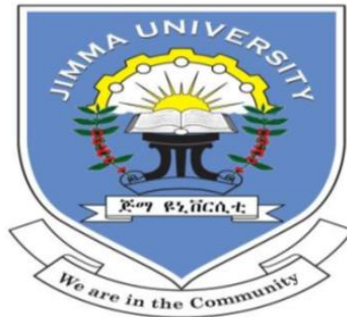


JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES DEPARTMENT OF ENGLISH

LANGUAGE AND LITERATURE

(GRADUATE PROGRAM)



A COMPARATIVE STUDY ON THE EFFECTS OF CONTEXTUAL AND STRUCTURAL  
METHODS OF TEACHING VOCABULARY TO GRADE 11 STUDENTS: GEMBE  
PREPARATORY SCHOOL IN FOCUS

ATHESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE IN  
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS IN TEACH  
ING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

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JUNE, 2017

**A Comparative Study on the Effects of Contextual and Structural  
Methods of Teaching Vocabulary to Grade 11 Students: Gembe  
Preparatory School in focus**

**BY:**

**Tamiru Tibebu**

**A Thesis Submitted to the Department of English Language and Literature  
in Partial Fulfillment of the Requirements for the degree of Masters In  
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**JUNE, 2017  
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## Declaration

**Research Title:** A comparative study on the effects of contextual and structural methods of teaching vocabulary to grade 11 students: Gembe preparatory school in focus.

I, the undersigned, declare that this research thesis is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged.

_____	_____	_____
Name	Signature	Date

### Confirmation and Approval

This thesis has been submitted for examination with my approval as a thesis advisor.

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External examiner	Signature	Date

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Internal examiner	Signature	Date

_____	_____	_____
Chairperson	Signature	Date

## **Dedication**

This study is dedicated to my beloved mother who opened my eyes and let me to see today, W/ro Askalech Mekonnen who passed away in 2008/2016.

## **Acknowledgements**

Above all, I commend my Almighty God on his throne for his indescribable help from my birth till today. Next, I am greatly indebted to several people who have contributed to the completion of this study in one way or another. First, I would like to express my sincere gratitude to my research advisors Andinet Shimelis (PhD) and Daniel Taye (PhD) for their valuable professional assistance, constructive comments, and unreserved guidance throughout the course of the study.

I would like to extend my acknowledgement to Desalegn (the principal of Gembe Preparatory School) for his kindness to cooperate and to organize the participants of this study through offering his advices and to all grade 11th selected students those who had involved in the pretest, attending lessons and sat for the post test without reluctance as well as to those who helped me during my study in the university in one another.

## Abstract

The main objective of this study was to investigate the comparative study on the effects of contextual and structural methods of vocabulary teaching in Gembe preparatory school focusing on grade 11. To achieve the intended objective of this study pure experimental research design was used for this study in which the pre- post test design were used. Methods of teaching vocabulary (independent variable) and the academic achievement (dependent variable) were the two variables of this study. 75 sample populations were selected through systematic sampling technique. Before the data were collected by the pretest the pretest items were triangulated by pilot and Alberta k, 12 and the validity of the test items were checked. After that the data were collected from the pre-post test scores reports. Addition to the total results of each students in each group and average to get the average results in each group by dividing the total results to the total numbers of students in each group. These pre-post test score results were presented side by side for the two groups to know the change that had seen as a result of independent variable (contextual and structural teaching methods). These results were triangulated in the SPSS 20 software and analyzed in to mean, standard deviation and Pearson correlation the results were similar. Based on the analysis made of this study, the findings of this study were identified. The finding this study were the students that had been taught in the contextual (experimental) group test scores shows significance differences from the students that had been taught by the structural method in the post test and the test scores of the students those who had been taught by the contextual vocabulary were greater than the test scores of students those who had been taught by the structural vocabulary teaching method. This suggests that teaching vocabulary within the context is more effective than teaching vocabulary by analyzing over the root words in teaching vocabulary. On the basis of the above findings the following recommendations were given: knowing a word involves knowing its form and meaning at the basic level. In deeper aspects it means the abilities to know its meaning. Therefore, both contextual vocabulary and structural vocabulary teaching methods should be used in teaching vocabulary that students will understand words meaning, form and structures. Teaching vocabulary prefer well-organized *teachers* who provide by incorporating word *structure*, forms and in context acquisition and retention of *vocabulary* items. More researches will be recommended for the future researchers those who will be interested to conduct on this topic.

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## List of abbreviations and key terms

IV: Independent variables.

DV: Dependent variables.

EFL: English as a foreign language

ESL: English as a second language

SLA: Second language acquisition..

Contextual” vocabulary acquisition is the active, deliberate acquisition of a meaning for a word in a text by reasoning from textual clues ([www.cse.buffalo.edu/~rapaport/Papers/context.auconf.pdf](http://www.cse.buffalo.edu/~rapaport/Papers/context.auconf.pdf)).

*Structural vocabulary: is vocabularies that formed through morphological analyses of the word* (Filmore and Snow 2000).

PPMC: Person product moment correlation

DV: Dependent variable

IV: Independent variable

LTM: Long Term Memory

STM: Short Term Memory

WM: Working Memory

SLA: Second Language Acquisition

SPSS: Statistical Package For The Social Sciences

Approach: One of the most terms used in language teaching.

Methods: Show the way in which the contents are going to be presented.

Techniques: All the activities that are implemented in real classroom situations

Syllabus: summary outline of a course of study

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1. Background of the study**

The method of language teaching has been changing from grammar translation to direct method then to communicative approach. But it was only during the communicative approach that the prominent role of vocabulary knowledge in second or foreign language learning has been recognized by researches in the field. The current popular communicative approach of language learning has emphasized meaningful interactive over form. It also recognized that the vocabulary teaching and learning strategies that student uses have a great importance on the success of their vocabulary knowledge (Hatch and Brown, 1995).

Languages are based on words (Thombury, 2002) is almost impossible to learn a language without words; even communication, between human beings, is based on words. Therefore, teaching these words is a crucial aspect in teaching-learning a language. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walter ,2004).However, there is no clear strategies on how to teach vocabulary .Early teaching methods ,for example the direct method and the Audio lingual method, concentrated on grammar rather than vocabulary. Recently, the communicative language teaching method (CLT) is the advent to thinking about teaching vocabulary more extensively (Nation, 2001).

Language is the most powerful and central tool in achieving our educational goal. When it comes for examining language, words are focal points and we begin our investigation of language structure by looking at words from four of the following perspectives: these perspectives are their parts that are meaningful, their sounds of syllables that make them up, the principles that organize them into phrases and sentences and the semantic relationships that link them in sets. It is only through language, a person tries to express his/her thought, feelings, moods, aspiration which influences the ultimate and deepest foundation of the society (Nelson and Stage, 2007).

Knowledge and skill of using words in different context play a crucial role in the comprehension of new concepts, ideas, feelings and principles. Learners are greatly benefited in their learning that has got experience in the use of words in different context. Laufer (1997) indicates that vocabulary teaching is one of the most important aspects of language learning and language use in different context. It is generally divided in to active and passive vocabulary.

In language teaching and learning, vocabulary is a basic issue since words play a significance role in expressing our feelings, emotions, and ideas to others. This means without vocabulary no amounts of grammatical or other types of linguistic knowledge can be obtained in second language and is of great significance to language learners (Zimmerman,1997).Words are a significance components of a language since they name objects , actions ,ideas without which people cannot convey the intended meanings. Vocabulary is important to access knowledge, express our ideas, communicate effectively and learn about new concepts. Therefore having good knowledge of vocabulary is mandatory in order to understand or convey message in communication and to pursue and succeed in one's learning. Harmer (1991) said that if language structure makes up the skeleton of the language then, the vocabulary provides the vital organs and the flesh. Harmer further states that an ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used. In order to improve students' vocabulary, it has to be taught as the most essential aspect of the language. The students' vocabulary knowledge is strongly linked to their academic success because students who have sufficient knowledge of vocabulary can understand new ideas and concepts more quickly than students with limited knowledge of vocabulary.

The major role of vocabulary knowledge in second or foreign language learning has recently been recognized by researchers in the field. Accordingly, numerous types of methods, exercises, and practice have been introduced in to the field to learn vocabulary. It has also been indicated that learning vocabulary should not only consists of learning specific word but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge (Nation,2001).The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by theorists and researchers in the field. Accordingly, numerous types of strategies, exercises and practice have been introduced into the field to teach vocabulary. It has also been suggested that teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge (Nation, 2001). Although each strategy contributes to success or failure, consistent employment of certain types of strategy forms a means to vocabulary learning that may considerably influence the outcomes of L2 learning. Vocabulary knowledge is an important element in foreign language or second language acquisition. A student can increase vocabulary knowledge formally in the classroom and informally through communication with others and through out of class activities.

A student can increase vocabulary knowledge formally in the classroom and informally through communication with others and through out of class activities. The most efficient way to increase learner awareness is to provide strategy training. Strategies-Based Instruction (SBI) is a learner- centered approach to teaching and it may include both implicit and explicit integration of teaching strategies into the course content. In a typical SBI classroom, teachers describe and model strategies, draw facts from students' learning experiences, lead discussions about strategies, encourage students to try to employ a variety of strategies and integrate strategies into class materials (Cohen, 2003).

Through structural approach we can learn English or any other language fluently. Structural approach teaches to learn sentences in a systematic manner which involves the structure, sequencing and pattern arrangement of words to make proper and complete sentences with meaning (Jitendra, Edwards, Sacks, & Jacobson, 2004). Whereas Contextual vocabulary teaching is the active, deliberate acquisition of a meaning for a word in a text by reasoning from textual clues and prior knowledge, including language knowledge and hypotheses developed from prior encounters with the word, but without external sources of help such as dictionaries or people ([www.cse.buffalo.edu/~rapaport/Papers/context.auconf.pdf](http://www.cse.buffalo.edu/~rapaport/Papers/context.auconf.pdf)).

Vocabulary is the knowledge of words and word meanings. As Steven (2005,p.95) puts it, "Vocabulary knowledge is the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies.

Vocabulary instruction is a crucial component of reading instruction. The goal of vocabulary instruction is to help students learn the meanings of many words so they can communicate effectively and achieve academically. Effective vocabulary instruction requires educators to intentionally provide many rich, robust opportunities for students to learn words, related concepts, and their meanings. Students need strong instructional opportunities to build their personal warehouse of words, to develop deep levels of word

According to Fan (2003), the inadequacy in lexical knowledge may hinder students' language proficiency development. Students may lack adequate vocabulary due to their inability to employ appropriate vocabulary teaching methods which, in turn, might make them lose interest in learning EFL.

The researcher was motivated to conduct this research in Gembe preparatory school by comparing contextual and structural vocabulary teaching methods since these methods are very important in teaching vocabulary. Furthermore, the research was motivated to their significant differences in the achievements of students in learning vocabulary.

In light of this, the purpose of this study is to investigate the comparative study on the effect of contextual and structural methods of vocabulary teaching to grade 11 students of Gembe preparatory school in focus.

## **1.2. Statement of the Problem**

According to Locke, Spirduso, and Silverman (2013), the purpose of statement problem indicates that why the researchers want to do the study and what the researchers intend to accomplish. Vocabulary learning and teaching has not been given due consideration for many years. Although it was believed that vocabulary could be thought only in isolated word lists for a long time, nowadays there are lots of ways to teach and learn vocabulary. The most common ideas among them is the fundamental importance of vocabulary in communication and in language learning it is believed that the more words we know , the more fluently we can communicate (Schmitt 2000 ,Coady & Hucking 2000 , Richards and Renandy 2002 ) .

Despite the fact of vocabulary teaching, as Carter (1988) indicated, for many years vocabulary has been the victim of discrimination by researchers who claimed syntax to be more significant issue in the language development process. As a result, vocabulary teaching and learning has not received enough attention in English language teaching-learning context. Mastering vocabulary is one of the most challenging tasks that any learners face while acquiring another language (Hyikos and Fan,2007) .Because vocabulary knowledge is a multidimensional and complex construct (Read,2000 ),and knowing a word involves numerous types of word knowledge , such as meaning ,word form ,collocation and register (Nation ,2001) .

In the contextual teaching vocabulary, Context clues are those that are included around the unknown word, whether in the same sentence or not, that help the reader understand the target word. These clues do not always work and sometimes are actually distracting. Part of the teacher modeling of word solving should include examples of non-directive or miss-directive clues (Nash and Snowling, 2006).



Recent research indicates that teaching vocabulary may be difficult because many teachers are not confident about the best vocabulary teaching methods to practice vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne and Blachowicz, 2008). Teaching words is a crucial aspect in learning a language as languages are based on words (Thornbury, 2002). It is almost impossible to learn a language without words; even communication between human beings is based on words. In the structural vocabulary teaching, Word parts or morphology focuses on prefixes, suffixes, roots, bases, word families, cognates—basically anything inside the word that can help the reader figure out the word (Nash and Snowling, 2006). Guessing from context as a way of dealing with unfamiliar vocabulary in unedited Selections have been suggested widely by L1 and L2 reading specialists (Dubin, 1993).

Generally, knowing a word involves knowing its form and meaning at the basic level. In deeper aspects it means the abilities to know its meaning (Harmer, 1993). Meaning, i.e. relate the word to an appropriate object or context, Usage, i.e. knowledge of its collocations, metaphors and idioms, as well as style and register (the appropriate level of formality), to be aware of any connotations and associations the word might have, Word formation, i.e. ability to spell and pronounce the word correctly, to know any derivations (acceptable prefixes and suffixes), and Grammar, i.e. to use it in the appropriate grammatical form of word learning. The previous research had not been done in this study on the comparative effectiveness of contextual and structural teaching of vocabulary (Jitendra, Edwards, Sacks, & Jacobson, 2004).

In fact, local studies were addressed on the vocabulary teaching in that three local studies have been reviewed for this study. Aweke (2016), assessing the proficiency of teaching vocabulary in the case of Haramaya university model school on grade 9 students. The result of this study show that teachers did not use vocabulary teaching techniques intended in the text book properly because of lack of awareness about the importance and the vocabulary teaching techniques. Similarly, other study conducted by Bikila Wayessa (2016) on an assessment of the practice of teaching vocabulary in EFL class: Kelemework preparatory school grade 11 English language teacher in focus. The finding indicates that there was a gap between the teachers' practice of teaching vocabulary and methodological aspect of teaching vocabulary.

The other study that had been made by Miressa (2014), on the assessment of the practice of vocabulary teaching strategies in EFL classes in the case of Kellem secondary school of grade 9 and 10 which had been conducted on English teachers result indicated that the English language teachers did not practice

different vocabulary teaching strategies in EFL classes. Furthermore, Getinet Gidey (2008), conducted research on vocabulary –learning strategy use in the case of high and low achiever students in Gonder College of teacher education result indicated the relationship between vocabulary- learning strategy use and language learning achievements.

The topic of the study was different from the above studies that conducted by different scholars since the study was done on grade 11 preparatory students and focus on the two vocabulary teaching methods which are contextual vocabulary teaching method and structural vocabulary teaching method. In similar way, the researcher's observation shows that though vocabulary is a crucial component of a lesson in EFL class particularly in Ethiopian English language classroom from primary to preparatory level. Not few most of Gembe preparatory school students faced difficulties like feel nervous speaking English ,silent listener rather than active participation during instructional process.

The other difference of this study from the above studies is the presence of the poor performance of students in writing and communicating in English during the instruction process in the class room due to the lack of word power. Thus the reason behind the difficulty of writing and communicating in English may be due to the absence of sufficient vocabulary in their memory that retrieved during writing discourse. Due to the complexity of the writing skill, a great majority of EFL learners find it difficult to produce acceptable compositions. One of the most factors that seem to be preventing learners from attaining proficiency and consequently being good performers in writing is the lack of vocabulary.

The problem behind the lack of vocabulary which is in turn results in a poor writing achievement is mainly due to the fact that EFL teachers do not make use of the strategies that enable the students to learn easily new words and consequently to have a good vocabulary knowledge that help them to have the required writing skill. The practical experiences in Gembe preparatory school in the vocabulary knowledge shows the poor performance of students in vocabulary knowledge which resulted in the poor performance of students in the writing skill. These practical experiences have been observed through the teaching experiences of the researcher since the researcher has been teaching grade 11 in the school. The previous research had not been conducted on this topic at woreda level and school level since the preparatory began 2007(2015/2016). This initiated the researcher to conduct research on the vocabulary teaching methods focusing the effect of these two methods.

### **1.3. Objectives of the study**

#### **1.3.1. General objective**

The main objective of this study was to investigate the comparative study on the effects of contextual and structural teaching of vocabulary the case of G 11 preparatory students in Gembe.

#### **1.3.2. Specific objectives**

Based on the above general objective the specific objectives were:

1. To examine the effect of structural method of teaching vocabulary.
2. To find out the effect of contextual method of teaching vocabulary.
3. To compare whether the contextual or the structural teaching of vocabulary methods are equally effective.
4. To find out which method of teaching vocabulary is more effective.

### **1.4. Research Hypotheses**

Based on the statements of the problem and objectives of this study the null hypotheses were designed as follows.

**Ho 1.** There is no significance difference between the mean scores of the students that will be Taught using the contextual and structural methods of teaching vocabulary

**Ho 2.** The mean scores of the students that were taught using contextual teaching method of vocabulary is equal with students that were taught with structural teaching method of Vocabulary

**Ho 3.** Structural method of teaching vocabulary does not have any significant effect on Learner's academic achievement

**Ho 4.** Contextual method of teaching vocabulary is equally effective with structural vocabulary teaching methods.

### **1.5. Significance of the study**

This study will be important for teachers and students since its result provides valuable information on the comparative study on the effect of contextual and structural teaching of vocabulary. In addition, it helps material designers so as to develop helpful in preparing different modules that can facilitate vocabulary teaching –learning techniques. More importantly, the findings of this study may serve as an input for other researchers interested to explore the vocabulary teaching strategies employed by students

in a more detailed manner under different contexts. Finally, show the way for other researchers that conduct the study on similar issues.

### **1.6. Delimitation of the study**

The study was delimited to Gembe preparatory school which is located in Oromia Region, Jimma zone, Gomma district, Gembe Town. The subjects of the study were only grade 11 students in the academic year of 2016/2017. The study was involving 75 students as a representative sample. The research was mainly focus on the two vocabulary teaching methods which are believed whether to have relationship or differences with their language achievement

### **1.7. Limitations of the Study**

This was an experimental study that only included a small number of participants. A larger sample from different preparatory school would definitely yield more generalizable findings. As a result, conclusions deduced or generalized from such a narrow context and recommendation provided might not serve definitely the case of all preparatory schools throughout Gomma Woreda and the study does not offer any conclusive findings about the comparative study on the effect of teaching vocabulary and also the findings may not be generalized. .In addition to this, investigating study in a single school was difficult to generalize to the rest of the schools and students

### **1.8. Definition of key terms**

**Vocabulary:** “words that a reader recognizes in print” and “learning meanings of new words” (Beck, McKeon, & Kucan, 2008).

**Contextual” vocabulary** acquisition is the active, deliberate acquisition of a meaning for a word in a text by reasoning from textual clues and prior knowledge, including language knowledge and hypotheses developed from prior encounters with the word, but without external sources of help such as dictionaries or people ([www.cse.buffalo.edu/~rapaport/Papers/context.auconf.pdf](http://www.cse.buffalo.edu/~rapaport/Papers/context.auconf.pdf)).

**Structural vocabulary:** *is vocabularies that formed through morphological analyses of the word.* It is process of breaking the words into prefixes, root and suffixes to illustrate the meanings Filmore and Snow (2000).

**VLS:** vocabulary learning strategy.

**Comprehension:** “understanding written text “(Tannenbaum, Torgesen, & Wagner, 2006 p.381).

**Context:** “the language that surrounds a given word or phrase “(Moats, 2005:p.68).

**ELLS:** English language learners.

**Phonology:**” Rule system within a language by which phonemes (individual speech sounds can be sequenced, combined, and pronounced to make words

**IV:** Independent variables.

**DV:** Dependent variables.

**EFL:** English as a foreign language

**ESL:** English as a second language

**SMTV:** Structural method of teaching vocabulary

**CMTV:** Contextual method of teaching vocabulary

**SLA: Second language acquisition.**

**Alberta K-12 ESL:** Is a bench mark of a language proficiency test developed in Alberta institution as an informed standard based assessment.

**CLT:** Communicative Language Teaching.

**PPMC:** Person product moment correlation

**CPS:** Case processing summary

**CI:** Confidence interval

**SPSS:** Statistical Package for the Social Sciences

**Approach:** One of the most terms used in language teaching.

**Methods:** Show the way in which the contents are going to be presented

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

The purpose of this chapter is to review some relevant literature what has been written in the literature on the issue related to the current study. This section discussed concepts and theoretical frame work of the comparative study on the effects of contextual and structural methods of vocabulary teaching, the major role of vocabulary, key features of contextual and structural methods of vocabulary teaching and the major components of vocabulary teaching discussed in details.

### **2.1. Concepts of vocabulary**

Graves (as cited in Taylor, 1990) define vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual learner .He also states that the lexicon of a language is its vocabulary knowledge, which includes words and expressions. Krashen (as cited in Herrel, 2004) extends Graves 'definition further by stating that lexicon organizes the mental vocabulary in speaker's mind. In relation to this, vocabulary is the glue that holds stories, ideas and content together... making comprehension accessible for students (Rupley; Logan & Nichols, 1998/1999) .Therefore, vocabulary is central to language and of critical importance to the typical language learner .On the other hand, vocabulary is the words we must know to communicate effectively both productive and receptive vocabulary.

Words are the building blocks in a language. By learning the lexical items, we start to develop knowledge of the target language. Based on our experience of being a language learner, we seem to have no hesitation in recognizing the importance of vocabulary in L2 learning. Meara (1980) points out those language learners admit that they encounter considerable difficulty with vocabulary even when they upgrade from an initial stage of acquiring a second language to a much more advanced level. Language practitioners also have reached a high degree of consensus regarding the importance of vocabulary. The findings in Macro's survey (2003) indicate that secondary language teachers view vocabulary as a topic they most need research to shed light on to enhance the teaching and learning in their classrooms. Therefore, it may be claimed that the role of vocabulary in L2 learning is immediately recognized and implications for teaching from substantial research are in great demand.

Morphemes are better known as word parts root words or base words and affixes (also known as prefixes and suffixes). Results from one study with 4th and 5th graders indicated that students who understood morphology were more successful at learning academic vocabulary and comprehending text

(Kieffer and Lesaux, 2007). In addition, researchers have posited that knowledge of morphology can help substantially increase the breadth and depth of one's vocabulary (Edwards, et al., 2004).

## **2.2. Historical overview of teaching and learning vocabulary**

Reviewing the literature on the history of vocabulary of foreign language teaching, it becomes clear that vocabulary has been treated differently throughout the periods of different approaches. Despite the fact that vocabulary teaching and learning has been central in both teaching and learning process, there were periods when this vital area of teaching was virtually neglected (Cecce-Murcia, 2001).

The proponents of structural linguistics, particularly Fries (as cited in Cecce-Murcia, 1994) held the view that grammar was the very starting points of the language learning process. Advocating behaviorists' view points, Fries considered language as a process of developing a set of habits through drilling. As far as much emphasis was put on grammatical and phonological structures of a language the introduced vocabulary was rather simple. In the 1960s, Chomsky, developing a theory called transformational –generative grammar, rejected view points of both behaviorists and structuralism. The proponents of this approaches claimed that language learning was a mental process rather than a process of developing habits (Nunan, 2003). In contrast to behaviorism and structural linguistics, generative linguistics paid more attention to vocabulary.

## **2.3. The Implication of Teaching Vocabulary in EFL class**

In dealing with teaching vocabulary, one thing that is important to know and understand how students learn and develop vocabulary. Thornbury (2002) declares the implications of teaching vocabulary regarding how learners learn and develop vocabulary as follows:

- A. learners need tasks and strategies to help them organize their mental lexicon by building networks of associations.
- B. teachers need to wean themselves off reliance on direct translation from their mother tongue.
- C. words need to be presented their typical contexts, so that learners get a feel for their meaning, their register, their collocation, and their syntactic environments.
- D. teacher should direct attention to the sound of new words, particularly the way they are stressed.
- E. learner should aim to build a threshold vocabulary as quickly as possible.
- F. learners need to be involved in the learning of words.
- G. learners need multiple exposures to words and they need to retrieve words from memory repeatedly.
- H. memory of new words can be reinforced if they are used to express personally relevant meaning.

I. not all the vocabulary that the learners need can be taught: learners will need plentiful exposure to talk and text as well as training for self-directed learning.

#### **2.4. Vocabulary teaching and Its Importance**

Words are the building blocks in a language. By learning the lexical items, we start to develop knowledge of the target language. Based on our experience of being a language learner, we seem to have no hesitation in recognizing the importance of vocabulary in L2 learning. Meara (1980) points out those language learners admit that they encounter considerable difficulty with vocabulary even when they upgrade from an initial stage of acquiring a second language to a much more advanced level. Language practitioners also have reached a high degree of consensus regarding the importance of vocabulary. The findings in Macro's survey (2003) indicate that secondary language teachers view vocabulary as a topic they most need research to shed light on to enhance the teaching and learning in their classrooms. Therefore, it may be claimed that the role of vocabulary in L2 learning is immediately recognized and implications for teaching from substantial research are in great demand.

Vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically; and, therefore, something to be taken into consideration both in Second and Foreign Language Teaching. ((McCarthy 1990). Vocabulary teaching is one of the most important components of any language class. The main reason is the fact that it is a medium, which carries meaning; learning to understand and express the meaning is what counts in learning languages. As pointed out by Harmer (1992,p.14), "Words are the building blocks of language and having a good supply of them is very important for students' right from the beginning of their English learning." (Krashen, 1998, p. 33) clearly states: Vocabulary is basic to communication. If acquirers do not recognize the meanings of the key words used by those who address them, they will be unable to participate in the conversation. And if they wish to express some ideas or ask for information, they must be able to produce lexical items to convey their meaning.

Teaching individual words explicitly should be done meaningfully and through a systematic approach so that students will establish routines for learning. These are the three steps and four strategies for teaching individual words explicitly (Beck, McKeon, & Kucan, 2002; Graves, 2006):

1. Identify the potential list of words to be taught.
2. Determine which of these words to teach.
3. Plan how to teach the words using the following strategies:



- 3.1. Provide a student-friendly definition.
- 3.2. Use the word in context and give contextual information.
- 3.3. Provide multiple exposures.
- 3.4. Offer opportunities for active involvement.

According to Graves (2006), clearly explains that there are more words to be learned than can be directly taught in even the most ambitious program of vocabulary instruction. Explicit instruction in word-learning strategies gives students tools for independently determining the meanings of unfamiliar words that have not been explicitly introduced in class. Since students encounter so many unfamiliar words in their reading, any help provided by such strategies can be useful (Nash and Snow ling, 2006).

According to a recent review by Rub net al.(2007) , with regard to the intervention studies relating to language learning methods teaching students learning strategies , if effectively done ,increase not only their knowledge of strategies but also motivation and performance. In a large number of studies , instructing students to employ different methods of vocabulary teaching have yielding positive outcomes and , training has been found to be successful ( Chamot , Barnhardt , El-Dinary & Robbins ,1999: Oxford ,1990 : Mizumoto & Takeuchi ,2009) .

Dictionary use teaches students about multiple word meanings, as well as the importance of choosing the appropriate definition to fit the particular context. Morphemic analysis is the process of deriving a word's meaning by analyzing its meaningful parts, or morphemes. Such word parts include root words, prefixes, and suffixes.

Structural analysis is particularly suited for reading complex words in the upper grades. When a word is divided into multilateral parts (ma/lig/nant), there are fewer units to blend than when analyzing a word into phonics letter patterns. With fewer units to blend word identification is faster. When the word parts themselves give the child insight into word meaning, adding new words to the child's reading vocabulary becomes much more efficient. The child who recognizes many word parts has a larger reading vocabulary and better comprehension than the child who recognizes few word parts (Deacon & Kirby, 2004; Nagy, Berninger, & Abbott, 2006).

Context clues are the words, phrases, sentences, paragraphs, pictures, and other text features that give clues to the meaning of an unknown word. Using context to determine an unknown word is highly recommended as an effective word learning strategy (Blachowicz 2005; Graves, 2006). Teaching

context clues involves good planning, explicit instruction, and opportunities for students to practice and receive feedback using the gradual release of responsibility (Blachowicz 2005; Pearson & Gallagher, 1983).

Contextual analysis involves inferring the meaning of an unfamiliar word by scrutinizing the text surrounding it. Instruction in contextual analysis generally involves teaching students to employ both generic and specific types of context clues (Beck, McKeon, & Kucan, 2008). Instruction in specific types of context clues is an effective approach for teaching students to use context to infer word meanings. Baumann and his colleagues recommend teaching five types of context clues: definition, synonym, antonym, example, and general. This sample lesson model can be adapted and used to enhance contextual analysis instruction in any commercial reading program (Beck, McKeon, & Kucan, 2008).

According to Baumann (2010), context clues are important to teach because:

- The meaning of the word is sometimes stated in the sentence or sentences before or after the unknown word.
- There may be clues in the sentence or sentences before or after the unknown word.
- Some texts provide the meaning of the word, but students may overlook it.
- The most helpful hints are often found in the same sentence, but students do not recognize these hints.
- Some clues may be misleading. Students need to take the initiative and ask, “Does this meaning make sense in this context?”

Research indicates that contextual word teaching is more effective than non-contextual word teaching (Biemiller and Boote, 2006). Therefore, in teaching vocabulary, it is important to provide meaningful learning experiences for students. One way of nurturing vocabulary development and retention is to teach words in context. Divorcing words from their surroundings decreases the likelihood of comprehension and retention and it was emphasized that new vocabulary should only be met in sentences and meaningful contexts (Richards and Rodgers 2001). So, setting a good context which is interesting, plausible, vivid and has relevance to the lives of the learners, is an essential prerequisite for vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary. Maintaining the context and making sure the language surrounding the context is easy to comprehend, the teacher should start eliciting the target vocabulary.

Elicitation ensures that the learners work towards understanding the meaning as this is more likely to help them remember and recall the vocabulary taught. Moreover, elicitation also makes the classroom more learner-centered, and helps the learners make connections between the old and the new. One must remember here that our learners are, as Tudor (2001, p. 15) puts it, “not...blank sheets of paper onto which a pre-ordained body of knowledge can be transferred in a neat, predictable manner.”

## **2.5. The essential components of vocabulary instruction**

Students can also learn vocabulary through indirect and direct exposure to words in a variety of language contexts. For example, students can learn vocabulary indirectly when they engage in conversations with others, through read aloud, and through independent reading (Armbruster, Lehr, & Osborn, 2001). Students can learn vocabulary directly when teachers target individual words and promote word-learning strategies (Armbruster et al., 2001). According to Michael Graves (2006), there are four essential components of vocabulary instruction listed below.

- Providing rich and varied language experiences
- Teaching individual words explicitly
- Teaching word-learning strategies
- Fostering word consciousness

## **2.6. Characteristics of good vocabulary teaching methods**

Vocabulary instruction that improves comprehension generally has the following characteristics:

- multiple exposures to instructed words,
- exposure to words in meaningful contexts,
- rich or varied information about each word ,
- the establishment of ties between instructed words and
- Students’ own experience and prior knowledge
- And an active role by students in the word-learning and teaching process.

On the other hand, Hunt and Begler (2002) suggest that learners need to be taught word learning strategies for inferring words from contexts as well as those which can help them retain the words they have encountered. Nowadays it is generally accepted that vocabulary teaching should be part of the syllabus, and taught in a well-planned and regular basis. Some authors, led by Lewi (1993) argue that vocabulary should be at the centre of language teaching, because 'language consists of Grammaticalised

lexis, not lexicalized grammar'. Therefore, the incorporation of vocabulary into the curriculum is essential for increasing students' literacy skills, not only in the EFL classroom but in all areas.

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knowledge, and acquire a toolbox of strategies that aids their independent word acquisition (Biemiller and Slonim, 2001).

## **2.7. Principles of teaching and learning vocabulary**

However many theories about vocabulary teaching learning process were written, it still remains the matter of memory. Thus, there are several general principles for successful teaching, which are valid for any method. According to Wallace (1988) , the principles are:

**Aim** – what is to be taught, which words, how many.

**Need** – target vocabulary should respond students' real needs and interests

**Frequent**- exposure and repetition.

**Meaningful presentation** – clear and unambiguous denotation or reference should be assured

**Quantity:** number of words set aside as in put

**Situation analysis:** such as formality, variety etc

**Always should be in contextual:** Surrounding the new word

**Learner's need: means** depending up on learner's interest and need

Learning vocabulary is a complex process. The students' aim to be reached in learning vocabulary process is primarily their ability to recall the word at will and to recognize it in its spoken and written form.

Generally, knowing a word involves knowing its form and its meaning at the basic level. In deeper aspects it means the abilities to know its (Harmer, 1993):

**Meaning**, i.e. relate the word to an appropriate object or context

**Usage**, i.e. knowledge of its collocations, metaphors and idioms, as well as style and register (the appropriate level of formality), to be aware of any connotations and associations the word might have

**Word formation**, i.e. ability to spell and pronounce the word correctly, to know any derivations (acceptable prefixes and suffixes),

**Grammar**, i.e. to use it in the appropriate grammatical form

According to Kaivanpanah and Alavi (2008), following the principles below will enhance the effectiveness of teaching vocabulary by the use of contextual clues:

- Highlight the contextual clues that lead to the meaning of the target word.
- Select texts in which the target words occur a few times.
- To enhance accuracy of student' inferences of target words
- Teach them background knowledge of the text
- Look up the word meanings in a dictionary to validate the accuracy of their inferences,

## **2.8. Key steps in vocabulary teaching**

On vocabulary, teaching there are four basic steps; these steps are listed and discussed as follow.

**A. Pronounce,** Classroom observations indicate that, far too frequently, the teacher is the only person who pronounces and uses the academic language of the disciplines. Thus, the first step in teaching a new term is guiding students in correctly pronouncing the word. This will support learners in decoding the word confidently, while also supporting both auditory and muscle memory (Shivwits, 2003).

**B. Explain,** Understanding the meaning of a new term requires a clear explanation of the meaning, using language familiar to the students (Beck et al., 2002). If possible, provide a synonym or known phrase to solidify the connection between the new vocabulary term and the student's prior knowledge.

**C. Provide Examples,** Students will usually need at least two or three examples of a new term to firmly grasp the meaning. Moreover, these examples should be drawn from a variety of contexts, not only the one used in the reading or lesson, (Beck et al., 2002).

**D. Elaborate,** Research in cognitive psychology consistently indicates that learners understand and remember information better when they elaborate on it themselves, (Marzano et al., 2001). Thus, students' understanding of new vocabulary terms is strengthened when they are given opportunities to elaborate word meanings by generating their own additional examples and visual representations.

## **2.9. The Current Status of Vocabulary Teaching**

During the last three decades, the outlook on vocabulary has radically changed and researchers have shown outpouring interests towards this area. Therefore, the movement toward effective methodologies for teaching vocabulary has emerged and researchers and language teachers have also suggested many strategies and techniques for vocabulary learning, which are dependent on the efforts of each learner (Cohen & Macaro, 2007; Mizumoto& Takeuchi, 2009). 19 Nowadays it is generally accepted that vocabulary teaching should be part of the syllabus, and taught in a well-planned and regular basis. Some authors, led by Lewi (1993) argue that vocabulary should be at the Centre of language teaching, because 'language consists of grammaticalised lexis, not lexicalized grammar'. Therefore, the incorporation of

vocabulary into the curriculum is essential for increasing students' literacy skills, not only in the EFL classroom but in all areas.

Thus, Vocabulary instruction that improves comprehension generally has the following characteristics: multiple exposures to instructed words, exposure to words in meaningful contexts, rich or varied information about each word, the establishment of ties between instructed words and students' own experience and prior knowledge and an active role by students in the word-learning process. On the other hand, Hunt and Begler (2002) suggest that learners need to be taught strategies for inferring words from contexts as well as those which can help them retain the words they have encountered.

### **2.10. How words are remembered**

Unlike the learning of grammar, which is essentially a rule based system, vocabulary knowledge is largely a question of accumulating individual items.

The general rule seems to be a question of memory. And during the process of teaching and learning vocabulary an important problem occurs: How does memory work? Researchers into the workings of memory distinguish between the following systems (Thornbury, 2002).

Short-term store

Working memory

Long-term memory

#### **2.10.1. Short - term store**

Short-term store is the brain capacity to hold a limited number of items of information for periods of time up to a few seconds. It is the kind of memory that is involved in repeating a word that you have just heard the teacher modeling. But successful vocabulary learning involves more than holding words for a few seconds. To integrate words into long - term memory they need to be subjected to different kinds of operations.

#### **2.10.2. Working memory**

Working memory means focusing on word long enough to perform operations on them. It means the information is manipulated via the senses from external sources and/or can be downloaded from the long- term memory.

Material remains in working memory for about twenty seconds. The existence of articulator loop enables this new material processing. It works a bit like audiotape going round around again. It assures the short- term store to be kept refreshed. The ability to hold a word in working memory is a good

predictor of language learning aptitude. The better ability to hold words in working memory the smoother the process of learning foreign languages is.

### **2.10.3. Long –term memory**

Long-term memory can be seen as kind of filing system. Unlike working memory, which has a limited capacity and no permanent content, this kind of memory has an enormous capacity and its contents are durable over time.

However, to ensure moving new materials into permanent long-term memory requires number of principles to be followed, described by Thornbury, 2002:

**Repetition** – repetition of encounters with a word is very important, useful and effective. If the word is met several times over space interval during reading activities, students have a very good chance to remember it for a long time.

**Retrieval** - another kind of repetition. Activities, which require retrieval, such as using the new items in written tasks, help students to be able to recall it again in the future.

**Spacing** - it is useful to split memory work over a period of time rather than to mass it together in a single block.

**Pacing** – to respect different learning styles and pace, students should be ideally given the opportunity to do memory work individually.

**Use** - putting words to use, preferably in an interesting way, is the best way of ensuring they are added to long – term memory. This is so called “Use it or lose it” principle.

**Cognitive depth** - the more decisions students make about the word and the more cognitively demanding these decisions are, the better the word is remembered.

**Personal organizing** - personalization significantly increased the probability that students will remember new items. It is achieved mainly through conversation and role-playing activities.

**Imaging** – easily visualized words are better memorable than those that do not evoke with any pictures. Even abstract words can be associated with some mental image.

**Mnemonics** – tricks to help retrieve items or rules that are stored in memory. The best kinds of mnemonics are visuals and keyword techniques.

**Motivation** - strong motivation itself does not ensure that words will be remembered. Even unmotivated students remember words if they have to face appropriate tasks.

**Attention** - it is not possible to improve vocabulary without a certain degree of conscious attention.

## 2.11. Contextual and structural methods of teaching vocabulary

According to Weatherford (1990), Context Based Approach of vocabulary learning is the most effective, and it saves lot of time of the learner that is wasted in going to dictionary again and again. Contextual evidence helps the learner to find out the meanings of the new words. It is based on teaching the meanings of new words by having them used in different contexts surrounding the words. There are two types of context: *Pedagogical context/ Instructional context and natural context*. The instructional context refers to sentences specifically written to introduce the meanings of the new words. The natural context refers to text sentences written to communicate ideas of the text. To understand the meanings of the new words, the students need to know the information related to the topic in which the words are embedded. Difficult words can also be explained by giving summary of it. For example, *she speaks without break and do not give chance to anybody else to speak in the meeting. She is really a loquacious lady*. In this respect, referent words, synonyms, antonyms, hyponyms, definitions, alternative and restatement help to reach at the meanings of the words.

Context based approach not only helps the reader to know the meaning of the words but also help and facilitate in the use of them. It develops independent learning habits, inculcate problem solving approach and promote active learning process. The words that have got different meanings with the same spellings and pronunciation are very difficult to be learnt without context based approach. For example, the word pen is also used as a noun and verb, and at the same time it has also got the meanings *a shed* where poultry birds are kept. In the same way, the sentence such as his fur coat was coated with ice. He left her alone on the left bank of the river. There is no point in drying your clothes if they are already dry. She pointed at me and made a very pointed remark. She drew the curtains to make the room lighter, and then lighted her cigarette with a lighter. After he had drunk the whisky, the drunk was very drunk indeed. The referee who refereed the match matched the toughness of the player. It is very difficult to memorize the meanings of the words without any context. The contextual information helps the learner to understand the meanings of the words that have got different meanings. Every word has its own usage context. It is ineffective for students to master words from the concrete situation if the teacher explains them monotonously and abstractly. Lack of context makes vocabulary learning difficult. Words taught in isolation are generally not remembered. Therefore the background knowledge of words is very important in vocabulary teaching. Coady (1987) suggests that background knowledge may serve as



compensation for certain syntactic deficiencies. Students pay attention to the content and show much interest in background knowledge. Some related words are remembered effectively and firmly.

## **2.12. Types of contextual clues**

Context clues are indicators of the meaning of a word. Such clues may be in the sentence that contains the word or somewhere else in the text within close proximity (Stahl, 1991). Context clues include definitions, example, comparison and contrast, summary, synonyms and antonym.

**2.12.1. Definition:** Often the writer defines the meaning of the word right in the sentence or gives enough explanation for the meaning to be clear.

**2.12.2. Example:** Many times an author helps the reader get the meaning of a word by providing examples that illustrate the use of the word

**2.12.3. Comparison and contrast:** Comparison and contrast usually show the similarity and difference between persons, ideas, and things.

**2.12.4. Summary:** A summary clues sums up a situation or an idea with a word or a phrase.

**2.12.5. Synonyms:** Very often the reader can find in the same passage a familiar word that relates to a subject in a manner similar to the way that the unfamiliar term does.

**2.12.6. Antonyms :**Words with opposite meanings may be found in the same context .Since the background knowledge of words is very important in vocabulary teaching , it is important to enhance accuracy of student' inferences of target words and teach them background knowledge of the text.

**2.12.7. Restatement:** The writer may use other words, phrases, or sentences to provide meaning of difficult words. The key words used in restating something: « in other words», «that is », « that is to say»

**2.12.8. Using background knowledge:** Since the background knowledge of words is very important in vocabulary teaching, it is important to enhance accuracy of student' inferences of target words and teach them background knowledge of the text.

**2.12.9. Punctuation marks:** the writer uses punctuation marks to describe the meaning of unfamiliar words. The author will write unfamiliar words and then use punctuation, words, phrases or sentences to

explain new words. Punctuation marks such as - , commas, —|| inverted commas, ( ) parentheses; semi-colon and: colon. E.g. Family members (siblings) should always stick together.

**2.13.0. Similarity:** the writer uses signal words of similarity. Key words – —like, || similarly,|| in the same way||, —as||, and —just as.|| as/as ,similar to etc.

**2.13.1. Surrounding words:** words surrounding the new vocabulary might provide clues to the meaning of new words. For example- Children are too young to understand that swallowing gum can be dangerous.

## **2.14. Second Language Guessing From Context Studies**

Walter (2006) conducted a study to compare the effectiveness of three methods in training ESL students, through reading, how to guess the meaning from the context. He examined “ teaching the use of an overall strategy to be used when encountering unknown words in text, instruction in recognizing and interpreting specific context clues found in text and developing awareness of context through practice with close exercise”(p.177).He found that, amongst others the general strategy was the most positive method. Hence, he recommended that this strategy be taught to beginners and the two other strategies be used for upper intermediate and advanced learners. Furthermore, Huckin and Jin (1987) investigating the effectiveness of teaching-learning L2 advanced learners how to guess. By doing a pre-test and a post-test, they compared experimental and controlled groups. The results showed that the experimental group, which receive fifteen minute training sessions, improved more than the controlled group,

## **2.15. Variables which might affect teaching contextual clues**

Teachers and learners ought to be aware about some variables which might influence the skill of guessing the unknown words from context. Some researchers mentioned factors which might negatively affect guessing from the context. For instance:

- The number of the unknown words in the text;
- The number of contextual clues;
- Variability of the context;
- Relevant clauses;

- To what extent the clues were explicit;
- The importance of the unknown words;
- Readers prior knowledge of the topic;
- Familiarity of the concept to the reader (Ames, 1966) .

### **2.16. Ways to use contextual clues or guessing more effectively**

In order to come over obstacles mentioned above, learners ought to come through a process of training sessions. They should read a large quantity of texts because ,reading as much they do ,would result in them in encountering more new words and, thus teaching-learning(Nation,2001).Moreover ,Li(1988) found that guessing from the reading context ,was more successful than guessing from listening context. He found that, in their guessing, learners were not the same and, therefore, those, in L2 who used a variety of clues with a good proficiency, were supposed to be successful guessers.

### **2.17. Structural Method of Vocabulary Teaching**

Structural method of vocabulary teaching means the arrangement of words in such a way as to form a suitable pattern of sentence. The mastery of sentence structure is considered being more with than the acquisition of grammar. An appropriate situation should be created to practice the structure and to understand its meaning. Generally the Structural approach to teaching English refers to the way the language material is organized for presentation. It is the way some English sentences are carefully selected and graded and arranged to form a syllabus. Structural approach is based on the theory of behaviorist. To teach language through this approach we have to understand the pattern and structure of the language. The Structural Approach is a technique wherein the learner masters the pattern of sentence. Structures are the different arrangements of words in one accepted style or the other. It includes various modes in which clauses, phrases or words might be used. It is based on the assumptions that language can be best learnt through a scientific selection and grading of the structures or patterns of sentences and vocabulary.

According to Fillmore and Snow (2000), structural approach of teaching vocabulary is based on the morphological analyses of the word. It is process of breaking the words into prefixes, root and suffixes to illustrate the meanings. It is considered easy and practical approach of vocabulary building. The

morphological features of the language such as prefixes, suffixes, and root help the learner to identify the meanings. The students do not analyze the sentences to find out the meanings of the word but analyze the word to follow its meanings. Knowledge about the root form of the word helps them to build up their vocabulary in logical and in sequenced way. After getting command over the root form of the word, there is no more difficulty to modify it as different parts of speech and build up the vocabulary. The words that are generated by the learner can be recalled easily as compared to merely listened or read. It is, therefore, necessary that the students must be provided opportunities to generate new words from the given exercises. For example, the students might be asked to form adjectives and adverbs from nouns or verbs. These exercises will greatly improve the vocabulary of the students.

Form teaching should be more challenging to a teacher than concept teaching. Second language learners come to the language classroom with concepts already formed through first language acquisition. Thus, concept teaching in the L2 basically involves activation of these concepts and occasionally modifying these on the boundaries to fit L2 concepts. The more challenging task is to get the learner establish a link between the concept and an L2 form because forms are arbitrary and concepts are already linked to L1 forms. Nation (1990) suggested that form teaching should precede presentation of meaning. He offers techniques (e.g. the what-is-it technique) to delay presentation of meaning until form has been presented several times. Barcroft (2004) also suggested that form and concept teaching to be separated. He claims that our mental processing capacity is limited. When focus is on form, meaning will not be attended to and vice-versa. Long (1991) uses this term to refer to instruction directed at teaching pre-selected linguistic items in activities where the students' primary focus of attention is on form rather than meaning. In short, focus on forms involves discrete grammatical forms selected and presented in an isolated manner. in the same way *punctuation marks* also help the reader to understand the meanings of difficult words such as *Full stop* indicates the completion of the thought, *comma* indicates continuation of the thought and *semi colon, colon* indicate the reversal of the thought.

According to Scott and Nagy (1997), conceptual approach focuses on the learning of concepts instead of literal definitions of the words. The proponents of this approach believe that mere learning the meanings of word without conceptual clarity is not enough to integrate the new knowledge with the existing one. It does not make the learner able to fully comprehend the meanings of word and get sufficient skill to use it. Conceptual approach explains the meanings of the word after passing through three stages. It starts

with the information what students already know about the new word. The second step is connecting information with the previous information or schemata that already exist in the brain for identifying a concept. The conclusion is drawn by comparing and contrasting information to find out similarities and differences at third stage. It makes the learner able to add in the existing body of concepts or to revise it in the light of drawn conclusion

According to Herman and Dole (1988), dictionaries are poor tool of teaching-learning the meaning of unknown words. It does not enhance the skill to personalize the target word and use it in different context and the learner only knows the meanings without knowing its use. According to Watt (1995), definitional instructions of teaching vocabulary based on description or statement of word-meaning not of its usage. The teacher provides a list of words and the students looks up in the dictionary to know their meanings. They are not taught to use the word in different context.

According to Chun (1996) and Wallace (1988), teaching and learning words must fulfill the following requirements. It can be recognized by the learner in spoken and written form. It can be recalled by the learner at will .The learner is able to relate and use it in different contexts, use it in correct grammatical form, spell it correctly, pronounce it in recognizable form and aware of its connotation and association .Grains and Redman (1993) identified certain grouping criteria which will be helpful for teacher and the students in teaching and learning of the vocabulary in the process of second language learning and teaching. They say that words can be grouped in different ways :relating to the topic ,grouped as an activity or process ,similar in meaning ,items which form pairs ,items on scale or cline which illustrate differences in degree ,items which in word families ,grouping on national similarity ,items which connect discourse ,items forming set of idioms or multi-word verbs ,grouping by spelling difficulty ,and on the basis of stylistics ,etc. Mezyenski (1983) has identified some factors relating to the success of vocabulary instruction methods in improving reading comprehension .They were:

- The amount of practice given in the learning of words.
- The breadth of training in the use of words.
- The degree to which active processing is encouraged.

According to Rivers (1981),« vocabulary cannot be taught directly to students but can be presented ,explained ,included in all kinds of activities in an indirect way ».He emphasizes on the contextual and conceptual approaches of vocabulary learning that demands hard work and greater competency on the part of teacher .It also needs command on the spoken form of the language . Doff (1989) does not agree

to this view .He says that vocabulary can be taught in a direct way by explaining the meaning of the words .The teacher pronounce the word before the students and directly translates the meanings of the word in the mother tongue of the students .It is more convenient and less time consuming technique for the teacher .He suggests that language teachers must help their students by giving those ideas on how to learn vocabulary and some guidance on what to learn.

### **2.17.1. Main features of structural vocabulary teaching**

The structural approach makes use of the following features for teaching the vocabulary:

- **Word order** : Word order or the pattern of form is very important in vocabulary teaching for e.g.: a) Jo broke his toy , b) The toy broke Jo
- **The presence of function words**: Function words help in modifying meaning considered the following sentence -for e.g.: a) I ate an ice cream , b) I'm eating an ice cream , c) I will eat an ice cream.
- **The use of few Inflections**

### **2.17.2. Morphological analysis of words**

Morphology is the study of words in different terms, showing how words are broken down into smaller units, and how such units are recognized. That is to say, by using the analysis of morphemes of words, we can find out the meaning of words concerned with the roots, prefixes and suffixes. By using the analysis of roots/base, prefix, suffix and word structure, we can teach thousands of English words. It is estimated that there are over 600,000 English words concerned with the root and affixes. But the root and affixes are only 600-800 in number .By using the analysis of roots, affixes and structure, we can teach thousandsofEnglishwords .For instance: "hand/handle/handful/handicap/handsome/beforehand...." Explicit teaching of these word parts gives students an important strategy for learning new unknown words (PREL, 2008). A base word is the smallest group of letters that forms a complete word. For example, care is a base word that can be used by itself, as a verb or a noun (for instance, Abebe cares for his plans by watering them daily; Mr. is now under the care of a doctor).

**2.17. 1. Dictionary:** It is an important tool in the teaching and learning of vocabulary. Teacher should encourage students to search words in dictionaries. Therefore, the habit of its use should be inculcated right from the beginning. Exploring dictionary entries can be one important and effective component of understanding a word deeply. The entries can also help students determine the precise meaning a word

Allen (1983:82) perceives, „Dictionaries are passport to independence and see them as one of the student - centered learning activities“. The following are some current recommended English - English dictionaries:

1. Oxford Advanced Learners Dictionary,
2. Longman Dictionary of Contemporary English,
3. Cambridge International Dictionary of English,
4. Oxford Picture Dictionary.

**2.17.2. Synonyms:** A synonym may be used to help the student to understand the different shades of meaning, if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly. These can be effective since they build on words and phrases that students already recognize. Adjectives often have several symptoms, and phrasal verbs will usually have a non-phrasal verb equivalent. Use caution that you do imply that all the words have exactly the same meaning, since different words often are used for different connotations or to imply different meanings. The same procedure can be used to elicit synonyms. The teacher needs to highlight the fact that “true” synonyms are relatively rare and the answers will often be “near” synonyms. The students could make crosswords, word snakes or other puzzles for each other using these synonyms. Students were asked to bring daily five new words which were not familiar to them from the text-book. At the end of each session they were asked to tell the word, its spelling and its meaning in English. They were banned to see the notebook where these words were written. If they were not able to give the correct word its spelling and meaning, they were asked to bring new ten words next day. Such an exercise was fruitful for the learner.

**2.17.3. Antonyms:** The students were asked to make lists of opposite words. Two groups were made; one group gave one word while the other group asked to give an opposite word to it. For example, sharp/blunt, rude/polite, flexible/rigid, generous/mean etc. One group gave word „sharp“ and the other group gave opposite word for it as „blunt“. Marks were written on the board. They found it very interesting and memorized more words in order to win the contest. Thus, by play way method they can learn new words

**A root word:** A root word is a special kind of base word. Like a base word, it carries the main parts of a Word's meaning, but it often needs a prefix and suffix to form a complete word in English. For example, struct is a root word meaning “build or form). However, struct is not a word on its own. To make this a word for example, construction, destruction, obstruction and other word parts be added

**Prefix:** Is a word part that can be placed at the beginning or end of a root or base word. The word part at the beginning of a root or base word is called a prefix. The word part at the end of a root or base word is called a suffix. Finally, it is very important for students to know how to use their understanding of root/base prefixes and suffixes words to unlock the meaning of parts than merely identifying and labeling specific word parts as prefix, suffix, and a base/root

#### **2.17.4. Teaching root words**

Helping students understand the meaning of these root words increase the number of words that can be added at the beginning, in the middle, and at the end of words. The following steps provide guidance in teaching root words explicit (Graves, 2006).

- Explain that a root word is the part of the word that carries the meaning.
- Give an example of a word and identify the root.
- Draw a semantic web on the board and write the root word in the middle.
- Give an example of other words with the same root and write them on the spokes of the web.
- Ask students to provide other examples of the root words by looking at the other examples.
- Discuss how knowing the meaning of other that has the same root word.

#### **2.17.5. Teaching prefix**

According to (Graves, 2004), teaching prefixes is a good investment of teaching time for several resources. First, a large percentage of words use a relative small group of prefixes. For example, knowing a prefix un can help students understand words such as unlike, uncomfortable, unhappy, unload, and unlock, to name just a few. Suggested steps on how to teach prefix:

- Present the prefix in isolation and provide four words that contain the prefix.
- Define the prefix.
- Use the whole words in the sentences.
- Define the words.
- Give students an opportunity to find other words that contain the prefix.
- Use to keep track of new combination of vocabulary words and prefixes.

#### **2.17.6. Teaching Suffixes**

Suffixes are more difficult to teach than prefix. The use of suffixes is dependent on the root/base word. In addition, there are many exceptions that can be difficult to remember. Sometimes suffixes carry a meaning, such as the suffix ment, which means “ the condition or quality of ” or “ the state of. » But



sometimes suffixes don't carry a meaning. For example, to change from singular to plural, S is usually added (girl-girls ) unless the word ends in S, then es is added (bus-buses (White, et al. ,1989).The following steps are key guidelines to teach suffixes.

- Explain what a suffix is.
- Show how the suffix is used in the text.
- Explain the meaning.
- Provide students with several examples of words using the suffix.
- Brainstorm other words.
- Allow students to practice removing the suffix to determine the meaning of the root/base word.

#### **2.17.7. Words often confused**

The long list of often –confused words was made in the class and students were asked to use them in sentences. Teachers should provide the meaning of such words, if necessary. For example: adapt/adopt, adverse/a verse, delusion/allusion/illusion, compliment/complement, council/counsel, elicit/illicit, explicit/implicit, immigrate /immigrate etc

#### **2.17.8. Homonyms**

Homonyms are words of the same language that are pronounced alike even if they differ in spelling, meaning, or origin, such as “pair “and “pear”. Homonyms may also be spelled alike, as in “bear” (the animal) and “bear “(to carry). But this list consists only of homophones that are not spelled alike. Ant/aunt eye/I ate/eight fare/fair bear/bare sea/see son/sun by/bye/buy cell/sell.

#### **2.17.9. Hyponymy of Words**

Words can be studied in terms of the relationship of inclusion. Some specific words (e.g. green, blue and red) can be viewed in relation to other general term, color or still more general one, painting, (Ur, 1996). The idea is that part of the meaning of specific words is contained by the general term, technically called super ordinate word. McCarthy (1990) states that, many course book writers directly or indirectly uses this frame work as a strategy of organizing vocabulary items. These techniques discussed under sense relationship of words (synonymy, antonym and hyponymy) are only some of the strategies by which the meaning of one word is explained in terms of other words. Although other types of sense relations exist (e.g. polysemy = the relationship of a word to many different meanings, metonymy whole-part relation), synonymy, antonym and hyponymy are by far the most frequently used ones by teachers and textbook writers, (McCarthy, 1990; Nation, 2000). The last vocabulary teaching technique perhaps a more advanced form of sense relation is word map.

## **2.18. Word web/ Word map**

The principle of vocabulary network, also known as Vocabulary Network, mind map, word association, explains that beyond sameness, oppositeness and inclusion of meanings of words, there is an intricate and complex interconnection or network among group of words. McCarthy (1990) writes that, semantic relationship in terms of synonymy and antonym tends to simplify the complex nature of the mental lexicon. According to Schmitt (2000), words are not stored in the mind in isolated pattern, but in an organized and systematic manner. That organization is conveniently explained as association or network. The vocabulary network technique is believed to function as a convincing framework of organizing lexical items. Carter and McCarthy (1988) state that “knowing a word means knowing its place in a network or associations with other words in a language.” In a study of vocabulary learning strategies, Ellis (1994) generally concluded that “any attempt to form an association involving the target word aided retention.”

### **2.18.1. Word Map**

Students work in small groups to learn connections among words by brainstorming and organizing words according to a map that they design or a blank one that is provided by the teacher. An example might be a key-concept word in the center of the page with rays connecting related words. For example, when asked to give words they thought of when they heard the word “faithfulness”, ESL students generated sixteen words or phrases: cat, friend, family, reliance, trust, dishonest, unfaithfulness, believe in friendships, bonds, obey, dog, friendly, sexual unfaithful, gossiping, marriage, love. After clustering words which they felt went together, they mapped the relationships between these words.

### **2.18.2. Phrasal verbs**

Teachers should include phrasal verbs in their classroom language as much as possible – and draw attention to these from time to time. There are many phrasal verbs in the English language and they are used in normal, everybody speech and writing. Phrasal verbs mean words consisting of a verb and a particle (preposition or adverb). The meaning of a phrasal verb is different from the meaning of each word if it was considered separately. Common classroom expressions incorporating phrasal verbs are: sit down, put your hand up, turn your papers over, write this down, cover the page up, look it up, hurry up and calm down!

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

This chapter briefly discusses at least seven main important parts of the study. These were research design that encompasses types of study, target population in which the sample and study populations were determined, sampling size and sampling techniques were identified, data collection procedure were determined, data collection instruments were identified and method of data analysis were discussed.

#### **3.1. Research Design**

The study was conducted to investigate the comparative study on the effects of contextual and structural methods of teaching vocabulary in English at preparatory level. It was true experimental study in which the pre- post test design was used. In this method of Pearson correlation moment product and confidence interval were used in analyzing the data. Methods of teaching vocabulary and the academic achievement were two variables of this study. Methods of teaching were independent variable and the academic achievement was dependent variable. The students that were taught with contextual method were named as Group A and the students that were taught with structural method were named as Group B. The researcher had developed 20 lesson plans for contextual and structural methods of vocabulary teaching (10 for each group). The lessons were validated getting the opinions of the experts of language in Jimma university Dr.Andinet shimeles and Dr.Daniel Taye. Accordingly, the researcher has accepted their suggestions and comments and made some modifications on some language. The significance differences between the mean scores of the groups were tested.

#### **3.2. Target population**

The target populations for this study were grade 11 preparatory students of Gembe. The sample selected students for the experimental and control group in the pre- post of were subject for this study to provide their answers for the questions that had been designed as examination to test them. The reason behind selecting this target population, the researcher has been teaching in this school in grade 11 and as well as the researcher works his regular work since has been self sponsor of himself to his M.A. This helped him to get current knowledge of students in vocabulary and it is also easy to collect data since he got the sample students at school.

### **3.3. Sample size and sampling technique**

Systematic random sampling technique was used to select the sample respondents. The total populations of the students in grade 11 are 149. From these total populations of students 75 students were selected as the sample respondents from the attendance list. In this systematic simple random sampling technique was used **since** using **systematic sampling** is its simplicity and is the assurance that the population will be evenly sampled. Thus the total populations (149) students divided for seventy five (75) sample students. Therefore,  $K = N/n = 149 \div 75: 1.98$  so that the sample respondents were selected at two intervals and purposive sampling was used to select the school in which this study was conducted. The selected sample students were grouped in to 38 who were experimental and 37 who were control group who were grouped in A group B group respectively and had been taught contextual vocabulary method and structural vocabulary method for one month.

### **3.4. Setting**

This study was conducted in Gomma woreda Jimma zone. Gomma woreda has location and bordering woredas that bordering in different directions in the east it is boarded by Yebu woreda, in the west it is boarded with Gera and Toba woredas, in the north it is bordered by Limmu and Babo woerdas and in the south it is boarded with Santana woreda. The particular cite of this study is Gembe preparatory school focusing on grade 11 students. The researcher selected this setting area through purposive sampling since this selection was made under the decision of the researcher considering in different factors. The factors considered in the selections of this area were the researcher was self sponsored to cover the cost of these research activities, the school new and the students were not effective in communicating by English as expected, this condition was motivated the researcher to choose this setting area.

### **3.5. Instrument of data collection**

#### **3.5.1. Testing**

Vocabulary proficiency test were designed to obtain information regarding the students' proficiency in vocabulary teaching methods to identify student's current academic success in relation to contextual and structural methods of vocabulary teaching. The researcher was used Alberta K-12 ESL proficiency bench mark which was developed by Alberta Education (2012) and modified it as suit to students' level of understanding .So that this test comprised 50 items and it was distributed to the students within one hour to complete it. The teacher's guide and text book of grade 11 was used as the guide additionally

since there were standardized at the level of the Minister of Education with the Alberta K-12 ESL proficiency benchmark to design the content of lessons and to prepare the pre-post test questions.

Questions had been designed and used for the two groups those who taught in contextual and structural differently. 50 questions were prepared on the basis of standard questions from the contextual and structural vocabulary teaching contents that were taught for one month. The questions were prepared using the contextual vocabulary teaching to know the achievement of students through the results test scores. Then the contextual and structural vocabulary questions were prepared to test the two groups separately and on the basis of the results that had been achieved on the test scores were identified for each group to compare their difference so that either of the methods was identified as the effective method in teaching vocabulary.

### **3.6. Method of Interventions**

The program of teaching the contextual and structural vocabulary teaching method for one month had been arranged and addressed for the school principals and students those who were involved in the sample respondents of this study to get permissions from the school and students. The program was arranged in the form of tutorial by convincing that this study will be important for the future for the performance of students since these experiences will be used for the vocabulary teaching and learning methods.

### **3.7. Data collection procedures**

Registers and licenses are particularly valuable for complete enumeration that was written as the recommendation paper for the Gembe preparatory school. On the basis of the recommendation paper the researcher got permission from the school. The researcher had selected the sample respondents after he got permission from the school. The selected students were grouped in Group A and B. Pre-test questions were prepared for sample students on the basis of contextual and structural teaching vocabulary methods which were guided by grade 11 English text book. The pre-test questions were corrected and the scores were documented. After that the researcher developed 20 lesson plans for contextual and structural methods of vocabulary teaching (10 for each). The lessons were validated getting the opinions of the experts. Finally, the post-test questions were prepared on the basis of the above lesson plans and the two groups were tested, corrected and the scores were documented were become ready for the analysis.

### **3.8. Reliability and Validity of Instrument**

Whether the test suits to students' level of understanding or not it was piloted in Agaro, preparatory school with special reference of grade eleven students. The question was piloted on 40 students (20 for each). The pilot study lasted for one week and it was done in the classroom in the form of pre-test. As a result of pilot testing, a few of the items and instructions were modified and deleted. To see the validity of the test question 4 English language teachers were invited to discuss and suggest on the designed pre-post questions and approval was also obtained from them to validate test item questions. Accordingly, the researcher has accepted their suggestions and comments and made some modifications on some language. In order to check the reliability of the pilot tests, the research employed cronbach alpha.

25 items from the designed pretest questions were taken and 20 students had taken from each and sat for the pilot test examination and the scores of the pilot test were analyzed.

Accordingly, the result of the analyzed data for the pilot test indicted that the experimental group was rated at Cranach's Alpha of .872 and the control group was rated at Cranach's Alpha of .857. This implies that high internal contingency coefficient. This indicates that the data collection instrument is reliable and valid for the actual research.

**Face validity:** Face validity simply means that the validity is taken at face value. As a check on face validity, test items will be sent to teachers or English subject matter experts to obtain suggestions for modification. While discussing the validity of a theory, Jansen (1994) defines validity as making common sense, and being persuasive and seeming right to the reader. For Polkinghorne (1988), validity of a theory refers to results that have the appearance of truth or reality.

### **3.9. Methods of data analysis**

Descriptive statistical analysis was used to analyze the results of the two test scores from the two groups. In the descriptive statistical analysis total result sum, average, mean, standard deviation, standard error, and Pearson correlations. The teaching methods had changed the average scores, mean scores, of students after the treatment were given after the pretest.

### **3.10. Data Analysis Procedures**

The pre-post test scores were collected from the results of the two groups based on the given tests and was arranged properly. These data that were collected and arranged were seated in the computer to

analyze the data in (SPSS) version- 20.0 Software will be used to analyze the data in to total result sum, average, mean, standard deviation, and standard error and Pearson correlations

### **3.11. Ethical Considerations**

The researcher got the recommendation letter from the department on the title a comparative study on the effect of contextual and structural methods of teaching vocabulary in Gembe preparatory focusing on grade 11. First, promote the aims of the research for the subject or participants to address the main objective this study and get the willingness of the sample respondents. The researcher is confidential not to change the responses of the respondents. The researcher avoids misrepresenting of research data and promotes the truth and minimizes error. Promote the values that are essential to collaborative work, such as trust, accountability, mutual respect, and fairness. Honestly report data, results, methods and procedures, and on the basis of the research procedures and status.

## **CHAPTER FOUR**

### **4.1. Analysis and Discussions of Data**

In this part of the study different phases and steps were followed in the analysis and interpretations of the data that had been collected for this study.

The first phase of the analysis had been made to analyze and discuss the demographic information of the selected students in two groups.

The next step of the analysis followed with analyzing the valid of the pilot test that had been given before the pretest to check the validity of the test items to measure the test scores were considered, to support the pilot test with the other points of evidence that had confirmed the validity was cross checked by the case processing summary that convinced the valid and unvalued numbers of the sample students that were selected in the pre-post test scores and considered the inter items correlation matrixes to cross check the validity of items variances to measure the achievements of students. The crude data that collected for this study in the pr-pos test scores were analyzed and discussed.

In the last part of the analysis the data that had been collected in the results of test scores of the experimental and control groups in the pr-post test scores had been fed in the SPSS 20.0 software and analyzed for this study. In this analysis the mean, mean differences, standard deviations, case processing summary, standard errors and the Pearson correlations had been identified in tables and followed with discussions.

### **4.2. The demographic information of the selected subjects**

The personal information like sex, age and grade level of the students those who had been selected as the experimental group and control group were identified and presented in the table1 below and followed with discussions.



**Table.1. Demographic information of the respondents**

No	Variables	Information	Responses	Percent
1	Sex	Male	38	50.66%
		Female	37	49.33%
		Total	75	100%
2	Age	18-20	54	72%
		21-25	21	28%
		Total	75	100%
3	Educational level	Grade 11	75	100%

The selected students as the experimental and control groups were male and female students. 38 (50.66%) of the students were male and 37(49.33) of the students were female. This implies that the numbers of female and male students were proportional in that there was no gender bias in this study. The ages of the students were ranged between 18 and 25 years. All the respondents were selected from grade 11by using systematic random sampling technique.

**4.3. Analysis on the result of pre-post test scores of the selected students.**

The experimental study was made on the comparative study on the effects of contextual and structural methods of vocabulary teaching at Gembe preparatory school focusing on grade 11.

In this study the pre- post test were used for the study. The pretest and post test were presented for the two groups. First the pretest and post test were identified and analyzed in percentages for the result of each selected student out of 100% and the difference between the pretest and post test scores were identified for each students.

Based on the result of each student in the pretest and post test the total results of all students were analyzed and the average of the pretest and post test results of all students were analyzed and the results were identified total, average and differences of the pr-post test scores. On the basis of the analyzed total results and averages of the pretest and post test results the difference between the pretest and post test results in the total results and averages were identified for the experimental group and control group were clearly presented in the table 2 below.

**Table.2. Analysis of Pretest results and post test results of the selected students**

Group A( Experimental )					Group B ( Control )				
No	Code of the students	Result out of 100%			No	Code of the students	Result out of 100%		
		Pre-test	Post-test	Differences			Pre-test	Post-test	Differences
1	A1	58	68	10	1	B1	76	72	4
2	A2	80	85	5	2	B2	71	68	3
3	A3	72	80	8	3	B3	73	74	1
4	A4	47	60	13	4	B4	62	60	2
5	A5	52	70	18	5	B5	60	65	5
6	A6	62	72	10	6	B6	54	56	2
7	A7	64	75	11	7	B7	74	75	1
8	A8	69	78	9	8	B8	66	69	3
9	A9	71	80	9	9	B9	72	73	1
10	A10	70	71	1	10	B10	76	75	1
11	A11	69	70	1	11	B11	74	75	1
12	A12	71	74	3	12	B12	79	80	1
13	A13	78	75	3	13	B13	66	69	3
14	A14	72	81	9	14	B14	73	75	2
15	A15	74	88	14	15	B15	83	85	3
16	A16	52	81	29	16	B16	74	73	1
17	A17	67	74	7	17	B17	65	67	2
18	A18	70	75	5	18	B18	56	58	2
19	A19	74	75	1	19	B19	69	70	1
20	A20	68	69	1	20	B20	46	51	5
21	A21	61	64	3	21	B21	63	62	1
22	A22	58	68	10	22	B22	70	71	1
23	A23	81	82	1	23	B23	68	69	1
24	A24	56	83	27	24	B24	71	73	2
25	A25	70	75	5	25	B25	66	68	2
26	A26	64	80	16	26	B26	71	71	0
27	A27	72	79	7	27	B27	80	81	1
28	A28	72	76	4	28	B28	68	69	1
29	A29	66	69	3	29	B29	72	73	1
30	A30	74	79	5	30	B30	78	77	1
31	A31	67	69	2	31	B31	64	65	1
32	A32	70	75	5	32	B32	70	72	2
33	A33	65	79	14	33	B33	70	71	1
34	A34	50	69	19	34	B34	66	67	1
35	A35	48	63	15	35	B35	61	62	1
36	A36	76	84	8	36	B36	50	56	2
37	A37	71	76	5	37	B37	52	54	2
38	A38	66	74	8	Total result		2506	2551	45
Total result		2529	2845	316	Average		67.72	68.94	1.22
Average		66.55	74.86	8.31					

The data that had been analyzed in the above table encompasses the total result of the pretest and post test scores, average and differences between the pretest and post test results, in that the total result of the pretest and post test scores of the experimental were 2529 and 2845 respectively. The difference between the pretest total result and the post test total result was 316(12.49%). From the difference of this total result; we understood that the results of students have increased after they had been taught the vocabulary in contextual vocabulary teaching method. The averages of pretest scores and the post scores were 66.55 and 74.86 the difference between the pretest and post test was 8.31. So that the average of the students result has increased in 8.31 after they had been taught by the contextual vocabulary teaching method. This implies that the rate of increase after the pretest in the contextual vocabulary method the result of students had been increased by 8.31%.

The pretest and the posttest total results of the controlled group were 2506 and 2551 respectively. The difference between the pretest and post test total result was 45. The total results of the students have been increased by 45(1.79%) points. The averages of the pretest and post test were 67.72 and 68.94. The difference between the pretest and post test average was 1.22(1.225%). These results have indicated that the results of the students were increased after the students had been taught by the structural vocabulary teaching method.

When we compare the results of the experimental and control group, the results of the experimental group has increased than the control group after they had been taught by the contextual and structural method and tested in the post test scores.

### **4.3 Analysis on the experimental and controlled group in SPSS 20 software**

#### **4.3.1. Analysis on the results of the experimental group**

In this part of the analysis the pre - post test scores on the contextual vocabulary teaching method were analyzed. First the pre test was given on the basis of the contextual vocabulary contents and the scores were presented for 38 selected students. After that the contextual vocabulary lessons were designed to teach the selected students for a month using the contextual vocabulary teaching method and students had been taught. The content of these contextual vocabulary lessons were selected and designed on the basis of Alberta K-12 ESL bench mark and suit as students level of understanding. The test that was given in the pretest was given as the post test and the test score was analyzed for each student in SPSS 20 software.

**Table.3. Reliability Statistics for pilot test for experimental group**

Cranbach's Alpha	N of Items
.872	25

Reliability in statistics and psychometrics is the overall consistency of a measure. A measure is said to have a high reliability if it produces similar results under consistent conditions. "It is the characteristic of a set of test scores that relates to the amount of random error from the measurement process that might be embedded in the scores. Scores that are highly reliable are accurate, reproducible, and consistent from one testing occasion to another. That is, if the testing process were repeated with a group of test takers, essentially the same results would be obtained. Various kinds of reliability coefficients, with values ranging between 0.00 (much error) and 1.00 (no error), are usually used to indicate the amount of error in the scores. The pilot test was statistical reliable since the cronbach alpha .872 for the 25test items that used to test the students for the pilot test.

**Table 4 .Case Processing Summary for experimental group**

	N	%
Cases Valid Total	38	100.0
Excluded	0	.0
	38	100.0

The case processing summary was analyzed to identify the valid, excluded cases by computing the number of students for the contextual group. All the selected students were sat for the pretest and post test and the scores were analyzed. Therefore, no one was excluded from the case in that 38(100%) selected were valid and 0 was invalid in the above case processing summary.

**Table .5. Inter-Item Correlation Matrix on the experimental test items**

	A1	A2
A1	.45	.25
A2	.25	.45

Inter-item correlations are an essential element in conducting an item analysis of a set of test questions. Inter-item correlations examine the extent to which scores on one item are related to scores on all other items in a scale. It provides an assessment of item redundancy: the extent to which items on a scale are assessing the same content (Cohen and Swerdlik, 2005). Ideally, the average inter-item correlation for a set of items should be between .20 and .40, suggesting that while the items are reasonably homogenous, they do contain sufficiently unique variance so as to not be isomorphic with each other. As we saw the result of the above statistics the inter item correlation of the questions that designed for the contextual vocabulary test were between .25 and .45. Therefore, the homogeneity of the test item questions were very confidential to measure the students achievements in the contextual vocabulary testing.

**Table .6. Analysis on the test scores in mean, Std. Deviation and Std. Error.**

	N	Mean	Std. Deviation	Std. Error Mean
A1	38	66.50	8.645	1.402
A2	38	74.87	6.321	1.025

Standard deviation is a measure of how spreads out numbers responses were varied from each other. *Standard error* is a statistical term that measures the accuracy with which a sample represents a population.

The pretest mean was 66.50 and the posttest mean was 74.87. The standard deviation of the pretest in the experimental group was 8.645 and the standard deviation of the post test was 6.321. Std. Error Mean of the pretest was 1.402 and Std. Error Mean post test was 1.025. This implies that the difference of test scores in the pre-pos test in the case of standard error was not affecting the result of the test scores.

**Table.7. Analysis on the confidence interval of the mean difference**

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
A1	47.416	38	.000	66.500	63.66	69.34
A2	73.014	38	.000	74.868	72.79	76.95

The mean difference between the pretest-post tests for the experimental group was analyzed in the above table and the mean difference was identified. Before the mean of the pretest and post were separately identified for each. Thus the mean value of the pretest was 66.5 and the mean value of the post was 74.86 and the mean difference between the pretest and post test was 8.36. This result is almost the same with the result that analyzed in the above table 2. There was 95% confidence interval of the difference between the lower and upper mean in the pretest in that lower was 63.66 and the upper was 69.34 and post test in that the lower was 72.79 and the upper was 76.95. The mean difference between the between the lower in the pretest and the post test was 9.13 and the mean difference in the upper in the pretest and post was 7.61.

#### **4.3.2. Analysis on results of controlled group**

In this part of the analysis the pretest and posttest analysis of the result of the 37 selected students were involved in the control group and tested on the structural vocabulary teaching method. First the pre test

was given on the basis of the structural vocabulary contents and the scores were presented for 37 selected students. After that the structural vocabulary lessons were designed to teach the selected students for a month using the structural I vocabulary teaching method and students had been taught. The content of these structural vocabulary lessons were selected and designed on the basis of Albarta K-12 guide lines. The test that was given in the pretest was given as the post test and the test score was analyzed for each student in SPSS 20.0 software.

**Table 8. Case Processing Summary for control group**

	N	%
Cases Valid Total	37	100.0
Excluded <sup>a</sup>	0	.0
	37	100.0

The case processing summary was analyzed to identify the valid, excluded cases by computing the number of students for the controlled group. All the selected students were sat for the pretest and post test and the scores were analyzed. Therefore, no one was excluded from the case in that 37(100%) selected were valid and 0 was invalid in the above case processing summary.

**Table .9. Inter-Item Correlation Matrix for items in the tests**

	B1	B2
B1	.50	.35
B2	.35	.50

Interitem correlations are an essential element in conducting an item analysis of a set of test questions.

Inter-item correlations examine the extent to which scores on one item are related to scores on all other items in a scale. It provides an assessment of item redundancy: the extent to which items on a scale are

assessing the same content (Cohen & Swerdlik, 2005). Ideally, the average inter-item correlation for a set of items should be between .20 and .40, suggesting that while the items are reasonably homogenous, they do contain sufficiently unique variance so as to not be isomorphic with each other. As we saw the result of the above statistics the inter item correlation of the questions that designed for the structural vocabulary test were between .35 and .50. Therefore, the homogeneity of the test item questions were very confidential to measure the students achievements in the structural vocabulary testing.

**Table.10. Reliability Statistics of pilot test for control group**

Cronbach's Alpha	Cranabch's Alpha Based on Standardized Items	N of Items
.857	.857	25

The alpha coefficient for the 25 items is .857, suggesting that the items have relatively high internal consistency. (Note that a reliability coefficient of .70 or higher is considered “acceptable” in most social science research situations.) The 25 items cronbach Alpha statistics of the pilot test for this study was .857. The reliability of the test items of the test for the structural test was confidential to measure.

**Table.11. Analysis on the results of the structural test scores in mean, Std. Deviation and Std. Error Mean.**

	N	Mean	Std. Deviation	Std. Error Mean
B1	37	67.81	8.442	1.388
B2	37	68.95	7.597	1.249

The mean of the pretest was 67.81 and the mean of the post test was 68.95. The difference between the pretest and post test was 1.14. The standard deviation of the pretest scores was 8.442 and the standard



deviation of the post test scores was 7.597. The standard error of the pretest was 1.388 and the standard of the post test was 1.249.

**Table.12. Analysis on the confidence interval of the mean difference**

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
B1	48.860	36	.000	67.811	65.00	70.63
B2	55.201	36	.000	68.946	66.41	71.48

The mean difference between the pretest the post test for the control group were analyzed in the above table and the mean difference was identified. Before the mean of the pretest and post were separately identified for each. Thus the mean value of the pretest was 67.811 and the mean value of the post was 68.946 and the mean difference between the pretest and post test was 1.135. This result is almost the same with the result that analyzed in the above table 2. There was 95% confidence interval of the difference between the lower and upper mean in the pretest in that lower was 65.00 and the upper was 66.41 and post test in that the lower was 70.63 and the upper was 71.48. The mean difference between the between the lower in the pretest and the post test was 1.41 and the mean difference in the upper in the pretest and post was 0.85.

Correlation between sets of data is a measure of how well they are related. The most common measure of correlation in stats is the Pearson Correlation. The full name is the Pearson Product Moment Correlation or PPMC. It shows the linear relationship between the contextual and structural vocabulary teaching methods in their effectiveness in teaching vocabulary. The range of relations, high correlation: .5 to 1.0 or -0.5 to 1.0, *medium correlation*: .3 to .5 or -0.3 to .5., *low correlation*: .1 to .3 or -0.1 to -0.3. The significance and the level relations between the contextual and structural methods in their effectiveness has been determined on the basis of the above scales in the following table

**Table.13. Analysis on the relations of the effects of vocabulary teaching between contextual and structural methods**

		B1	B2
A1	Pearson Correlation	1	.975**
	Sig. (2-tailed)		.000
	N	37	37
A2	Pearson Correlation	.975**	1
	Sig. (2-tailed)	.000	
	N	37	37

There were relations between the contextual and structural vocabulary teaching method in their effectiveness in teaching vocabulary. The relation between them was ranged between .5 and 1.0 in that the relation between them was .975. This implies that the two vocabulary teaching methods were effective for teaching vocabulary. This did not mean that they absolutely equal in their effectiveness in teaching vocabulary. There was a very slight differences in their effectiveness to teach vocabulary as indicated in the data that analyzed in table 2 in that in the result in the post scores were increased in the two teaching methods in contextual teaching method the average of the student results was increased by 8.31 and in the structural teaching method the average of student result was increased by 1.22. The difference between them was 7.07. The rate of effectiveness in the contextual vocabulary teaching method the results of students was more improved although the rate effectiveness was not by far from the structural vocabulary teaching method.

**Table.14.Summary of the analysis for contextual and structural test scores in the pre- post-test**

No	Experimental group		Average	mean
1		Pretest	66.55	66.5
		Posttest	74.86	74.87
		Difference	8.31	8.37
2	Control group	Pretest	67.72	67.81
		Post test	68.94	68.95
		Insignificant differences	1.22	1.14
3	Experimental and control group differences	In pretest	1.22 control G	1.31 control G
		In post test	5.92 Exp	5.92Exp
4	Relationships between contextual and structural groups.	Pearson correlation		
		.975		

The analyzed data were summarized for the experimental group and control group in the above table side by side and the rate of their effectiveness were identified. As it was presented in the above table in the pretest scores the control group greater than the experimental group by average of 1, 22 and by mean difference it was greater by 1.14. However, after the two groups were taught and test by the post test, the experimental group test scores was greater than control group by 5.92. However, when we saw the result of test scores the pretest and posttest scores differences in each group the results of the experimental increases by 8.31 in average and 8.37 by mean difference. Whereas, the results of the control group increases by 1.22 in average and 1.14 in mean difference .When we compare the rate of increase in mean and average for the two groups, the rate of increase by the experimental group was greater than the control group by 7.09 in average and 7.17 by mean difference

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Summary

The main objectives of the study was to investigate the comparative study on the effects of contextual and structural teaching of vocabulary in Gembe preparatory focusing on grade 11. To achieve the intended objectives of this study the pure experimental method was used for this study. In this pure experimental method the subjects of the study was divided in Group A( experimental group) and group B( controlled group). The experimental group were assigned for the contextual vocabulary teaching method and the controlled group were assigned for the structural vocabulary teaching method. The pre-post tests were designed for the two groups. The pretest was given for the two groups before the students had been taught by the two methods separately. The pretest results of the students were analyzed on 50 test items for each group. In this pretest experimental groups were tested on contextual vocabulary test items and the control groups were tested on the structural test items and analyzed out of 100% for each group. After the pretest was given for each group the experimental groups were taught vocabulary lessons for a month by the contextual vocabulary teaching method and the students in the control groups were taught vocabulary lessons for a moth by the structural vocabulary teaching method.

Finally, the same test items, structural test items that were given for the control group were given in the post test and the scores were analyzed out 100%. The contextual test items that were given for the experimental groups were given in the post test and analyzed out of 100%. The data were analyzed in total results, in standard deviations, standard error, mean and mean differences.

Based on the analysis made of this study the findings of this study were identified and presented as follows side by side with the research null hypothesis to prove the null hypothesis.

The first null hypothesis was designed to identify the absence of significance difference between the mean scores of the students that have been taught using the contextual and structural methods of teaching vocabulary since the differences were insignificant (1.22 and 1.31) . The result of this study indicated that the students that have been taught in the contextual (experimental) group test scores shows significance differences from the students that have been taught by the structural method in the post test. However, the scores of pretest there was no significant differences.

The second null hypothesis designed was to identify the mean scores of the students that have been taught using contextual teaching method of vocabulary greater than students that have been taught with structural teaching method of Vocabulary. The findings of this study indicated that the test scores of the students those who have been taught by the contextual vocabulary greater than the test scores of students those who have been taught by the structural vocabulary teaching method.

The third null hypothesis designed was to identify the non effectiveness of Structural method of teaching vocabulary to bring significant effect on Learner's academic achievement. Since the results of the control group increases by 1.22 in average and 1.14 in mean difference in the post test scores, the structural vocabulary has very small significance on Learner's academic achievement.

The last null hypothesis designed was to identify the more effectiveness of Contextual method of teaching vocabulary than structural vocabulary teaching vocabulary method. Since the results of the experimental group (those taught by contextual vocabulary teaching method) increases by 8.31 in average and 8.37 by mean difference, the Contextual method of teaching vocabulary more effective than structural vocabulary teaching vocabulary method.

## **5.2. Conclusions**

The contextual and structural methods are methods of vocabulary teaching which are important for teaching vocabulary. Therefore, the two vocabulary teaching methods are both considered as important to increase the vocabulary power. The findings of this study have confirmed the importance of these two vocabulary teaching method as they have positive relation in increasing the achievements of students in vocabulary as evidenced in the result of this study. However, the rate of increase in the students test scores in the pr-post results of the experimental group and the control group test scores were not increased in the same rate in the structural and contextual teaching method. Therefore, the rate of test scores of students those who had been taught by contextual vocabulary teaching method had increased in post test than the pretest scores than students those who had been taught by the structural vocabulary teaching method. From this point it is possible to conclude as the structural vocabulary teaching method will demand more effort than contextual vocabulary teaching method to improve the rate of structural vocabulary teaching method to maximize the performance students in vocabulary learning.

### **5.3. Recommendations**

Based on the summary and conclusions made of this study the following recommendations are given in this study as follows:

Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Word-learning strategies include dictionary use, morphemic analysis, and contextual analysis. Morphemic analysis is the process of deriving a word's meaning by analyzing its meaningful parts, or morphemes. Such word parts include root words, prefixes, and suffixes. Contextual analysis involves inferring the meaning of an unfamiliar word by scrutinizing the text surrounding it. Instruction in contextual analysis generally involves teaching students to employ both generic and specific types of context clues. Therefore, both the structural and contextual methods should be used in advance by English teachers to teach vocabulary.

Vocabulary is a necessary ingredient for all communication. Language learners encounter vocabulary on a daily basis, and must be able to acquire and retain it. Therefore, as a language teacher, one of the main tasks of teachers should be helping students in develop a rich and useful vocabulary inventory through using contextual and structural vocabulary teaching methods.

Learners should be encountered with the words in a variety of rich contexts and rich word building techniques since variety is essential for vocabulary teaching.

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**Website source:**

- ❖ <http://www.epa.gov/sustainability/basicinfo.htm>
- ❖ [www.cse.buffalo.edu/~rapaport/Papers/context.auconf.pdf](http://www.cse.buffalo.edu/~rapaport/Papers/context.auconf.pdf)

## APPENDIXES

### APPENDIX A: Contextual Vocabulary proficiency test

Contextual Vocabulary Proficiency test for selected respondents of grade eleven Gembe Preparatory school of 2017

School name-----Code-----Grade & Section-----Time allotted-----

Date----- Group Type-----Types of Test-----

**DIRECTIONS:** Choose An Appropriate Answer For Each Question Based On The Information Given In The Passage

In 2005, the World **Summit** on Social Development identified three core areas that contribute to the philosophy and social science of **sustainable** development. These “pillars” in many national standards and certification schemes, form the backbone of **tackling** the core areas that the world now faces. The Brundtland Commission described it as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”.

This is the issue that proves the most problematic as most people disagree on political ideology what is and is not economically **sound**, and how it will affect businesses and by extension, jobs and employability . It is also about providing incentives for businesses and other organizations to **adhere** to sustainability guidelines beyond their normal legislative **requirements**. Also, to encourage and foster incentives for the average person to do their bit where and when they can; one person can rarely achieve much, but taken as a group, effects in some areas are cumulative. The supply and demand market is **consumerist** in nature and modern life requires a lot of resources every single day; for the sake of the environment, getting what we consume under control is the **paramount** issue. Economic development is about giving people what they want without **compromising** quality of life, especially in the developing world, and reducing the financial burden and “red tape” of doing the right thing.

There are many facets to this pillar. Most importantly is awareness of and legislation protection of the health of people from pollution and other harmful activities of business and other organizations. In

North America, Europe and the rest of the developed world, there are strong checks and programs of legislation in place to ensure that people's health and wellness is strongly protected. It is also about **maintaining** access to basic resources without compromising the quality of life. The biggest hot topic for many people right now is sustainable housing and how we can better build the homes we live in from sustainable material. The final element is education - encouraging people to participate in **environmental sustainability** and teaching them about the effects of environmental protection as well as warning of the dangers if we cannot achieve our goals.

We all know what we need to do to protect the environment, whether that is recycling, reducing our power **consumption** by switching electronic devices off rather than using standby, by walking short journeys instead of taking the bus. Businesses are regulated to prevent pollution and to keep their own carbon emissions low. There are incentives to installing **renewable** power sources in our homes and businesses. Environmental protection is the third pillar and to many, the primary **concern** of the future of humanity. It defines how we should study and protect ecosystems, air quality, **integrity** and sustainability of our resources and focusing on the elements that place stress on the environment.

**Source; <http://www.epa.gov/sustainability/basicinfo.htm>**

**Instruction one:** For the item (1-15) Choose the contextual meaning of the following words written in bold and write the letter of your choice.

1. **Sustainable** (paragraph one line one) refers to

- |                       |                               |
|-----------------------|-------------------------------|
| A. lack to meet needs | C. remain to be un productive |
| B. become well being  | D. Development                |

2. **Tackling** (parag.one) means,

- |                                   |                               |
|-----------------------------------|-------------------------------|
| A. deal with                      | C. stops the forward progress |
| B. lack to make determined effort | D. all                        |

5. **Sound** (paragraph two line 2) refers.

- |            |                     |
|------------|---------------------|
| A. Pillars | C .less recognition |
|------------|---------------------|

B. Recognition

D. under quality

6. **Adhere** (paragraph two line 4) indicates.

A. believes in and practices

C. less sustainable

B. stick fast to

D. Stand against

7. **Environmental sustainability** (paragraph three line 8) means

A. allow all people to live well, now and in the future

C. damage the environment

B. protects people from living well

D. less attention to the environment.

8. **Paramount** (paragraph two line 9) means,

A. more important than anything else

C. less important

B. insignificant

D. A and B are correct

9. **Renewable** (paragraph four line 4) means

A. capable of being replaced

C. never used again

B. un replaced

D. not important.

10. **Consumerist** (paragraph two line 7)

A. users

C. modern life

B. nature

D. resource

11. **Compromising** (paragraph two line 10),

A. good way of life

C. quality of life

B. without damage

D. damaging

12. **Maintaining** (paragraph three) indicates

A. not let it stopping

C. give up



B. compromising

D. none

13. **Requirements** (paragraph two line four) means

A. less important

C. refines

B. very essential

D. all

14. **Concern** (paragraph four 6) means,

A. Pillar

C. resource

B. issue

D. less important.

15. **Integrity** (paragraph four line 7) means

A. sustainability

C. state of being united

B. economic development

D. Ecosystem

**Instruction Two:** For the item (16-25) Choose an appropriate answer that complete the following sentences.

16. The competition of the foot ball was-----by America.

A. launched

C, inspired

B, hosted

D. dispute

17. He was a good worker and caught the -----of the school principal.

A, relation

C, work

B, attention

D, no answer

18. There has been 15% increase in the ----- of students in this year.

A, enroll

C, successful

B, attend

D, success

19. The flight attendant asked the passengers to \_\_\_\_\_ attention to the safety demonstration.
- A, give  
B, devote  
C, pay  
D, lend
20. A severe hurricane in the South Pacific has \_\_\_ many lives.
- A, claimed  
B, taken  
C, killed  
D, destroyed
21. Everything we wanted was **to hand**.
- A. under control  
B. within reach  
C. well cared for  
D. being prepared
22. We went to Jimmy's Restaurant last night and had an excellent----- there.
- A) Plate  
B) Meal  
C) cooks  
D) dish
23. Someone else is -----the tune and for the moment you're quite happy to with what seems like a reasonable idea.
- A, plying  
B, along  
C, go  
D, singing
24. Many things that people do nowadays release greenhouse gases into the ----- and gases trap energy. The result is global warming and, increases in the Earth's temperature.
- A, increase  
B, atmosphere  
C, temperature  
D, warming.
25. Alternative ----- such as, solar panels and wind generators will also help to reduce the effect of global warming.
- A, solar panels  
B, wind generators  
C, energy  
D. generators

**Instruction Three:** For the item (26-29) answer choice that is synonym for the bold letters

26. He was **inflexible** in his determination to unite his country.

A. inflatable

C. infantile

B. infernal

D. inexorable

27. Because the author and the artist refused to **collaborate**, the book was never finished.

A confide

C. provide proof

B. collate

D. work together

28. Studying vocabulary can be an **irksome** task

A. easy

C. tedious

B. pleasant

D. irate

29. Einstein was a **brilliant** mathematician.

A. shining

C. famous

B. very intelligent

D. foreign

**Instruction Four:** For the item (30-31) choose the word that means the opposite of the bold word.

30. I ate lunch with a most **convivial** group of my friends

A. lively

C. unsociable

B. large

D. old

31. A frightening number of illiterate students are graduating from college.

A. able to read and write

C. unable to read and write

B. able to enjoy intramural sports

D. well educated

**Instruction Five** :Match the letters of the synonym in column B beside the appropriate word in column A

A	B
-----32.habitat	A .incessant
-----33.illiterate	B. unkempt
-----34.unavoidable	C incalculable
-----35.inflexible	D. un able to read read and write
-----36.unwise.no careful	E .natural place
-----37.not neat	F. inevitable
-----38.very great	G. inexorable
-----39.inapropriate	H. park
-----40.constant	I. incongruous
-----41.adequate	J. sufficient
-----42.ambition	K. wish
-----43.help	L. surrounding.
-----44.atmosphere	M. capable of being replaced
-----45.significance	N. support
-----46.opportunities	O. chance
-----47.zoo	P. under control
-----48.renewable	Q. impendent
-----49..to hand	R. work together
-----50.collaborate	S. very important

**Appendix B:** Structural vocabulary proficiency test

School Name-----Code----- Grade and section-----Time allotted-----

Group Type-----Date-----

Structural Vocabulary Proficiency test for selected respondents of grade eleven Gembe Preparatory school of 2017

**Directions:** Dear students, though the main objective of this vocabulary proficiency test are designed for a research study, you have the chance to assess your understanding about your vocabulary knowledge. So, you need to have the knowledge of the following vocabulary areas:

**Instruction One:** For item (1-36) the sentences that follow are incomplete. Decide which of the choices the best way of completing the given sentence.

1. My brother is a very successful businessman. His----- is due to the fact that he works hard.

- |               |                 |
|---------------|-----------------|
| A. successes  | C. successfully |
| B. successful | D. Success      |

2. Do not worry this bicycle is-----

- |             |               |
|-------------|---------------|
| A. repair   | C. repairable |
| B. a Repair | D. repairing  |

3. Fossils were created -----times millions years ago.

- |             |                   |
|-------------|-------------------|
| A. historic | C. historic list  |
| B. story    | D. Pre- historic. |

4. Most Africans are -----, speaking at least two but usually three or four languages.

- |                |              |
|----------------|--------------|
| A. monolingual | C. lingual   |
| B. bilingual   | D. languages |

5. I do not enjoy the film it -----me.
- A. bore  
B. abode  
C. barely  
D. boring.
6. This math problems are -----I was confused at first but now I understand it.
- A. confuse  
B. confusing  
C. confuses  
D. confused.
7. The history of Harar was fascinating. Yes, it was -----to find out how old they are.
- A. fascinates  
B. fascinated  
C. fascinating  
D. fascinate
8. I have heard that you have some exciting plans for the holidays. Yes, I am going to be a tour guide! It is fantastic! I'm really -----about it.
- A, excites  
B, exciting  
C. exhibited  
D. un excited
9. I can't do this physics problem .It is -----to work out.
- A, Possible  
B, Quite Possible  
C. Completely Impossible  
D. Possibility,
10. Abebe is -----he could play in the basket ball.
- A. not tall  
B. not quite tall  
C. very tall  
D. tallness
11. You look -----Go to bed and take rest.
- A. exhausted  
C. very exhausting

B. exhausting

D. happy

12. The part was -----but they had to leave early.

A. enjoyable

C. un enjoyable

B. very enjoyable

D. enjoying

13. I do not enjoy the film, it was ----by it.

A, feeling un happy

C. feeling pleasant

B. happy

D. interested.

14. Everyone is -----by instructions. The instructions were disturbing

A. disturbed

C. happy

B. disturbs

D. happiness.

15. The sun is shining. It is -----.

A. shining

C. sun

B. shins

D. sunny

16. Derartu is -----lovely girl that everybody likes her.

A. so

C. such a

B. such

D. so a

17. My muscles are too soft .So I'm starting to do -----exercise with my weights. My aim is to strengthen my stomach.

A. strong

C. soft

18. My brother always -----his homework in the evening.

A. does

C .do

B. will work

D. will do

19. There is a -----tree in our garden. Sometimes I enjoy solitarily

A. solitaries

C. solitarily

B. solitary

D. solitariness

20. The police man shouted ----at the supporters.

A. angry

C. angrily

B. angering

D. hungry

21. She can never resist pizza .She finds it.

A. irresistible

C. resisted

B. resists

D. resisting.

22. The doctor ----the illness, he prescribed the wrong medicine.

A. misdiagnosed

C. diagnosing

B. diagnosed

D. diagnosable.

23. Please remember that the ----of cameras and recording devices is prohibited during the performance.

A. operate

C. operation

B. operating

D. operationally

24. We would like to offer you a twelve month ----to Family Business Magazine.

A. subscription B. prescription C. description D. repetitive

25. She looked ---she started to cry.

A. happy

C. happier

B. unhappy

D. happiest



26. I just can't believe it! The story is----!

A. believable

C. believing

B. unbelievable

D. believes.

27. Let's look at this information again. We should ----it before the test.

A. review

C. viewing

B. view

D. viewed.

28. The first woman is very tired .She wants to rest! The second woman can't stay still. She always wants to move! She is -----

A. resting

C. rested

B. restless

D. restful

29. He was sitting -----in his seat on the train

A. comfort

C. comforting

B. comfortably

D. comforts

30. This word is very difficult to spell, and even worse, it's -----

A. pronounce

C. un pronounceable

B. pronounceable

D. pronouncing

31. He didn't pass his exam. He was -----for the second time.

A. succeeds B. successful C. un Succeed

D. successfulness.

32. The film was -----good.

A. surprise

C. surprised

B. surprising

D. unsurprised

33. The rate of ----in Brazil has been rising steadily.

A. employs

C. employees

B. employed

D. employment,

34. Some TV shows are totally -----for children. They mustn't watch them.

A. suitable

C. suite

B. unsuitable

D. suiting,

35. My best friend and I talk----many times.

A. private

C. privates

B. privately

D. privating

36. Becham is very famous and he has thousands of -----.

A. admire

C. admiring

C. admired

D. admires.

**Instruction Two: For item (37-40) Choose the correct meaning that represents the following prefixes**

37. What does the prefix "intra" mean?

A. outside

C. between

B. within

D. nowhere

38. What does the prefix "re" in the word reread?

A. up

C. again

B. down

D. stop

39. The banana was green. That meant it was ----

A. ripe

C. un important

B. unripe

D. ripped.

40. What does the prefix "bi" means?

A. one

C. three

B. two

D. four

**Instruction Three: For item (41-44):** Choose the correct meaning that represents the following suffixes

41. What the suffix "ious"?

A. less

C. make

B. full of

D. quality

42. What does the suffixes "less"?

A. without

C. result

B. relating to

D. none

43. What does the word suffixe "ation"?

A. action

C. through

B. across

D. bad

44. What does the suffix "cy"?

A. to make

C. relating to

B. quality

D. pertaining to

**Instruction Four:** Choose the correct meaning that represents the following prefixes

45. What does the prefix "equ" mean?

A. outside

C. equal

B. within

D. nowhere

46. What does the prefix “post” in the word postpone?

A. to do after

C. again and again

B. to do before

D. stop

47. What does the prefix “mis” in the word to get wrong?

A. ripe

C. un important

B. Wrong

D. right

**Instruction Four: Find the root words below and write in front of each word.**

48. Friendliness-----

49. Uncontrollable -----

50. Disagreement -----

**APPENDIX C: Results of the pre- test for contextual and structural groups**

Group A( Experimental Group)			Group B ( Control Group)		
No	Code of the students	Result out of100 %	No	Code of the students	Result out of 100%
1	A1	58	1	B1	76
2	A2	80	2	B2	71
3	A3	72	3	B3	73
4	A4	47	4	B4	62
5	A5	52	5	B5	60
6	A6	62	6	B6	54
7	A7	64	7	B7	74
8	A8	69	8	B8	66
9	A9	71	9	B9	72
10	A10	70	10	B10	76
11	A11	69	11	B11	74
12	A12	71	12	B12	79
13	A13	78	13	B13	66
14	A14	72	14	B14	73
15	A15	74	15	B15	83
16	A16	52	16	B16	74
17	A17	67	17	B17	65
18	A18	70	18	B18	56
19	A19	74	19	B19	69
20	A20	68	20	B20	46
21	A21	61	21	B21	63
22	A22	58	22	B22	70
23	A23	81	23	B23	68
24	A24	56	24	B24	71
25	A25	70	25	B25	66
26	A26	64	26	B26	71
27	A27	72	27	B27	80
28	A28	72	28	B28	68
29	A29	66	29	B29	72
30	A30	74	30	B30	78
31	A31	67	31	B31	64
32	A32	70	32	B32	70
33	A33	65	33	B33	70
34	A34	50	34	B34	66
35	A35	48	35	B35	61
36	A36	76	36	B36	50
37	A37	71	37	B37	52
38	A38	66			

**Appendix D:** Results of the post test for contextual and structural groups

Group A( Experimental Group)			Group B (C0ntrol Group)		
No	Code of the student	Result out of 100%	No	Code of the student	Result out of100 %
1	A1	68	1	B1	72
2	A2	85	2	B2	68
3	A3	80	3	B3	74
4	A4	60	4	B4	60
5	A5	70	5	B5	65
6	A6	72	6	B6	56
7	A7	75	7	B7	75
8	A8	78	8	B8	69
9	A9	80	9	B9	73
10	A10	71	10	B10	75
11	A11	70	11	B11	75
12	A12	74	12	B12	80
13	A13	75	13	B13	69
14	A14	81	14	B14	75
15	A15	88	15	B15	85
16	A16	81	16	B16	73
17	A17	74	17	B17	67
18	A18	75	18	B18	58
19	A19	75	19	B19	70
20	A20	69	20	B20	51
21	A21	64	21	B21	62
22	A22	68	22	B22	71
23	A23	82	23	B23	69
24	A24	83	24	B24	73
25	A25	75	25	B25	68
26	A26	80	26	B26	71
27	A27	79	27	B27	81
28	A28	76	28	B28	69
29	A29	69	29	B29	73
30	A30	79	30	B30	77
31	A31	69	31	B31	65
32	A32	75	32	B32	72
33	A33	79	33	B33	71
34	A34	69	34	B34	67
35	A35	63	35	B35	62
36	A36	84	36	B36	56
37	A37	76	37	B37	54
38	A38	74			

## **Appendix E:** Contextual vocabulary teaching lessons for experimental group

### **Lesson One**

#### **Day One: Concepts of contextual clues and its types**

Contextual clue means: An indicator of the meaning of a word such as clues may be in the sentence that contains the word or somewhere else in the text within close proximity (Sthal, 1999). Context clues include definition, synonyms, antonyms comparison and contrast and example.

#### **Lesson Two: Synonyms**

Synonyms are words with the same or similar meanings. Look the following synonyms of words.

Rank	Word	Synonyms
1	Opponent	Enemy ,rival, foe
2	Past	Former, previous, preceding
3	Plentiful	Ample, enough, abundant
4	Mobile	Movable, changeable
5	Least	Fewest, minimum, smallest
6	Internal	Inner, inside
7	Important	Significant ,meaningful
8	Good	Nice, fine, well-behaved
9	Fast	Rapid, quick, swift
10	Evil	Bad, wrong, wicked
11	Atrophied	Wasted away
12	Cynosure	Focus of all attention
13	Decade	Ten years
14	Incredible	Unbelievable
15	Adequate	Sufficient

**Exercise One: Synonyms:** Choose the alternative that has the same meaning as the underlined word

1. People used plants to make colorful dyes. The dyes were used to color cloth. What does word dyes mean?
- A. colorings  
B. dry  
C. food  
D. flag
2. The bird sang from the bough of the tree. Then the bird hopped to another branch and sang some more. The word bough means?
- A. tree  
B. song  
C. trunk  
D. branch
3. Jay came bounding over the flowers and into the yard. He should not jump over the flowers. The word bounding means?
- A. Marching  
B. stamping  
C. leaping  
D. crawling
4. When alarmed the puppy hides under the bed. The frightened puppy will not come out. The word alarmed means?
- A. scared  
B. catches  
C. happy  
D. crawled
5. Jennifer had a scowl on her face. She was unhappy about her grades. What does Scowl mean?
- A. grin  
B. stare  
C. frown  
D. smile
6. Bill's voice rose to a holler. His dad heard the yell across the room. What does the word holler mean?
- A. shout  
B. sneeze  
C. whisper  
D. hollow
7. The land was claimed for France. France ruled it for hundreds of years. The word claimed means?
- A. State the right to own  
B. To make sounds  
C. To make a map  
D. To live in a new country
8. The bees buzz, the hen clucks, the sheep bleats, and the cow moos. What does the word bleats mean?
- A. has wool  
B. say "baa baa"  
C. runs fast  
D. makes honey



9. When the flamingo was frightened she flew up in the air. What kind of animal is the flamingo?
- A. monkey  
B. bird  
C. rabbit  
D. fish
10. Adventure stories thrilled the boy. He became very excited. What does the thrilled mean?
- A. surprised  
B. displeased  
C. afraid  
D. excited
11. The stories her grandfather told her of his travels were interesting to the child. She could not wait to hear more. What does the word interesting mean?
- A. dull  
B. cold  
C. attention  
D. uninteresting
12. In the United States of America there are meadows called prairies. The land is very flat in these areas. What does the word prairies mean?
- A. wetland  
B. dry land  
C. flat land  
D. hills
13. For a brief moment there was silence. It was a short time. What does brief mean?
- A. noisy  
B. rude  
C. short  
D. long
15. Jesse's grades were outstanding. He made all As. What does outstanding mean?
- A. really good  
B. bad  
C. long  
D. outside

### **Lesson three : Context Clues: Antonyms**

#### **Day three**

#### **Concepts of antonyms**

Antonyms are words that have opposite in meaning. An opposite meaning context clue contrasts the meaning of an unfamiliar word with the meaning of a familiar term.

Look the example below and do the next exercise

Ro.No	Words	Opposite/ Antonyms
1	Excess, extra	Lack ,deficit
2	Tangible	Vague. Ambiguous
3	Whole, entire	Partial
4	Boring	Interesting
5	Powerful	Weak
6	Sociable	Unfriendly, aloof
7	Clever	Careless
8	Happy. Glad	Unhappy
9	Poor	Rich, wealthy
10	Plentiful	Scarce, inadequate

**Exercise one: Circle the letter of the word that most closely matches the underlined word in the sentence. Use the antonym in blue as a clue to the correct meaning.**

1. While she was indifferent to golf, her husband was an avid fan.

A. boring

C. eager

B. likeable

D. pleasant

2. I thought it was a fresh idea, but the teacher thought it was trite

A. special

C. happy

B. loud

D. common

3. Stacey was suspicious when the clown handed them a box, but her gullible little brother opened it anyway.

A. trusting

C. doomed

- B. sad D. careful
4. While James is very outgoing, his older brother is very reclusive
- A. withdrawn C. popular
- B. athletic D. hungry
5. The woman abhorred cleaning house, but she loved a spotless home.
- A. often C. enjoyed
- B. demanded D. hated
6. George is adept with crossword puzzles, while his sister is a failure at solving them.
- A. miserable C. close
- B. skilled D. bored
7. She was an agile dancer, although her partner was quite clumsy.
- A. quiet C. shy
- B. nimble D. stiff

**Lesson Four : Contextual clue through definition**

The new term may be formally defined , or sufficient explanation may be given within the sentences or individual words,

Example: 1.His emaciation that is, his skeleton –like appearance, was frightening to see.

“ Skeleton –like appearance “ is the definition of “ emaciation”

2. Habitat (N): The natural surroundings in which an animal or plant usually lives.
3. Cash crop (Np): A crop that is grown mainly to be sold rather than used by the farmer.
4. People grew many crops such as corn, beans, and squash.

**Lesson Five : Contextual clues through comparison and contrast**

Sometimes we can tell the meaning of an unfamiliar word when it is compared or contrasted to something familiar. Context clues that shows comparison include like, as, similar,, and in the same way .Contrast may be signaled by words such as but, although, however, and on the other hand.

**Exercise One:** Read the following sentences and underline each word or phrase that signals a compare/contrast clue. Circle **comparison** or **contrast**, depending on the clue. Then write the meaning of each italicized word.

1. The sink was clogged, like a ball stuck in vacuum deaner.

Compare/contrast

Meaning -----

2. The meeting was held in the main house, but refreshments were served in the annex.

Compare /contrast

Meaning -----

3. The summer was sultry; on the other hand, the fall was cool and dry.

Compare /contrast

Meaning -----

## Lesson Six : Contextual clues at passage level

### Day Six

#### Guidelines finding contextual clues in the passage

Remember: The words and phrases around a new word often have clues about the word's meaning.

- Look for clues in the same sentence you read the word in.
- Look in sentences before and after the new word.
- Think about the way the word is used in the sentence.
- Ask yourself, "What do I know about this word?"

#### Read the passages below as a class or in small groups. Answer the questions.

Abdo and Helen have **discovered** something new. Their dad found a box of old comic books and gave it to them. At first they did not want to look at them. They were not very **interested** in reading comic books. Then, a week after they got the box, they began to read. They read about Superman, Batman, and Spiderman. **They** were **thrilled** they were happy to be having so much fun. Their mom is about to spoil the fun. She is going to take the comic books away. Jon and Helen has not stopped reading. They need to **clean** their room, do their homework and take a bath. She is going to hide the comic books until they shape up.

**Exercise one:** Read the above passage and choose the best meaning from the given alternatives for words that has been written in bold letters

1. The word **discovered** means...

- |          |            |
|----------|------------|
| A. heard | C. drew    |
| B. found | D. colored |

2. In the story what does the word **interested** mean?

- |                    |                     |
|--------------------|---------------------|
| A. wanting to know | C. wanting to sing  |
| B. wanting to run  | D. wanting to clean |

3. In the story, the bold word **they** means...

- A. Jon's things
  - B. Helen's things
  - C. Jon and Helen
  - D. the comic books
4. A word in the story that is the opposite of **dirty** is
- A. dusted
  - B. shined
  - C. wiped
  - D. cleaned
5. Another word for **thrilled** is...
- A. happy
  - B. mad
  - C. sad
  - D. fun
6. A word in the story that means almost the same thing as ruin is...
- A. stopped
  - B. fun
  - C. clean
  - D. spoil

**Lesson eight:** Contextual Vocabulary through analyzing and identifying the types of clues

Choose the correct meaning of the underlined word, and identify the type of context clue used: example, contrast, definition, synonyms and antonyms

1. I'm looking for a unique gift for my boyfriend he appreciates un usual things.
- A. example
  - B. synonym
  - C. antonym
  - D. definition
2. After the heavy rains, the stream became murky; in fact, the water was so cloudy you couldn't see the bottom
- A. definition
  - B. example
  - C. synonym
  - D. antonym
3. The debris on the stadium floor included numerous paper cups, ticket stubs, and cigarette butts.
- A. definition
  - B. example
  - C. antonym
  - D. synonym
4. The coach takes every opportunity to censure his players, yet he ignores every opportunity to praise them.
- A. example
  - B. definition
  - C. antonym
  - D. synonym

**Appendix F:** structural vocabulary teaching lessons for selected students of grade 11

**Lesson one: Concepts of structural methods of teaching vocabulary.**

Structural approaches of teaching vocabulary are based on the morphological analysis of a word. It is a process of breaking the words in to root, prefixes, and suffixes to illustrate the meaning of unfamiliar words. It is considered easy and approaches of vocabulary building.

**Root words:** Are actually special kinds of base word and the main parts of a meaning. Like a root of a tree.

**Prefixes:** a group of letters added to the beginning of a root/base word. E.g. un means not, unlike

**Suffixes:** a group of letters that is added to at the end of a base or root words. . A suffix can Change the part of speech (for example, run, runner).

**Words in Speech groups**

**Lesson two: Study words in speech groups**

Rank	Verbs	Nouns	Adjectives	Adverbs
1	Accept	Acceptance	Acceptable	
2	Achieve	Achievement	Achievable	
3	Act	Action	Active	Actively
4	Act	Activity	Active	Actively
5	Act	Activeness	Active	Actively
6	Believe	Belief	Believable	
7	Bore	Boredom	Boring	
8	Bother	Botheration	Bothering	
9	Challenge	Challenge	Challenging	
10	Clear	Clarity	Clear	clearly
11	Collect	Collection	Collective	collectively
12	Damage	Damage	Damaged	
13	Decorate	Decoration	Decorative	
14	Demand	Demand	Demanding	

15	Destroy	Destruction	Destructive	destructively
16	Differ	Difference	Different	differently
17	Educate	Education	Educative	
18	Empower	Power	Powerful	powerfully
19	Endanger	Danger	Dangerous	dangerously
20	Enumerate	Number	Numerable	
21	Evaporate	Evaporation	Evaporating	
22	Explore	Exploration	Exploring	
23	Fly	Flight	Flying	
24	Force	Force	Forceful	forcefully
25	Grow	Growth	Growing	growingly
26	Hope	Hope	Hopeful	hopefully
27	Harm	Harm	Harmful	harmfully
28	Imitate	Imitation	Imitative	imitatively
29	Indicate	Indication	Indicative	Indicatively
30	Inform	Information	Informative	
31	Instruct	Instruction	Instructive	
32	Introduce	Introduction	Introductory	
33	Inquire	Inquiry	Inquiring	
33	Invent	Invention	Inventive	
34	Live	Life	Lively	livingly
35	Lose	Loss	Lost	
36	Migrate	Migration	Migrating	
37	Madden	Madness	Mad	madly
38	Modernize	Modernity	Modern	
39	Moisten	Moisture	Moistures	
40	Move	Movement	Movable	movingly
41	Narrow	Narrowness	Narrow	
42	nationalize	Nationality	National	nationwide
43	Observe	Observation	Observatory	

44	Own	Ownership	Own	
45	Perform	Performance	Performing	
46	Permit	Permission	Permissible	
47	Persuade	Persuasion	Persuasive	
48	Please	Pleasure	Pleasant	
49	Popularize	Popularity	Popular	
50	Quicken	Quickness	Quick	Quickly
51	Redden	Redness	Red	
52	Sadden	Sadness	Sad	Sadly

**Exercise One: Complete the following sentences modifying the form of words in the brackets**

1. The ----- of students depend on their working performance.( achieve)
2. She -----whether the students learn last month. (Inquire)
3. The public representative argued for the benefit of their people ----- (courageous)
4. The -----wind create harmful conditions on life of the community.(destroy)

**Lesson three:** completion exercise

**Exercise two: Complete the missing verb, nouns, adjective and adverbs using the above chart**

Rank	Verbs	Nouns	Adjectives	Adverbs
1	Evaporate		evaporating	
2	Migrate	Migration		
3	Modernize	Modernity		
4	Act	Activity	active	
5		Indication	indicative	indicatively
6	Believe	Belief		
7	Move		movable	movingly
8		Performance		



9	Invent	Invention		
10	Harm	Harm	harmful	
11	Introduce		introductory	
12	Migrate	Migration		
13	Accept	Acceptance		
14	Challenge		challenging	
15	Achieve		achievable	

**Vocabulary Building:**

**Lesson Four: Concepts of root prefix and suffixes**

1. Prefixes,

2. Suffixes, and

3. Root/ base words in focused lessons. The following are examples written in student- friendly language: Base word: A base word is the smallest group of letters that forms a complete word. For example, the word pay is a base word. We can add letters to the beginning or end to form new words (for example, repay and payment). Root word is actually a special kind of base word A root carries the main part of the meaning. Like the root of a tree,

1. **Prefix:** A prefix is a group of letters that is added to the beginning of a root or base word and that changes its meaning. For example, the prefix un means “not” or “opposite of.” In the word unlike, the base word is like. One of the meanings of like is “similar to.” By adding the prefix un, the meaning changes to “not similar” or “different.”

2. **Suffix:** A suffix is a group of letters that is added to the end of a root or base word and that changes its meaning, although its new meaning is often close to the original meaning. A suffix can Change the part of speech (for example, run, runner). Change a noun from singular to plural (for example, cat, and cats). Change verb tense (for example, wait, waited). Establish a relationship (for example, employer, and employee). Show a difference in quantity (for example, less, lesser) and number (few, fewest)

## Lesson five: Teaching Prefixes and steps we follow

### Day Five

Teaching prefixes is a good investment of teaching time for several reasons. First, a large percentage of words use a relatively small group of prefixes. For example, knowing the prefix un can help students understand words such as unlike, uncomfortable, unhappy, unload, and unlock, to name just a few. Second, prefixes tend to be consistently spelled correctly at the beginning of the word, unlike suffixes that come at the end of the word. (For example, to emphasize the state or quality of something, both the suffix ity and the suffix ty are used, as in necessity, loyalty.

**Step 1:** Present the prefix in isolation and provide four words. We use the prefix re with the examples of reread, rethink, reuse, and return.

**Step 2:** Define the prefix. Re means “again” or “back”.

**Step 3:** Use the words in sentences. •The boys were asked to reread the book. Alice took a moment to rethink how she solved the puzzle. My mom reuses the plastic bags from the grocery store to store my wet swimming suit. I have to return the books to the library.

**Step 4:** Define the words. Re read means “to read again.” Rethink means “to think again.” Re use means “to use again,” sometimes in a different way. Return means “to give something back” or “to come back again.” Mrs. Kaholo realizes that teaching prefixes isn’t as time-consuming as we thought it would be. Now she needs to think of opportunities to give students a chance to find other words with the prefix (step 5) and have them start a vocabulary notebook (step 6).

## Lesson six: The most common prefixes in English with examples

### Day Four

Rank	Prefix	Definition/meaning	Sample Words	
1	Un	Not	unhappy, unafraid, undefeated	
2	re	again, back	recede , regress	
3	in , im , il	Not	invisible ,impolite, illegal	

4	Dis	Not	dislike, discomfort	
5	en, em	in, into, cover	entangle, empathy	
6	Non	Not	nonfiction ,nonstop, nonsense	
7	in, im	In	incorporate, include, infect	
8	Over	above, beyond	overdue, overactive	
9	Mis	Wrongly	misconduct, mistake	
10	Sub	Under	subject, subhuman	
11	Pre	before, prior	predict, preview, prehistoric	
12	Inter	Among	international, internet	
13	Fore	before, in front of	forewarn, forenoon	
14	Anti	against, oppose	antiwar, antisocial	
15	Under	too little	underpaid, underfed	
16	Trans	Across	Transport	
17	Semi	Half	Semicolon	
18	Extra	Beyond	Extracurricular	
19	Post	After	Postoperative	
20	Poly	Many	Polygon/polysomy	

**Exercise One: The prefix un-**

This prefix is used to make opposites. Make these words opposites by adding un-

1. Happy ----- 2.safe -----3.health-----4.pleasant-----5.easy-----6.truthful-----
7. Tidy-----8.luck-----

**Exercise 2(lesson two)** Using the words you have created in task or exercise one ,copy and complete these sentences.

1. A person who tells lies is ----- 5.Some thing is that not nice to look at is-----
2. A classroom that is not neat is ----- 6.A person who doesn't feel well is -----
3. A person who worries a lot is ----- 7.To walk under a ladder is considered are -----

4. Someone who is miserable is----- 8. Bare wires sticking out from a plug are -----

**Lesson seven:** Study suffixes with their definition and example

**Day seven**

Rank	Suffixes	Definition	Word examples
1	s, es	Plural	boys, chairs ,ladies ,boxes
2	Ed	past tense	wanted, tested, walked
3	Ly	characteristic of	friendly, loudly, lovely
4	er, or	someone who does	teacher, singer, doctor, actor, worker
5	ion, tion	quality of	attention, starvation
6	able, ible	can be	comfortable, comprehensible
7	Ment	action or process	enjoyment, loyalty, honesty, unity
8	Less	Without	tireless, joyless, careless
9	Ful	full of	joyful, fearful, careful
10	Ic	having characteristic of	comic, historic, public, atmospheric
11	Est	Most	smartest, lightest, fastest
12	ive, ative , tive	inclined to	active, negative, positive, talkative
13	Al	relating to	Traditional
14	Fy	Make	Beautify
15	Ious	full of	Gracious
16			

**Exercise One: Give the meaning and example for the following Suffixes**

Rank	Suffixes	Meanings	Examples
1.	Less	-----	-----
2.	Able	-----	-----
3.	Tive	-----	-----
4.	Est.	-----	-----

5. Tion -----

**Exercise 2: Add the suffix ( ing) to each base or root word and write the new word on the line beside it.**

1. run----- 2.bite-----3.hop-----4.hope-----5.slide-----

**Exercise 3: Use the words in the chart above, choose a word that best fits the following definitions.**

1. A celebration that has become a tradition is considered-----
2. A person full of grace is -----
3. When weather forecaster’s talk about the pressure of the atmosphere, they refer to -----pressure.
4. To make a house beautiful is to -----
5. The state of being content is called -----

**Lesson eight (8)**

**Day eight (6)**

**Study Root Words**

Rank	Root word	Definition/meaning	Sample words
1	Aud	Hear	audiophile, auditorium
2	Astro	Star	astrology ,astronaut
3	Bio	Life	biography, biology
4	Dict	Speak	dictate, dictator
5	Geo	Earth	geology,geograph
6	Meter	Measure	thermometer,barometere
7	Min	little, small	minimum, minimal
8	Phon	Sound	phonograph,microphone,phoneme
9	Port	Carry	transport,portable,import
10	Struct	Build	construction,destruct,instruct
11	Term	Name	Wording
12	Zoo	Animal	Zoology
13	Psycho	Mind	Psychology
14	Nom	Rule	Autonomy
15	Ideo	Idea	Ideology
16	Biblio	Book	Bibliophile
17	Gam	Marriage	Polygamy

**Exercise one: Find the root words of the longer words below and write in front of each word.**

1. Psychology -----

2. Zoology-----

3. Geology/geography-----

4. Phoneme -----

5. Transport -----

**Exercise Two: Define each word, using its root to help you. Write your answer definitions on the line provided.**

1. Omnivorous-----

2. Omniscient -----

3. Biannual -----

4. Compendium -----

5. Append -----

**Exercise 3: Read each example .Choose the correct answer about the root words.**

1. The root word in sanded is: A.sande B.ed C.sand D.sanded

2. The root word in running is: A.run B.runn C.ing D.running.

3. The root word in funniest is: A.funn B.funni C.iest D.funny.

4. The root word in fastest is: A.faste B.fasti C.fast D.est

5. The root word in unhappy is: A.un B.unhappy C.happy D.hapy.

**APPENDIX G: PHOTO I. WHEN THE EXPERIMENTAL GROUP TOOK PRE-TEST**



**APPENDIX H: PHOTO II. WHEN THE EXPERIMENTAL GROUP TOOK POST--TEST**





**APPENDIX I: PHOTO III. WHEN THE CONTROL GROUP TOOK PRE-TEST**



**APPENDIX J: PHOTO IV: WHEN THE CONTROL GROUP TOOK POST-TEST**



APPENDIX K: SELECTED LESSON PLAN FOR STRUCTURAL VOCABULARY TEACHING

DAILY LESSON PLAN

School name: Genbe Deyaracha Subject: English Duration of time: 1:30 Main topic: Structural methods of teaching vocabulary  
 Teacher's name: Tamiru Tshetu Grade: English group Date: \_\_\_\_\_ Sub-topic: Lesson 6: Add the suffix (ing) to each root word

Specific Objectives : At the end of the lesson students will be able to :-  
 1. Add the suffix & ing's to each root word.  
 2. Write the new words on the line beside the root word.  
 3. Make sentences by using the new words.

Date	Content	Time	Teacher's activity	Student's activity	Teaching methods	Teaching aid	Methods of evaluation
2/8/2009	Lesson 6 Add the suffix & ing's to each root word and write new words. Construct sentences.	15'	IV. Evaluation: Ask questions on class work homework.	Ask questions on class work homework.	Participation - asking different activities	-	Checking the work
		30'	III. Stabilization: Generalize the main ideas of the decay lesson topic	Summarize the decay lesson using their own words	Summarizing - Participation - asking questions	Chart	Evaluate the skill of summarizing
		40'	II. Presentation: Present the decay lesson about suffix & ing's through students participation	Participate actively - Discuss about the suffix & ing's - Take note & discuss	Discussion - Participation - Give note	Chart	Follow up the participatory discussion
		5'	I. Introduction: Review the previous lesson Introduce the decay lesson	Remember - Ask questions - Ready to learn	Participation - Asking questions - Introducing	-	Checking the ability to remember

Teacher's Name: Tamiru Tshetu Date: 2/8/2009  
 Comments of dep head: Tamiru Gauru Date: 2/8/2009  
 Vice Director's name: Adugna Ayse Date: \_\_\_\_\_



**APPENDIX L: SELECTED LESSEN PLAN FOR CONTEXTUAL VOCABULARY TEACHING**

**DAILY LESSON PLAN**

School name Cenbe Deparation School Subject English Duration of time 1:10 Main topic Contextual method of teaching  
 Teacher's name Tamidu Tibebe Grade Experiment 1 Date 2/8/2009 Sub topic Lesson 3: Give the meaning of the underlined words.

Specific Objectives : At the end of the lesson students will be able to :-

1. To tell the synonyms of the following underlined word in the sentence
2. Tell the kinds of clues in the sentence.
3. Identify the types of clues and its role in the sentence.

Date	Content	Time	Teacher's activity	Student's activity	Teaching methods	Teaching aid	Methods of evaluation
2/8/2009	Lesson three (3) Give the synonyms of the following underlined word in the sentence	10	IV. Evaluation: checking the class work & oral questions	- Do the class work - ASK questions	- Through class work & oral participation	-	checking their work
		30	III. Stabilization: summarize the daily lesson in short	- Generalize the main ideas of the lesson in short	- Participation	-	Asking oral questions
		45	II. Presentation: Present lessons individually, then in group participation	- Do the exercise - Discuss the exercise - ASK questions	- Classroom - pair - group	-	checking their work
		5	I. Introduction: Review the previous lesson about synonyms of words in short	- Remember the previous lesson in short	- Participation - Asking oral questions	-	their participation

Teacher's Name Tamidu Tibebe Date 2/8/2009 Sign [Signature]  
 Comments of dep head Tamidu Tibebe Date 2/8/2009 Sign [Signature]  
 Vice Director's name Abiyona Date 2/8/2009 Sign [Signature]

