጥ ፍ የማስተማሪያ ዘዴ ነው።					
4.18	ኘላዝማ የሀገርኛ መዝገበ ቃላት እንዲጠቀም ቢያዝ ትክክለኛ ውን የቃላት ትርጉም እንድረዳ ያግዝኛል።					
4.19	ኘላዝማው ቃላትን ሲያስተምር አንዳንድ የሚያስቸግሩ ቃላትን በሀገርኛ ቋንቋ ተርጉሞ ቢያስተምር የቃላቱን ትክክለኛ ትርጉም እንዳውቅ ይረዳኛል።					

4.20 ኘላዝማው ቃላትን በሚያስተምርበት ወቅት ከክፍል መምህርህ ስለሚደረግልህ/ሽ እገዛ ምን አስተያየት አለህ/ሽ?

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4.21 ከዚህ በታች ስላሉት ነጥቦች ምን አስተያየት አለህ/ሽ?  
 ሀ. የኘላዝማው አንዳን አስቸጋሪ ቃላትን ወደ ሀገርኛ ቋንቋዎች ተርጉሞ ማስተማር አለመቻል።

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ለ. ኘላዝማ የቃላት ማስተማሪያ ዘዴዎችን ተጠቅሞ ያስተምራል? ዋና ዋናዎቹ የማስተማሪያ ዘዴዎች ምንድናቸው? የትኞቹ የማስተማሪያ ዘዴዎች የበለጠ ይመቹሃል?

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ሐ. የኘላዝማው ተማሪው ከአዳዲስ ቃላት ጋር በክፍል ውስጥ እንዲለማመዳቸው ምቹ ሁኔታ መፍጠር አለመቻል።

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4.22 ኘላዝማ ቃላትን ሲያስተምር የሚከሰቱ ዋናዎና ችግሮች ምንድን ናቸው?

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4.23 ከላይ ለለጠቀስካቸው/ሻቸው ችግሮች መፍትሔ ይሆናሉ የምትለው/ይው ምንድንነው

## Appendix-D

### Students' Interview

1. What do you think about learning vocabulary via plasma?

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2. Does plasma TV employ Techniques in teaching new words? What are the major techniques used? And which techniques interest you?

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3. What are the major problems in plasma TV teaching vocabulary using various techniques?

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4. What possible solutions do you suggest for the problems you stated above?

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5. What do you comment on your classroom teacher's assistance? Does he/she provide necessary assistance?

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6. Does the TV teacher allot sufficient time where learners interact with words in pairs, groups etc?

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7. Do you think there is inconsistency between the words intended and the clues (action, gesture)?

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8. Do you think inconsistency between the vocabulary meaning and technique (e.g. picture, realia, actions, gesture etc) used via plasma?

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9. What do you think about translation as a vocabulary teaching technique? Do you agree about its absence?

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**Appendix-E**  
**Amharic version of students' interview**  
**የተማሪዎች ቃለ መጠይቅ**

1. ቃላትን (vocabulary) በኅላዝማ እንዴት አገኘክው/ሽው?

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2. ኅላዝማ ቃላትን (vocabulary) ሲያስተምር ዘዴዎችን ይጠቀማል ወይ? ዋና ዋና የማስተማሪያ ዘዴዎች ምንድን ናቸው? የትኞቹ ዘዴዎች ይማርኩሃል/ሻል?

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3. ኅላዝማ ቃላትን በሚያስተምርበት ወቅት ከክፍል መምህርህ ስለሚደረግልህ/ሽ እገዛ ምን አስተያየት አለህ/ሽ? የኅላዝማ መምህራን ትዕዛዝ እየተከታተሉ በቂ እገዛ ያደርግልሃል/ሻል?

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4. ኅላዝማ ቃላትን ስያስተምር ቃላቶቹን በክፍል ውስጥ በቡድን፣ በግሩኝ በመሆን ቃላቶቹን እንድትወያይ/እንድትለማመድ በቂ ጊዜ ይሰጣል?

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5. ኅላዝማ አዳዲስ ቃላትን ለማስተማር ከሚጠቀምባቸው ዘዴዎች እንደ የሰውነት እንቅስቃሴ ፣ ምልክት ሲጠቀም በትክክል የቃላቱን ትርጉም እንድትረዳ/ጂ ያደርጉሃል/ሻል?

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6. ኅላዝማ ለቃላት ማስተማሪያ የሚጠቀምባቸው ዘዴዎችን ስዕል ፣ ቁሳቁስ ተጠቅሞ ሲያስተምር ትክክለኛውን ከቃላቱ ጋር ቀጥተኛ ግንኙነት ያለው መርጃ ይጠቀማል?

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7. ኅላዝማ አንዳንድ በእንግሊዘኛ ለማስተማር የሚከብዱ ቃላትን ወደ ሃገርኛ ቋንቋ ተርጉሞ ማስተማር አለበት ትላለህ/ ትያለሽ?

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8. ኅላዝማ የተለያዩ የቃላት ማስተማሪያ ዘዴዎች ተጠቅሞ ሲያስተምር የሚከሰቱ ዋና ዋና ችግሮች ምንድናቸው?

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9. ከላይ ለጠቀስካቸው ችግሮች መፍትሔው ምን ይመስልሃል/ሻል?

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## **Appendix-F**

### **Sample Responses of the Interview**

1. What do you think about learning vocabulary via plasma?
  - It is very good.
  - Learning vocabulary via plasma is better than learning by classroom teacher, but still it is not the best one.
  - It is good and entertaining to learn vocabulary through plasma, but I think there is nothing better than the classroom teacher.
  - It is good today then ever before because we are learning vocabulary like grammar, reading etc.
  - It is good today than ever before because we are learning vocabulary like grammar, reading etc.
  - It is interesting to learn vocabulary via plasma, different visual, real objects and pictures, actions are used as teaching aids.
  - The pictures, actions, real situations employed by plasma TV teach vocabulary interests me.
2. Does plasma TV employ Techniques in teaching new words? What are the major techniques used? Which techniques interest you the most?
  - Plasma uses methods of vocabulary teaching. Pictures explanation, real objects, definition actions or gesture are the techniques.
  - Pictures, explanation, actions and definition are frequently used.
  - It employs various techniques.
  - Synonyms, antonyms, explanation, pictures, real objects are sometimes used and are sometimes good.
  - Picture, definition, synonym are the major ones.
  - Vocabulary teaching techniques such as, realia, pictures, actions, word-games are the interesting ones
  - Techniques such as, game, contextual clues, pictures, realia, and definition are utilized in teaching vocabulary via plasma TV.
3. What are the major problems in plasma TV teaching vocabulary?
  - There is no sufficient time in presenting the words, and carrying out various activities.
  - There is not sufficient time for presentation, correction, discussion, practice etc.
  - Lack of classroom teacher's assistance is a serious problem.
  - There is no translation into L1.
  - The language and pronunciation of plasma teacher is a problem.
  - Lack of inconsistency between the words the picture, actions etc.
  - As students in the classroom are disturbing, it is hardly possible to follow the lesson.
  - One of the severe problems is the classroom teacher's lack of responsibility to carry out comprehension checks.

4. What possible solutions do you suggest for the problems you stated above?
  - The entire revision of plasma television program can be the solution.
  - The plasma should be left and return to learning by classroom teacher.
  - Sufficient time for various activities should be allotted.
  - Classroom teachers should be encouraged to discharge their responsibility.
  - A strict supervision should be devised against irresponsible teachers.
  - Translation should be utilized as one technique.
  - Pictures, real objects, actions have to be reconsideration for revision.
  - Classroom teachers ought to control disruptive behavior.
5. What do you comment on your classroom teacher's assistance? Does he/she provide necessary assistance?
  - Although it is not enough, he does his best.
  - He thinks he is only responsible for opening and closing of the plasma.
  - Teachers think that the plasma is meant to carry out their entire job.
  - There is no adequate assistance from our classroom teacher.
  - Some teachers are not aware of their duty.
  - It is an excellent support that our teacher is giving us.
  - Even they are not attentively attending the lesson to give necessary assistance.
6. Does the TV teacher allot sufficient time where learners interact with words in pairs, groups etc?
  - It doesn't give enough time.
  - Not sufficient time is allotted.
  - It does not allot sufficient time that takes into account our capacity.
  - It is not usually possible to practice in activities.
7. Do you think that there is inconsistency between the intended word and the clues (actions, gestures and mime) used by plasma TV?
  - Sometimes they divert our attention from the meaning intended.
  - The clues are sometime by far unrelated from the meaning intended.
  - I enjoy watching the dramatic events than worrying for the meanings
  - There is a difficulty in getting the exact meaning presented by these techniques.
  - Techniques such as gestures, actions though are entertaining, usually they distract from getting the meaning of the words.
  - I have never worried about the meaning behind, but I enjoy watching the techniques.
8. Do you think there is mismatch between the intended vocabulary meaning and the technique (Picture, realia etc.) used as clue?
  - What absorbs my attention is the pictures, and the real life situations presented through techniques.

- The meaning presented is not my worry.
- Most students are happy in learning vocabulary via these techniques.
- It is big problem.
- Most of the time such problems may happen, but the pictures are interesting.
- Sometimes what I guess and the meaning I found in dictionary at home are totally different.
- Students would rather enjoy watching the pictures, activities regardless of their meaning behind the techniques.

9. What do you think about translation as a vocabulary teaching technique? Do you agree about its absence?

- It is an essential technique.
- Its absence is not a big problem but encourages us to exert our effort.
- Its absence highly influences our comprehension.
- It makes students dependent on teachers instead of leaning by themselves.
- As we should learn English, no need of translation, into L1 equivalent.
- Depending on the kind of words to be presented translation could be used.
- It is very good to learn some times through translation.

## Appendix - G

### The Analysis of Plasma Guide

#### Vocabulary Teaching Techniques

<b>No unit</b>	<b>Topic</b>	<b>Vocabulary teaching techniques used</b>	<b>comment</b>
<b>1</b>	<b>Taking off Lesson 3</b>	Definition pictures Realia explanation Synonym	
	<b>Lesson 4</b>	Homonyms	
<b>2</b>	<b>Flying High Lesson 3</b>	Synonyms contextual Definition Pictures Realia	
	<b>Lesson 4</b>	Homonym	
<b>3</b>	<b>How writing developed Lesson 3</b>	Contextual guess Picture Actions Definition	
	<b>Lesson 4</b>	Definition contextual	
<b>4</b>	<b>How deal people communicate lesson</b>		NO vocabulary lesson
<b>5</b>	<b>Detective stories Lesson 4</b>	Explanation Pictures Realia Contextual guess	
	<b>Lesson 5</b>	Definition Word family Action Pictures	
<b>6</b>	<b>Detective stories2 Lesson 3</b>	Definition Realia Pictures Pronunciation Synonym Action	
<b>7</b>	<b>Tales of Nesredin Lesson 3</b>	Definition Synonyms Realia Actions Pictures	

	<b>Lesson 4</b>	Antonyms Pictures Realia Spelling-game	
<b>8</b>	<b>Babies Are analyzing Lesson 3</b>	Definition contextual guess Picture Realia	
	<b>Lesson 4</b>	Collocation	
<b>9</b>	<b>Detective stories 3 Lesson 3</b>	Pictures Realia Contextual guess Definition Action	
	<b>Lesson 4</b>	Pronunciation practice Definition Contextual guess	
	<b>Lesson 5</b>	Writing sentence using words	
10	<b>Water for life Lesson 4</b>	Writing sentence Definition contextual guess Picture, Realia, Actions	
11	<b>Amazing stories Lesson 2</b>	Definition Contextual guess Explanation, Pictures Actions, Gesture Real objects	
<b>12</b>	<b>Insects are Amazing Lesson 3</b>	Definition Pronunciation Pictures, Realia Contextual clues	
	<b>Lesson 4</b>	Explanation	
<b>13</b>	<b>Insects can be dangerous Lesson 3</b>	Definition Explanation Pronouncing	Not covered
	<b>Lesson 4</b>	Dictionary meaning	Not covered
<b>14</b>	<b>Days and weeks Lesson 3</b>	Definition Contextual clues	
	<b>Lesson 4</b>	Definition, contextual guess	



## Appendix-H Data Coding

The data coding system developed by Likert for coding response to Language Attitude Scale (LAS) items was used for the close-ended questionnaires. A five point Likert scale ranging from strong agreement (5 points) to strong disagreement (1 point) to a positive statement and from strong agreement (1 point) to strong disagreement (5 points) to a negative statement was employed.

- A. 1 point for strong disagreement with a positive statement
- B. 2 points for mild disagreement with a positive students
- C. 4 points for mild agreement with a positive statement
- D. 5 points for strong agreement with a positive statements
- E. 1 point for strong agreement with a negative statement
- F. 2 points for mild agreement with a negative statement
- G. 4 points for mild disagreement with a negative statement
- H. 5 points for strong disagreement with a negative statement
- I. 3 points for any “no opinion” response

(Likert in Taylor, 1973:76)

**I. positive statement:** “Strongly Agree” (5), “agree” (4), “No Opinion” (3), “Disagree” (2), and “Strongly Disagree” (1).

**II. Negative statement** “Strongly Agree” (1), “Agree” (2), “No Opinion” (3) “Disagree” (4) “Strongly Disagree” (5)

The following were the procedures used throughout the analysis and interpretation of the findings. First, all the data were tallied and all the tallies were counted and registered as frequency, which indicates the number of respondents. Then, the percentage and the mean computed based on the reaction of the respondents to each item. The percentage and the mean computed using the following formula:

**I. Percentage (%)** =  $fr/n \times 100$ , where  $fr$  is the frequency and  $n$  is sample population.**II. Mean (x)** =  $fr/n$ . It is the summation of all the frequencies divided by the number of subjects.

## Appendix-I

### Responses of Open-Ended Questions

- 4.20 What do you comment about your classroom teachers' assistance during the vocabulary lesson via plasma
- Most teachers do not provide us with the necessary assistance before, during and after the lesson
  - Since plasma presents the lesson very nicely I don't bother about their support
  - The absence of adequate assistance highly determined our vocabulary learning
  - Due to various reasons we are not getting adequate assistance
- 4.21 Write your opinion on the following points
- a. what do you think about the absence of translation in vocabulary lesson via plasma
- The absence of translation greatly affects successful vocabulary learning
  - Since the PTV uses various vocabulary-teaching techniques, the absence of translation is not a big problem.
  - For many of us it is our serious issue because we are poor at the target language
  - I think it is the best technique in learning vocabulary than any other techniques
- b. What are the major techniques? Which techniques are interesting to you?
- Technique such as, pictures, real objects, actions, contextual guess definition are the major techniques utilized by the plasma TV in teaching new words
  - I like learning vocabulary through pictures, real objects, actions and translation
  - The techniques used are such as synonym, antonyms, explanation, definition pictures, real objects etc.
- c. Does the plasma create favorable atmosphere for students to interact with words?
- Unlike in the classroom teachers there is no favorable atmosphere in learning via plasma
  - There is an effort but it is impractical as it is beyond our capacity to cope up with the time given
  - It does not create any such opportunity where we can practice the words and thereby develop our skills in speaking
- 4.22 What are the major problems in learning vocabulary via plasma?
- There is no sufficient time in presenting the words, and carrying out various activities.
  - Lack of ample time for presentation, correction, discussion, practice etc
  - Lack of classroom teacher's assistance is a serious problem
  - There is no translation into L1
  - There is a difficult of understanding the language and pronunciation used by plasma teacher.
  - There is also inconsistency between the intended words and the clues picture, actions etc utilized by the plasma
- 4.23 What possible solutions do you suggest for the problems you mentioned?
- The entire plasma television program should be revised.
  - We should return to learning by classroom teacher
  - Sufficient time for various activities should be given
  - Classroom teachers ought to be encouraged to discharge their responsibility.
  - Techniques such as pictures, real objects, actions should be revised

## **Declaration**

I, the undersigned, declare that this thesis is my work and has not been presented for a degree in any university.

Name: Hailu Mulissa

Signature: \_\_\_\_\_

Place: Addis Ababa University, DFL

Date of Submission: AUGUST 2007