Autonomy in Vocabulary Learning: Vocabulary Learning Strategies Teaching Programme for EFL Libyan Learners

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Abstract
Can learner autonomy be promoted through programmed teaching? To answer this question, a model of teaching vocabulary learning strategies programme, designed to help English as a Foreign Language (EFL) learners acquire autonomy in vocabulary learning, was developed and tested through an experimental study conducted at a secondary school in Libya. The present paper discusses the results obtained from the study. The data was collected through pre-test/post-test, logbooks. The participating students were divided into two groups: experimental group and control group. The experimental group students were taught new English vocabulary items along with teaching them the methods to enrich them further on their own, while the control group students were taught only new vocabulary items. Comparison of pre-test and post-test results showed that experimental group participants made considerable progress in achieving autonomy in vocabulary learning. The results obtained are highly significant in Libyan contexts where English is taught as a foreign language and students largely depend on classroom teaching and teachers' support, which create problems for them in university level education. The findings of the study indicate that (i) learner autonomy can be induced; and (ii) autonomous learners acquire new vocabulary faster. The study was conducted at a small scale. The researcher suggests that if the same study is conducted at a larger scale, the results will hold better validity.
Key words: learner autonomy, programmed learning, self-directed learning, vocabulary teaching

1.0 Introduction
1.1 Self-directed Learning

Learner autonomy as a concept grew with the ideas put forward by Henri Holec in 1981, although related thoughts have existed from the beginning of 1970s (Moore, 1972; 1973; Rogers, 1969). The shift from teacher-centered learning towards learner-centered learning may be conceived as a shift from modernism to postmodernism as well. Scholars working in language teaching field expressed the views that if learners, being always dependent on teachers instead taking charge of their own learning, the results would be encouraging. Learner autonomy is closely connected to self-direction in learning, and according to Holec (1981) there are varying degrees of self-direction leading to varying degrees of learner autonomy. Little (2003) speaks of learner autonomy in terms of a psychological process. The learner establishes a close relationship with the process and content of learning, and that leads to his/her autonomy in learning (Little, 2003). In his opinion, "autonomy is a capacity or behaviour; whether it is characterised by learner responsibility or learner control; whether it is a psychological phenomenon with political implications or a political right with psychological implications." (Little, 2003: p.1)

1.2 Learner Autonomy

The concept of learner autonomy has been popular in language teaching/learning theory and practice since 1981 when the term was coined by Henri Holec, the so-called the "father" of learner autonomy. Holec (1981) defines it as "the ability to take charge of one's own learning" (1981: p.3) He further explains the concept the learners' ability in taking the responsibility for all the decisions concerning all aspects of learning. According to him, it is a potential, not the actual act in a given situation (1981: p.3). Holec (1981) outlines the following components as an entirely self-directed process of learning: fixing the objectives, defining the content and progressions, selecting the methods and techniques to be used, monitoring the acquisition procedure and evaluating what has been acquired.

1.1 The Problem

In Libyan schools the teaching of English starts from the fifth grade. Since the curriculum is based on communicative approach, English syllabus is usually varied to serve all the needs of student. But still teachers use grammar-translation method in terms of teaching vocabulary. Vocabulary teaching in class is less focused upon compared to teaching English grammar rules as part of the school syllabus. The grammar-translation method clearly played a prominent role in the English classroom in the past and still continues to do so (Altaieb, 2013, p.4&5). Libyan learners inevitably struggle to memorise English grammar rules and the main focus with regards to lexical items is on the requirement to repeat a long list of irregular verbs (e.g. write, wrote, written etc.). Apart from that, vocabulary teaching in the classroom is simply restricted to giving learners a long list of English words together with Arabic translation. Therefore, the learners basically learn two things: English word forms and their Arabic translation. Extra information about new words (e.g. English definitions, synonyms, antonyms, etc.) is optional, depending on whether or not each individual teacher provides the extra information.

During my middle and high school experiences learning English, I had to memorize the lists of new words and grammatical rules given to me by my teachers on a daily basis…. I always wondered if there were other ways for me to learn English than by the traditional memorization process that most teachers at that time adopted. I liked to use English communicatively rather than just memorizing new vocabulary and grammatical rules, which was the dominant approach followed by my teachers
(Altaieb, 2013, p.1&2)

In my own experience as a learner, the students are asked to memorise the words in order to increase their vocabulary without vocabulary learning strategies being suggested and introduced. Hence, the learners struggle with memorising large number of new words throughout the entire course. The learners are required to look up more explanation/detail in dictionaries. It is clear that without realizing the significance of autonomy in learning and without realizing that the proper use of the best-suited learning strategies in the given contexts leads to learner-autonomy, the learners cannot make the best use of the available resources too. So, since the learners are not taught to become autonomous learners, the common strategy of repetition is likely to be used as an aid to remembering the words (i.e. repeating the English word forms aloud, saying/writing the Arabic translation many times, reading the words silently many times, etc.).

1.1 The Objective

The primary objective of the present study is to examine the efficacy of a model of teaching vocabulary learning strategies programme to help the learners to become autonomous vocabulary learners.

1.2 Research Question

1. To what extent does Vocabulary Learning Strategies Teaching Programme help Libyan secondary school students to become Autonomous Vocabulary Learners?

1.3 The Scope and Limitations

There are certain assumptions made in the present study, as given below. I shall discuss the limitations of the present study that are inevitably linked to these assumptions:

Assumptions: It has been assumed that the experimental group participants have been receiving the guidance exclusively from the teaching programme, without any other influence from other sources of learning. Similarly, it is assumed that there is no exchange of information between control group participants and the experimental group participants.

But, it is possible that the experimental group participants learnt something from other sources too during experimental teaching sessions which may enhance their performance. Similarly, there is a possibility of exchange of information between the participants of the two groups. There is no way of minimizing both the occurrences, and thus this is a limitation to the present study.

Therefore, the conclusions drawn from the present study will be primarily related only to the students used as subjects for the present study, though on a wider experimentation the conclusions may be found sound for other second/foreign language learners as well. The scope of the present study is limited to English language taught as a foreign language in Libya, and not to any other foreign language. Still, on further experimentation and research the results and the associated measures may be applicable to other foreign languages as well.

1.4 Significance of the Study

The researcher, collecting through research studies, realized that there is very little work in this area. The significance of the study lies in its being a pioneering research in this neglected area of research in Libya and in other Arab countries like Jordan. Several complaints have been made about the weakness of English vocabulary of university students who enrolled in different disciplines at the Jordanian universities (Bataineh& Jaradat, (2005).   Rabab'ah (2003) also argues that EFL learners have difficulties in English especially in using English for communication due to the limited vocabulary they have in order to communicate effectively in authentic communicative situations . Thus, if the results of the present study are found to hold good on wider experimentation, the developed programme may be implemented to bring in a significant change in the ways vocabulary in English is learnt, enhancing the confidence and autonomy of the FL learners.

2.0 Literature Review

Learner autonomy, as defined by Holec (1981), is "the ability to take charge of one's own learning" (P. 3). A learner should take full responsibility of all the aspects of his/her learning (Holec, 1981). Dickinson (1993) also holds almost similar views when he says that autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his [or her] learning and the implementation of those decisions (P. 330). Moreover, it is not only the learner's choice to take full responsibility for his/her learning, but also the learning environment and the system should be geared towards recognizing the rights of learners within educational system (Benson, 2013: p.10). Therefore, the role of the teacher providing the necessary support to learners and creating proper space for the development of autonomy is very crucial. This means enough freedom to learners in the classroom, but with essential restrictions.

Holec's research studies in education, especially in 'English as a Foreign Language' (EFL) contexts, have provided greater significance to learner autonomy in language learning process. Researchers realized that students who think and work strategically possess higher levels of motivation towards learning and having higher levels of confidence in their capabilities, consequently they are self-dependent in learning vocabulary and are academically more successful compared to those who are devoid of effective strategies in learning by themselves (Omaggio, 1978; Holec, 1981; Little, 2003; Dickinson, 1993; Dam, 1995; Boud, 1995; Benson, 2013). Learners' autonomy is basically viewed as a self-directed process of learning. Holec (1981) has outlined the following elements of the process:

a. fixing the objective;
b. defining the content and progressions;
c. selecting the techniques and methods to be used;
d. monitoring the acquisition procedure; and
e. evaluating what has been acquired.

Keeping the above elements in view, to become an autonomous learner the student should be able to set up goals for himself/herself, make programs of work, develop his/her strategies to cope with the new or unforeseen learning situations, assess his/her weakness and strengths at work and learn from his/her success and failures to be more efficient learner in the

future (Boud, 1995). Researchers (Omaggio, 1978; Boud, 1995; Warschauer, 1996) have identified some attributes of successful autonomous learners, like they,

- follow an active approach to the learning task at hand;
- are willing to take risks, i.e., communicate in the target language at all costs;
- have insights into their learning styles and strategies;
- attend to the form as well as content;
- are good at guessing;
- have a tolerant and outgoing approach to the target language; and,
- are willing to revise and reject hypotheses and rules that do not apply to particular situations.

As regards to achieving autonomy in vocabulary learning, there is almost a consensus among language researchers that extensive reading is the best way (Carrell & Carson, 1997; Krashen, 2004; Herrel & Jordan, 2004). Extensive reading is characterized by reading large number of texts in the target language and focusing on meaning rather than on the language (Carrell & Carson, 1997). Extensive reading is helpful in building general vocabulary and also it strengthens sight vocabulary. Krashen (2004) places more importance on extensive reading compared to direct instruction in terms of acquisition of reading skill, vocabulary and even grammar and writing. Herrel & Jordan (2004) also support Krashen's idea, and the idea has been tested and implemented by various educationists.

4.0 Materials and Methods
4.1 Materials: Copies of a good dictionary for every student, copies of thesaurus for all the students, notebooks, pen/pencils. For the teaching session the researcher compiled a selection of essays over a range of subjects, like, literature, science, medicine and engineering.

4.2 VLSs Teaching Programme
VLSs Teaching Programme was based on teaching vocabulary learning strategies to secondary school students. It was divided into eleven training sessions and each session covered only one of vocabulary learning strategies. VLSs Teaching Programme focused only on teaching *Memory Strategies* and *Determination Strategies.* The researchers used the course book in this programme in order to provide students a familiar material. Thus the main techniques consisted of the VLS training examples and the reinforcement tasks. The goal of utilizing these techniques was basically introducing vocabulary learning strategies to students, checking understanding of students and providing for them an opportunity to employ using each technique correctly. So we taught every single vocabulary learning strategies in each class by using the course book.

Table 1 *Vocabulary Learning Strategies Teaching Programme.*

Session number	Time	Selected VLSs
	1hr	Introducing the whole programme and the time table to the students
Session One	1hr	**(MEM)** Teaching parts of speech of words
Session Two	1hr	**(MEM)** Teaching synonyms and antonyms

Session Three	1hr	**(MEM)** Teaching paraphrasing of new words
Session Four	1hr	**(MEM)** Teaching morphology rules
Session Five	1hr	**(MEM)** Teaching word maps
Session Six	1hr	**(MEM)** Teaching using the new word in a sentence to clarify its meaning
Seven Session	1hr	(**MEM**) Studying the sounds of the words
Session Eight	1hr	(MEM) Teaching Grouping words
Session Nine	1hr	(**MEM**) Teaching Keyword Method
Session Ten	1hr	(**DET**) Teaching how to use dictionary
Session Eleven	1hr	**(DET)** Teaching using imagery

4.3 Methodology: The methodology followed in the present study is a quasi-experimental which is a combination of quantitative and qualitative analysis. Quantitative data were collected through - two tests – pre-test and post-test, and qualitative data were collected from logbooks. Logbooks were generated by gathering information on the VLSs that students use at home to learn new words.

4.4 Procedure

      The present study was conducted using the following steps:

i. The total number of students selected as participants for the study were divided into two groups, labeled as control group and experimental group.

ii. All the participants were given a vocabulary test (called pre-test). The test served two purposes: (a) the results of the test were used to ensure equal number of high/medium/low level learners in both the groups; (b) the results of the test were also used as data for further analysis.

iii. The experimental group participants were taught by the researcher, using the techniques established in the VLSs teaching programme, whereas, the control group participants were taught by their teacher, as usual, without imparting to them the techniques.

iv. At the end of teaching sessions all the participants were given a vocabulary achievement test called the post-test. The results obtained from the test were used for data analysis.

4.5 Data Collection

4.5.1 Sampling

      Sampling was involved in the research at two levels: sampling of the school for study and sampling of participating students. To select the school a simple random selection method was followed since in Libya a uniform system of education is followed in secondary education. For the selection of participating students, systematic sampling method was adopted choosing two secondary school classes with 40 students each making the total number 80 students. Both the

classes were mixed groups of high, medium and low achieving students. Thus, enough care was taken to eliminate any bias in sampling.

4.5.2 Research Setting and the Participants
The present research was conducted at selected Libyan schools. In Libya, English is taught as a foreign language. The participants selected for the study were secondary school students whose next step in education is university, so, they have learnt English language for six years, sufficient to understand the requirements of the present research. Also, the rationale behind the selection is that these students have gained knowledge of English language and are ready to make use of a wider range of vocabulary items, either for further studies or for their own business. In any case they need to be autonomous vocabulary learners. The selected students are suitable for data collection through tests and logbooks.

4.5.3 The Instruments for Data Collection
To test the efficacy of the vocabulary learning strategies teaching programme to induce autonomy in learning new vocabulary items among Libyan learners of English, and the researchers collected data to measure the resultant learner autonomy. The data were collected through the following instruments:
(a) Pre-test
The pre-test was used to evaluate participants' knowledge of vocabulary which they are expected to have at that level.
(b) Post-test
The post-test was used to test participants' achievement after teaching. The same test was used for both pretest and posttest. (See appendix A)
 (d) Logbooks Report
Logbooks report has been compiled to collect information on the number of participants seeking help from teachers or fellow participants to find the answers to the questions. This was meant to evaluate the level of autonomy attained by participants.

4.5.4 Measurement Technique
Measurement of learner autonomy is a difficult and controversial subject. Some scholars believe that learner autonomy cannot be measured since there is no standard of judgment as to what learner autonomy exactly comprises of, and therefore, what is there to measure at the end of the day. Another aspect of the concept of learner autonomy is its multidimensional nature that hinders quantitative measurement (Benson, 2003:13). Whereas, there are researchers who believe learner autonomy can be measured using certain psychometric tools. (Mynard, 2006; Pavlenko & Lantolf, 2000; Macaskill, Ann &Taylor, Elissa, 2010). However, the researcher believes that learner autonomy can be measured using a combination of methods, as does Mynard (2006) who proposes to use 'observation' and 'first person narratives' to measure learner autonomy. The research used logbooks to measure the depth of autonomy in learning attained by participants at the end of my experimental teaching.

4.5.5 Data Collection Procedures
(a) The learners are put on an experimental training using a model of vocabulary learning strategies teaching programme to test whether learner autonomy can be inculcated in their vocabulary learning behavior. So, the independent variable set for the research is the model of

vocabulary learning strategies teaching programme with all its components – teaching word formation rules, fun with words, good use of dictionary and putting Internet resources to the best use to learn new vocabulary items, etc. The variable is used in a graded manner, presenting higher level of difficulty in English vocabulary according to the level of the learners each day of teaching. Similarly, the other measures are also introduced to the learners gradually.

(b) As the outcome of this teaching experiment is expected to be self-directed learning leading to learner autonomy, the dependent variable is obviously 'learner autonomy.' This variable is measured in two ways: (i) achievement tests, conducted for both control group and the experimental group learners, and (ii) logbooks diaries.

(c) Treatment**:** The control group students were taught English in the usual manner being followed by their teacher of English. But the researcher took enough care to make them believe that they were taught the same kind of course as was being administered to the experimental group students. This was done through following steps:

(i) Conducting pre-test for them along with the experimental group students;

(ii) Conducting post-test for them along with the experimental group students;

(iii) Continuing their teaching sessions along with experimental group students, under the supervision of researcher.

5.0 Data Analysis

5.1 Results Obtained from the Pre-test and Post-test

During the post-test the researcher noted down some significant points, firstly none of the participants from the experimental group asked the researcher about the meaning of new words in the post-test exam. Secondly a few participants from the control group did ask the meanings, or said they didn't know the meaning of some words. All the participants relied on themselves to know the meanings of new words rather than on the teacher or classroom.

To test whether the participants (experimental as well as control groups) have made any progress in learning new vocabulary or not, concerning autonomous learning behavior, results of the two tests, i.e., pre-test and post-test were compared. The comparison reveals that the progress made by experimental group participants in learning new vocabulary items on their own is very significant as compared to the progress made by control group participants. Some of the participants show more than 300 percent progress.

Table 2 *Pre-test/Post-test Marks obtained by Experimental Group Participants*

Marks Obtained/100					
Pre-Test		**Post-Test**		**Difference in Marks**	**% increase in marks**
Marks obtained	**Number of students**	**Marks obtained**	**Number of students**		
44	5	79	1	38	92
34	9	77	3	43	126
27	3	74	2	47	174
20	2	70	6	50	250
18	12	69	2	51	283
09	4	68	4	59	655
05	3	65	4	60	1200

00	2	62	1	62	6200
-	-	60	1	-	-
-	-	58	5	-	-
-	-	55	4	-	-
-	-	51	3	-	-
-	-	48	4	-	-

Table 3 *Pre-test/Post-test Marks obtained by Control Group Participants*

Marks Obtained/100					
Pre-Test		**Post-Test**		**Difference in Marks**	**% increase in marks**
Marks obtained	**Number of students**	**Marks obtained**	**Number of students**		
47	2	57	5	10	21
29	6	50	6	21	72
25	4	49	7	24	96
20	9	48	11	28	140
16	3	46	1	30	187
11	2	44	2	33	300
10	7	40	4	30	300
08	2	39	2	31	387
00	5	37	2	37	3700

Another significant aspect of the results is that the participants who achieved low in pre-test have achieved quite satisfactory marks in the post-test. The highest scored marks by experimental group (five participants) in pre-test was 44, whereas in post-test one participant has scored 79 marks; the lowest marks scored by two participants in pre-test was 0, while the lowest marks scored by four participants in post-test were 55.

The highest marks scored in pre-test (by two participants) in the control group were 47, whereas in post-test 5 participants scored 57 marks. The lowest marks (scored by two participants) in pre-test was 0 while in post-test the lowest scored marks was 37.

The results showed that although control participants had also made progress in learning new English words on their own, but the progress shown in this behavior by experimental group participants after receiving training was highly significant.

5.2 Results from the Data Collected through Logbooks

The participants' daily report on their perceived progress in becoming autonomous learners of English vocabulary was collected through their using of logbooks. The students were given two lists of words: one list consists the words of pre-test and the second one consists the words of syllabus. They were given the lists on the third day of teaching session. The researcher did not reveal that these strategies use for these specific words, in order to let students select and use on their own the best strategy according to their needs. The number of words that six students learnt by training session is shown in Table 3.

Table 4 *The Number of Learnt Words*

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Total of Words	45	42	56	38	60	56

The data collected from logbooks showed that students used different strategies as they displayed in Table 4. As shown in the same table *memory strategies* were most used by secondary school students followed by determi*nation strategies.* Among *memory strategies*, the students mostly used: study spelling of words, using word-formation rules , using word in a sentence and connecting new word to personal experience. While dictionary strategy and identifying part of speech were *determination strategies* common used. While *metacognitive strategies* and *social strategies* were the least strategies that applied by secondary school students. Two students used only two *metacognitive strategies* (using Social media and watching movies) while three students applied only three *social strategies* (asking brother, ask teacher for translation of the new word into Arabic, and ask a teacher for a paraphrase of the new word). As a result that students used both *memory strategies* and *determination strategies* because they were trained on using these vocabulary learning strategies.

Table 5 *The VLSs Used by Students at Home When Learning New Words*

Vocabulary learning strategies	Memory Strategies	Cognitive Strategies	Determination Strategies	Metacognitive Strategies	Social Strategies
Student 1	3	1	1	-	-
Student 2	2	-	2	-	1
Student 3	3	1	2	1	-
Student 4	2	1	1	-	1
Student 5	4	-	1	-	1
Student 6	2	2	2	1	-

The most important information gathered from logbooks showed that from six students, four students learnt words from others sources. Because they were given two lists of words, one covers the used words in tests and the second covers the syllabus words. Thus students depend not only on these two lists but they go further to seek and learn other words. As shown in table5 below:

Table 6 *Number of Words Learnt by Using other Sources.*

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Total	-	-	5	2	8	6

5.0 Conclusion

The present study was taken up to seek an answer to the following question: Can vocabulary learning strategies teaching programme help secondary school Libyan students to become

autonomous vocabulary learners? The analysis of the data collected for the study clearly supports the view that learner autonomy can be induced through programmed learning. There are two very strong reasons to believe this, and they as follows:

1. After experimental teaching programme most of the participating students solved post-test to find meanings of new words on their own. All the experimental group participants performed better in this test. Control group participants too, to a large extent, tried to solve the test on their own, but did not perform as well as the experimental group participants did. Thus, the progress shown by experimental group students may be ascribed to their training in the methods of achieving autonomy

2. Some participants used several out-of-class resources, like, word-formation rules, word maps, Internet resources and dictionary, etc. to find the meanings of new words on their own. This indicates their interest in self-directed learning and thus, to enhanced learner autonomy. Experimental group participants achieved autonomy with higher success rates at learning new words, compared with control group, but control group lower success rate indicates that they haven't yet achieved autonomy in learning new English vocabulary

7.0 Suggestions for Further Research

Learner autonomy is an interesting area of study, both in theory as well as in practice, Keeping in view the individual pace, style, context and manner of learning, learner autonomy is highly advisable to be induced in the classroom. Modern teaching/learning gadgets are highly supportive of learner autonomy at every step. The present research has been a small step in testing whether a teaching programme can be developed to help learner of English become autonomous learners of vocabulary. The results of the study are very encouraging. But, as mentioned above, the experiment was conducted in 2014 a very small scale, with only 40 participating students. It would be more encouraging if the success in the present experiment is repeated with a larger number of subjects in a different setting, and may be with a language other than English. Another aspect of the present research which wished to explore is the relationship between leaner autonomy and rate of success in learning a new language. I observed that success in learning new English vocabulary is somewhat linked to learner autonomy, thus it needs further exploration through larger experiment/study.

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Appendix (A): Pre-test and Post-test
Note: please answer the following question.

Q1- Choose the right word to the right space to go with each meaning.
Ex.
- business
- clock   __wall____ part of a house
- horse   __horse___ animal with four legs
- shoe
- Wall

_____

1.
- dust   _____ game
- operation   _____ winning
- row   **(2**
  marks)
- sport
- victory

2.
- choice
- crop
- flesh   _____ meat
- salary   _____ money paid regularly for doing a
  job
- secret

                                                                          (2

marks)

3.
- cap
- journey   _____ numbers to measure with
- parent   _____ going to a far place
- scale
- trick   **(2**
  marks)

4.
- attack
- charm
- lack   _____ pleasing quality
- pen   _____ not having something
- shadow

                                                                          (2

  marks)

5.
- cream
- factory   _____ part of milk
- nail   _____ person who is studying

- ➢ pupil
- ➢ sacrifice

(2 marks)

6.
- ➢ adopt
- ➢ climb   _____ go up
- ➢ examine   _____ look at closely
- ➢ pour
- ➢ satisfy

(2 marks)

7.
- ➢ bake
- ➢ inquire   _____ walk without purpose
- ➢ limit   _____ keep within a certain size
- ➢ recognize
- ➢ wander   **(2 marks)**

8.
- ➢ burst
- ➢ concern   _____ break open
- ➢ deliver   _____ take something to someone
- ➢ fold
- ➢ urge
   (2marks)

9.
- ➢ original
- ➢ private   _____ first
- ➢ royal   _____ not public
- ➢ slow
- ➢ sorry

(2 marks)

10.
- ➢ brave
- ➢ electric
- ➢ firm   _____ wanting food
- ➢ hungry   _____ having no fear
- ➢ local

(2 marks)

11.
- ➢ climate   _____ idea
- ➢ executive   _____ inner surface of your hand
- ➢ notion
- ➢ palm

- ➢ victim

(2 marks)

12.
- ➢ acid
- ➢ bishop
- ➢ chill
- ➢ ox
- ➢ ridge

_____ cold feeling
_____ farm animal

(2 marks)

13.
- ➢ bench
- ➢ jar
- ➢ mate
- ➢ mirror
- ➢ province

_____ long seat
_____ part of a country

(2 marks)

14.
- ➢ boot
- ➢ device
- ➢ lieutenant
- ➢ marble
- ➢ phrase

_____ army officer
_____ a kind of stone

(2 marks)

15.
- ➢ apartment
- ➢ candle
- ➢ timber
- ➢ horror
- ➢ prospect

_____ a place to live
_____ chance of something happening

(2 marks)

16.
- ➢ betray
- ➢ dispose
- ➢ embrace
- ➢ injure
- ➢ proclaim

_____ say publicly
_____ hurt seriously

(2 marks)

17.
- ➢ encounter
- ➢ illustrate
- ➢ inspire
- ➢ plead

_____ meet
_____ beg or help

- ➢ seal

(2 marks)

18.
- ➢ assist
- ➢ bother   _____ help
- ➢ condemn   _____ cut neatly
- ➢ erect
- ➢ trim

(2 marks)

19.
- ➢ concealed   _____ wild
- ➢ definite   _____ clear and certain
- ➢ mental
- ➢ previous
- ➢ savage   **(2 marks)**

20.
- ➢ dim
- ➢ junior
- ➢ magnificent   _____ wonderful
- ➢ maternal   _____ not clearly lit
- ➢ weary   **(2 marks)**

21.
- ➢ benefit
- ➢ percent   _____ part of 100
- ➢ principle   _____ general idea used to guide one's actions
- ➢ source
- ➢ survey   **(2 marks)**

22.
- ➢ element
- ➢ layer   _____ skilled way of doing something
- ➢ philosophy   _____ study of the meaning of life
- ➢ proportion
- ➢ technique   **(2 marks)**

23.
- ➢ consent
- ➢ enforcement
- ➢ investigation   _____ agreement or permission
- ➢ parameter   _____ trying to find information about something
- ➢ trend   **(3 marks)**

24.
- anticipate
- compile   _____ control something skilfully
- convince   _____ expect something will happen
- denote
- manipulate   **(2   marks)**

25.
- Vein
- Draft   _____ produce books and newspapers
- Odd   _____ tube through which blood flows
- Publish
- Whirl   **(2 marks)**

26.
- conformity
- infallible   _____delayed beyond the expected time
- pervert   _____ identity with standards or rules
- tardy
  - procure   **(2 marks)**

27.
- fundamental
- principle   _____ a paper that provides information
- labour   _____essential
- benefit
- document   **(2 marks)**

28.
- summit
- conclusion   _____ circular shape
- fibre   _____ top of a mountain
- loop
  - plank   **(2 marks)**

29.
- consistent
- concrete   _____constant or stable
- proportion   _____ a long period of time
- era
- technique   **(2 marks)**

30.
- reject
- hug   _____ plan or invent
- lease   _____ hold tightly in your arms
- plague
- devise   **(2 marks)**

31.
- predict

- ➢ offing　　　　_____ mix together
- ➢ condescend　　_____ guess about the future
- ➢ blend
- ➢ convictions

(2 marks)

32.
- ➢ precede
- ➢ tease　　　　　　_____ come before
- ➢ reject　　　　　　_____ move with quick steps and jumps
- ➢ bleed
- ➢ skip　　　　　　　**(2 marks)**

33.
- ➢ causal
- ➢ desolate　　　　　_____ sweet-smelling
- ➢ fragrant　　　　　_____ only one of its kind
- ➢ radical
- ➢ unique　　　　　　**(2marks)**

34.
- ➢ oblivious
- ➢ implication　　　　_____rarely to find
- ➢ deploring　　　　　_____forgetful
- ➢ cluster
- ➢ seldom　　　　　　**(2 marks)**

35.
- ➢ feather
- ➢ Archaeology.　　　_____ weakness
- ➢ shortcomings　　　_____sensitive
- ➢ Plume
- ➢ impressionable　　　**(2 marks)**

36.
- ➢ boot
- ➢ device　　　　　　_____ fated
- ➢ bench　　　　　　_____force (someone) to do something.
- ➢ inevitable
- ➢ compels　　　　　**(2 marks)**

37.
- ➢ conformity
- ➢ infallible　　　　　_____delayed beyond the expected time
- ➢ pervert　　　　　_____ identity with standards or rules
- ➢ tardy
- ➢ procure　　　　　**(2 marks)**

38.
- ➢ ascetic
- ➢ cruising　　　　　_____make like new again
- ➢ restore　　　　　_____ hover by flapping the wings quickly
- ➢ exquisite

➢ flutter   **(2 marks)**

 39.
➢ scrub
➢ queer   _____ rubbing it hard to clean it
➢ meet   _____ odd or strange
➢ inspire
➢ plead   **(2 marks)**

 40.
➢ allege
➢ plush   _____ claim without proof
➢ shake-up   _____to say what you really think
➢ candid
➢ face   **(2 marks)**

 41.
➢ miniature
➢ cube   _____went down a lot in value
➢ consequence   _____ a very small thing of its kind
➢ correspond to
➢ deficit   **(2 marks)**

 42.
➢ perform   _____small piece
➢ fracture   _____ power or strength
➢ squeeze
➢ navigation
➢ intensity   **(2 marks)**

 43.
➢ mess
➢ game   _____state of untidiness or dirtiness
➢ dust   _____ expression of admiration
➢ operation
➢ compliment   **(2 marks)**

 44.
➢ shadow
➢ alcohol   _____ stage of development
➢ hip   _____ cloth worn in front to protect your clothes
➢ phase
➢ apron   **(2 marks)**

 45.
➢ apparatus
➢ ledge   _____ set of instruments or machinery
➢ tile   _____ money raised from a bank
➢ scrap
➢ mortgage   **(2 marks)**

46.
- ➢ decisive
- ➢ treasurer   _____declaration about something
- ➢ scale   _____to be crucial
- ➢ disclosure
- ➢ pleasing   **(2 marks)**

47.
- ➢ bulb
- ➢ legion   _____ female horse
- ➢ province   _____ a large group of soldiers or people
- ➢ mare
- ➢ pulse   **(2 marks)**

48.
- ➢ fundamental
- ➢ principle   _____ a paper that provides information
- ➢ labour   _____essential
- ➢ benefit
- ➢ document   **(2 marks)**

49.
- ➢ summit
- ➢ conclusion   _____ circular shape
- ➢ fibre   _____ top of a mountain
- ➢ loop
- ➢ plank   **(2 marks)**

50.
- ➢ causal
- ➢ desolate   _____ sweet-smelling
- ➢ fragrant   _____ good for your health
- ➢ radical
- ➢ wholesome   **(2 marks)**

(***Total =2 x 50=100 marks***)

THANK YOU FOR YOUR COOPERATION