Effect of Strategy Training on Vocabulary in EFL Contexts

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Abstract

Sixty Iranian high school EFL learners between 14 and 16 males participated in this study were randomly divided into two groups; experimental, and control. As the study aimed to know whether vocabulary strategy training effects on vocabulary learning of Iranian students, at first the control and experimental group were given a writing pre-test containing 40 vocabulary multiple choice tests. The mean score for both groups was approximately the same. After training of vocabulary learning strategies to experimental group for the period of 2 months, the researcher gave both groups 40 vocabulary multiple choice tests. The control did not receive the strategies of vocabulary training. A 't-test' on the mean scores of both groups indicated a significant difference between the scores of the post-tests, meaning that the vocabulary strategy training was significantly effective in the experimental group. Moreover, while the mean scores of the control group's pre-post tests were the same, the mean score of the experimental group's post-test was higher than that of the pre-test.

Keywords: vocabulary, EFL context, vocabulary training strategy.

Introduction

Without the mediation of vocabulary, no amount of grammatical or other types of linguistic knowledge can be employed in second language communication or discourse. It is important for second language learners to acquire useful vocabulary learning strategies to reduce the "learning burden" as well as to learn new words by themselves. The language skills as listening, speaking, and reading, writing and translating all cannot go without vocabulary. It is clear that vocabularies are the basic units of any language and are vital to linguistic communication. Therefore, providing vocabulary instruction is one of the most significant ways in which teachers can improve students' reading and listening comprehension. Vocabulary is generally considered as the basic communication tool, and often labeled as the most problematic area by language learners. Vocabulary, which is the basic material of language, is, of course, crucial importance in expressing ideas and thoughts when communicating. Insufficient vocabulary or vocabulary difficulties will result in communicational barriers or failures.

Vocabulary training by teachers and learning it by Iranian students has always been a problem. It is difficult for the Iranian students to memorize a large list of new words which is in each lesson of their English book. As the Iranian English teacher have to teach the students these new words and the students also have to learn them as one of their syllabus, vocabulary strategy training to the students seems necessary. A large part of the students' English final exam includes different vocabulary tests which they have to pass as one of their educational materials. A lot of Iranian English teachers don't teach their students the strategies of vocabulary learning and the students aren't familiar with them. So vocabulary learning is a big problem for them. A lot of Iranian high school

students have many problems in learning new vocabularies of their English book which they have to learn as one of their educational syllabus. Unawareness of students of different vocabulary learning strategies has caused that they have difficulties in learning vocabulary. Both teachers and students are concerned about how to train and how to learn vocabularies and it is a big problem for them. As most English tests in university entrance exam and the students' final exams include vocabulary tests, the students often get a low score because of their weakness in vocabulary field. Although most learners of English still feel that many of the difficulties in both receptive and productive language use result from an inadequate amount of vocabulary, it is surprising that relatively little attention is paid to the vocabulary.

Vocabulary learning strategies have been examined by psychologists, linguists, and language teachers for over the past decades (Levenston, 1979). Some studies have been done in the field of vocabulary. The two main sources are (Schmitt, 2000; Nation, 2001). Schmitt brings up a number of concerns in connection with vocabulary learning and teaching. He mentions not only different learning strategies but also different teaching strategies as well as what words to learn. Nation also discusses different teaching strategies and what words to learn. In relation to vocabulary learning strategies, Sanaoui (1995) reported that there were two approaches to vocabulary learning among students: a systematic approach and an unsystematic approach. Although some researches such as the mentioned ones have been performed in the field of vocabulary, the present study plans to survey the effect of training strategies on vocabulary in English foreign language (EFL) context for Iranian students. Because of unawareness of students of vocabulary learning strategies and having difficulties in learning vocabulary, it is an

essential need to do researches in this field. The researcher hypothesizes that vocabulary strategy training will effect on students' vocabulary learning. In the case of training strategies of vocabularies by English teachers, the students will have few difficulties for learning vocabularies and it will be easier for them to learn vocabularies.

The study aims to answer the question of whether vocabulary strategy training effects on vocabulary learning of Iranian students who studies English as a foreign language. To gain knowledge of how pupils learn new vocabulary but also how to teach vocabulary is very important for teachers. This study focuses on strategies in foreign language vocabulary training. It analyses foreign language vocabulary training through transition of strategies of vocabulary training like word formation, antonym & synonym, word definition, guessing the word meaning from the context etc. It also discusses the effect these strategies may have on learners' learning process. The aim of the present investigation is also to get the effect of strategies used by teachers on students' vocabulary learning, and to find whether strategies have an effect on the students' vocabulary learning. It discusses the effects these strategies may have on vocabulary learning. The main objective of such attempts is to allow students to become more aware of their preferred learning strategies and to help them become more responsible for meeting their own objectives. Such objectives can be only achieved when students are trained well in vocabulary strategies.

Literature Review

There are various theoretical studies on exploring the types of vocabulary knowledge related to the familiarity with a word (Richard, 1976; Nation, 1990; Carter,

1992). There are different studies which have done by researches. According to Kafipour (2011) there is significant relationship between all vocabulary learning strategy and overall vocabulary level of the students. He did his study on Iranian junior EFL students and found that among the strategies, memory was used most frequently and cognitive strategy was used less frequently.

Based on Zheng (2010) students of different levels use strategies in different ways. Advanced learners are more creative and have a better and more solid knowledge in vocabulary. Students at low levels are more limited in their usage of vocabulary knowledge. It was also found that all vocabulary learning strategy contributed to the overall vocabulary learning of the student. Memory strategy as the most contributed variable and social strategy as the least contributed one.

According to Ningjue (2011) seven strategies, namely applied, categorization, self-monitoring, cooperation, media, elaboration and dictionary strategy are positively correlated with the vocabulary test scores and the Test for English Majors (Grade 4) scores. In this research, 118 junior English majors in Chinese University were investigated. The participants were asked to take a vocabulary test and complete a vocabulary-learning questionnaire. His finding indicated that there are significant differences between effective and less effective learners. Effective learners use strategies more frequently and flexibly, while less effective learners turn out to be rote learners. They employ repetition strategy more often and they rely more on their mother tongue.

Based on Andersson (2010) no strategy is better than another. Pupils are all different and therefore they also use different strategies. According to her findings, teachers should introduce different strategies and it should not be an excuse that the pupils are in

upper secondary school or in lower secondary school. She has investigated the strategies and techniques pupils use as they learn new vocabulary and how teachers teach new vocabulary to pupils. She has suggested the studying of different vocabulary strategies on a number of pupils by other researches.

Yu (2011) investigated two vocabulary learning methods that best promote long term retention of the meaning and spelling of words. He has suggested that learning by word lists is effective in the short-term memory, and for specific purposes such as passing a test and. Sentence writing has greater benefits in the long-term memory. He concluded that in the short-term memory, memorizing meaning and spelling by learning by word lists have a better effect than memorizing new words by using sentence writing. the effect of two methods on remembering meaning and spelling of words was investigated by him.

According to Li (2009) successful learners are more in favor of using learning strategies to learn vocabulary, and they think most of the strategies are useful. Learners have different opinions, they seem not to favor using learning strategies in their study and only a few of them think these strategies are very useful. He concluded that when teaching vocabulary teachers could teach some strategies and guide learners to use these strategies in their learning process. Learners also should try to learn how to use these strategies properly and adapt these strategies in classroom teaching and learning.

Based on Ghazal (2007) Language learners need a wide array of target language words to be able to tackle successfully both production and comprehension activities in the second or foreign language. One way to help learners to enhance their knowledge of L2 vocabulary is through equipping learners with a variety of vocabulary learning

strategies. He has resulted of his research that Learners should be trained in strategies they lack. Teachers should also consider the learners' willingness and readiness to receive trainings and think of the most appropriate way to introduce the strategies.

Rahimy & Shams (2012) concluded that the strategies reported being applied by High-score group to those in weaker group which was gained by vocabulary test, can help Low-score group and other EFL learners with similar conditions to improve their vocabulary learning and get higher scores in their final exams and also in vocabulary tests. Their findings showed a significant effect of vocabulary learning strategies on EFL learners' performance in a vocabulary test.

Based on Abu Shmais (2003) gender and proficiency had no significant differences on the use of vocabulary strategies. According to his findings, the researcher recommends that more training should be given in using Cognitive, Memory and Compensation strategies by embedding them into regular classroom activities. His study aimed at examining the language learning strategies of a group of Palestinian English-major students studying at An-Najah University. He concluded that that language learning strategies facilitate the learning of the target language by the language learner. Since the factors like age, gender, personality, motivation, self-concept, life-experience, learning style, etc. affect the way in which language learners learn the target language, it is not reasonable to assume that all language learners use the same good language learning strategies or should be trained in using and developing the same strategies to become successful learners.

Having studied the mentioned essays and some other articles, I found that although some researches have been done about vocabulary training strategies, there

were some limitations for them: first some studies have been by questionnaires, second they have used different vocabulary strategies for experimental group other than this study, third the number of subjects and their educational grade were different. Therefore, the researches have not been done by the mentioned strategies through pre test and post test with 60 students of grade one in high school. According to all the mentioned studies, both learners and teachers need to become aware of the learning styles and strategies through strategy instruction. Attempts to teach students to use learning strategies (called strategy training or learner training) have produced good results (Rubin & Thompson, 1994). According to integrated approach, instruction of vocabulary learning strategies will make the students learn vocabularies better and have few problems with them. Although many teachers know the strategies of vocabulary learning, they do not teach them to their students. The research will have a good result for students if the strategies are trained. I think that the vocabulary strategies that I have used for experimental group had significant effect on learning vocabularies. The implication of this study can provide better condition for learning vocabularies for EFL students. It can also help the designers of educational materials to consider the vocabulary training strategies for both teachers and students. It can be applied in high school English classes.

Questions

Having studied the related studies, we get the implications include facilitating vocabulary learning for students, understanding texts etc. I suppose   training of vocabulary strategies has some effects on learning vocabulary for Iranian students but it must be tested. Therefore, This study was designed to investigate the effect of vocabulary

strategy training on students in Iran who study English as a foreign language. There was

an attempt to find answers to the following research questions:

1. Is there any significant difference between the experimental and control groups'

vocabulary knowledge before the treatment?

2. Is there any significant difference between the experimental and control groups' vocabulary

Knowledge after the treatment?

3. Does training of vocabulary learning strategies have any effect on learning vocabulary?

Hypotheses

1. There is no significant difference between the experimental and control groups' vocabulary

knowledge before the treatment.

2. There will be significant difference between the experimental and control groups' vocabulary

knowledge after the treatment.

3. Training of vocabulary strategies has some effects on learning vocabulary for Iranian students.

Operational definition of variables

Here is a list of vocabulary strategies which has been used for training

experimental group : guessing the new word from context, asking for example of use,

writing and repeating aloud, expressing Synonyms and antonyms, using new word in

imaginary situation, teaching words in context and encouraging students to explain them

in English only, before looking for the words in bilingual dictionaries. The researcher

listed the major topic title at the top center of the board and requested students to

brainstorm all possible words that would be associated with that topic. He brought some

objects to class (umbrella, scissors, tools, buttons of many colors and sizes, etc) for training new vocabularies to experimental group. Drawings by the teacher and by the students; demonstrations to show actions and contextualization are also some strategies that the researcher has used in this study. He helped the students enrich their vocabulary by giving them or to help them discover cognates, paraphrase, antonyms, synonyms, and words of the same family. Students were shown how to recognize when one strategy wasn't working and how to move on to another.

There are a number of different teaching strategies that the researcher has used when introducing and working with new vocabulary. Finally, the teacher gave different contexts where the word occurs, translate it and show similarities with other words in the L2 or with words in the L1.

Research context

The population of the study includes the high school students of Iran who study English as a foreign language. Sixty high school male students who were in grade one in Gonabad city of Iran have been chosen as sample group. Thirty students are in one class and the other thirty students are in another class. There are totally about 700 students who study in grade one in high school in Gonabad. The study had an intact group, pretest-posttest, experimental design. The subjects were already assigned in groups by the school manager randomly. Random cluster has been assigned for the groups. Two classes were selected for this study and one was randomly assigned as experimental and the other as the control group. The subjects of the survey are students from grade one of high school. The pupils have all been tutored by the same teacher and they have English two times a week. To get a diploma, these students also have to pass English1 as one of their educational material.

The data was collected using quantitative method. The design which was chosen for this study is "Design 5": Randomized Subjects, Pretest – Posttest Control Group Design. The main strength of this design is the initial randomization. The independent variable in this study is the vocabulary training strategies which were taught to control group (treatment) and dependent variable is the effect of vocabulary strategy training on experimental group. Although my accessible population was the high school students of Gonabad, it can be applied to all high school students of Iran learning English as a foreign language. The usual method of teaching vocabulary has been taught to control group. The teacher has taught the experimental group the different vocabulary training strategies.

Subjects

The subjects in the present study consist of sixty high school male students in grade one in Gonabad. The two intact classes were randomly assigned to one experimental group and one control group each consisting of 30 participants. All of them were boys and they were between 13 and 15 years old. The whole students in this grade in this city were about 700. They had English lessons twice each week. The sample groups were chosen from the whole population of high school students in Gonabad. The scientific approach for the study was cluster sampling. While this study was done only in Gonabad, its results can be applied for the whole high school students of Iran as population. In order to collect ample and reliable information and data, this study included two vocabulary tests (pre test & post test). The whole sixty students were asked to participate in the vocabulary tests for collecting information.

Procedures

Sorting out the data obtained during the implementation is crucial for making the results of the study comprehensible. All the information received was the results of the vocabulary tests. Both groups (control and experimental groups) were chosen randomly. Two classes including a total of sixty students were selected to take the test. With the help of the teacher, the students were gathered in the classroom to take the pretest within the time limit. The students were first asked to take the pre test. The pretest was done to show that the two groups had the same knowledge about vocabulary. During the treatment, the control group was taught using the traditional book-based approach, without using different vocabulary strategies. After pretest for two groups (control and experimental groups) vocabulary learning strategies were taught to the experimental group. Considering the other main characteristics of the test, namely validity, first, most of the vocabulary items in the vocabulary achievement test (VAT) and the distracters were selected from the new lexical items of the book.

Instruments

This study was done by giving students a pretest and posttest. To guarantee participants homogeneity in terms of their language proficiency (in particular vocabulary proficiency) as well as to check their initial vocabulary proficiency, English vocabulary test was employed. This test has been designed to evaluate the English vocabulary level of students. These tests were lexical tests to evaluate the progress of students' vocabulary knowledge. So it was a quantitative research. Two instruments were used in this study. The first one was Nelson Language Proficiency test which was used as a standardized measure to check the homogeneity of subjects in terms of language

proficiency and also to be used as a standardized measure to check the reliability and validity of our vocabulary test, including 40 multiple-choice test of vocabulary (pre test). The tests were given to two English teachers to correct them for its validity and reliability.

The second one also included 40 multiple-choice test of vocabulary (post test). The second data elicitation tool was a teacher-made achievement test. This test was used as a post-test, which aimed to measure the degree of the subjects' vocabulary knowledge progress after the treatment sessions. The test had a total number of 40 vocabulary questions. This achievement test required choosing the correct answer. The vocabulary items in the test were mainly selected from the new lexical items taught and exposed to during the course. The validity and reliability of the test was checked against a standardized test (Nelson Test). The test was used as the assessment tool in the pre-test and the post-test phase of the study. Of Course, two English teachers checked and corrected the two tests for validity and reliability.

During the treatment, the control group was taught using the traditional book-based approach, without using different vocabulary strategies. After pretest for two groups (control and experimental groups) vocabulary learning strategies were taught to the experimental group. Considering the other main characteristics of the test, namely validity, first, most of the vocabulary items in the vocabulary achievement test (VAT) and the distracters were selected from the new lexical items of the book.

Data collection and analysis

Statistical analysis of t-test was used to test possible differences between the two groups at the beginning and end of the study. In order to establish the homogeneity of the

two groups in terms of vocabulary knowledge an independent-samples t-test were conducted to examine the difference among the performance of the two groups on the vocabulary test before the experiment. The result was going to indicate that there was not any significant difference between the mean scores of the subjects in the control group with the subjects in the experimental group. In simple words, the two groups were homogenous in terms of lexical knowledge of the new items of the course book at the beginning of the course. There was no significant difference between the experimental and control groups' vocabulary knowledge before the treatment.

The data collected from the test were compared and analyzed both on the general level and the detailed level. In this part, the data and information collected from the test were compared and analyzed from different angles. The test of vocabulary was analyzed in two aspects: the analysis of the association activity and the analysis of the multiple choice items. For the test of vocabulary, to have a comprehensive view, firstly, there is an overall discussion of the general situation. Then the research proceeds with a comparison of the results between the different levels in each part. Although this study tried its best to elicit results that were as reliable as possible, there were still some limitations. Krashen's Input Hypothesis is an important theory in L2 acquisition study. Krashen claims that " human acquire language in only one way by understanding message or by receiving 'comprehensive input" (that is to say, human learn language only by receiving message, they do not need any output practice) (Lightbown & Spada, 1997). The results of the post-test (60 participants) and the result of the pretests (60 participants in both) were analyzed in terms of comparison by the scores of the two groups. The results of pretest, post-tests were compared. And in the second, the post-tests was demonstrated and

analyzed. In the third part of the analysis, the results of them were demonstrated and analyzed. The score differences between control and experimental groups showed the effect rate of vocabulary training strategies on students for learning new words. In order to analyze the data, the writer used the independent "t-test," in which he compared the means of experimental group with the means of control group, to find the final result, and to see if the vocabulary training strategies can make significant changes in the learning new vocabularies by students.

Statistical Procedures

At the beginning, the participants of experimental group, and control group were given a writing pre-test, to make sure that they are at the same level of vocabulary knowledge. The statistical procedures were done by the "t-Test". There were two random samples from a population (control group & experimental group) and assigned a different treatment {the vocabulary learning strategies which were taught to experimental group (independent variables)}.The two groups were compared with respect to dependent variables to assess the effect of the treatments (the dependent variables). After collecting the data, the true and false answers were assigned and they were given to spss. The tables by spss gave us some information including: mean, deviation, etc. It was determined from independent t-test if there is any significant difference between mean scores of experimental and control groups at the beginning of the research. In this way the mean scores of two groups were assigned for post test of two groups. The results for both experimental and control group and pre test and post test were assigned according to the following.

Results

Comparing the scores of post tests and pretest between experimental group and control group showed the degree of effectiveness of training of strategies on vocabulary in EFL context. The research investigated the differences in the strategy used between the high score group, which showed that on the whole, the successful English learners used all these different strategies more frequently than the less successful English learners. In order to compare the means on the pre-test, the 'independent t-test' was used, the results of which is shown in tables 1 & 2.

T-test

Table 1. **Group Statistics of pre test**

group	N	Mean	Std. Deviation	Std. Error Mean
control	30	34.6333	2.77282	.50624
experimental	30	34.8333	2.56076	.46753

The similarities of pre test mean scores between experimental and control group were used as independent samples. In independent sample each member was chosen randomly from the population. As you see in the following table, there is no difference between mean scores of two groups.

Table 2.   **Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
sum1	Equal variances assumed	.079	.780	-.290	58	.773	-.20000	.68911	-1.57939	1.17939
	Equal variances not assumed			-.290	57.637	.773	-.20000	.68911	-1.57958	1.17958

As shown in table 1 & 2, there is no significant difference between variances of the two groups ((F= 0.079, p=0.773 >0.05). In addition, the difference between the mean scores of the two groups is not statistically significant (t=0.290, p= 0.773 > 0.05). That is, the results of the t-test showed that there was no significant difference between the mean scores of two groups (0.20000 and 0.20000).

To test the hypothesis, "There would be no significant difference between the experimental and control groups vocabulary knowledge after the treatment on the Iranian EFL learners," "A Study on Students' Categorizing Abilities and the Implications for Vocabulary Teaching in a Private Training School in China" (2010). In order to compare the means the 'independent t-test' was used

The Results of the experimental Group's Writing Post-test

The performance of the experimental group participants on the writing post-test was rated according to table 3 & 4.

Tables 3&4. *The experimental Group's writing Post-test before and after treatment*

Table 3   **Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	sum1	34.6333	30	2.77282	.50624
	sum2	38.4000	30	1.27577	23292

Table 4   **Paired Samples Test**

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	*sum1 - sum2*	*-3.76667*	*2.52823*	*.46159*	*-4.71072*	*-2.82261*	*-8.160*	*29*	*.000*

As Tables 3 & 4 demonstrate, using t-test, there is a significant difference between experimental group's mean before and after treatment (P=0.001), so the vocabulary training strategies have influenced on students' vocabulary learning.

The Results of the control Group's Writing Post-test

Both pre test and post-test have been done through writing. The performance of the control group participants on the writing post-test was rated according to tables 5 & 6.

In the following tables, as I wanted to compare the mean scores of the two tests (pre test and post test) of control group, they have been shown as the tables of paired sample statistics and paired sample test. Since there were two groups, I used paired t-test. You can find the mean scores, deviation, etc. in the following table.

Tables 5 & 6 The Inter-rater Consistency on the control Group's Writing Post-Test

Table 5   **Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	sum1	34.8333	30	2.56076	.46753
	sum2	34.9000	30	3.75408	.68540

Table 6   **Paired Samples Test**

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	sum1 - sum2	-.06667	2.43443	.44446	-.97570	.84236	-.150	29	.882

As it is shown in tables 5 & 6, there is no significant difference between control group's mean in pre-test and posttest. (P>0.05)

Tables 7&8 Results of Checking the means of the Two Groups' Writing Post-Test scores after treatment

Table 7   **Group Statistics**

	group	N	Mean	Std. Deviation	Std. Error Mean
sum2	experimental	30	38.4000	1.27577	.23292
	control	30	34.9000	3.75408	.68540

Table 8   **Independent Samples Test**

		Levine's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Differenc e	Std. Error Differenc e		Lower	Upper
sum 2	Equal variances assumed	12.007	.001	4.835	58	.000	3.50000	.72389		2.05097	4.94903
	Equal variances not assumed			4.835	35.61 0	.000	3.50000	.72389		2.03132	4.96868

According to tables 7& 8, there was a significant difference between variances of the two groups (F= 12.007, P=0.0001<0.05). In addition the difference between the means of the scores of the two groups is statistically significant (*t*=4.835, p=0.0001<0.05). That is the results of the t-test showed that there was a significance difference between the mean scores of two groups (34.90, and 38.40). Therefore, the researcher concluded that using the vocabulary training strategies is useful for EFL learners.

Conclusion

On the basis of the results gathered from vocabulary tests, it can be said that the hypothesis of the present study saying vocabulary training strategies do not affect EFL learners' vocabulary test score is rejected based on the control group's high-score in vocabulary post test. The current findings of the present study showed that the vocabulary

training strategies designed and applied in the present study has proven to be reliable and valid. They indicated that the experimental group's vocabulary knowledge has been enhanced. This means that the suggested instructional model of vocabulary training strategies has been effective in enhancing the levels of learning vocabulary by experimental group, since the mean difference between pre test and post test of experimental group was (3.56). The mean difference between experimental and control group in their post test was (3.5) which indicates the vocabulary training strategies have had significant influence on learning vocabulary for experimental group.

In addition, the experimental group in the present research was completely satisfied with the results, and they found it useful to improve their vocabulary knowledge. The results of the present study provide empirical support for the significance of using the vocabulary training strategies for Iranian students who study English as a foreign language. Besides the students, the teachers, can also benefit from the vocabulary training strategies to use these strategies for teaching vocabulary. The results of this study can also be an invitation for administrators to think about providing more useful educational ways and tools for teaching vocabulary. The findings of the present study have implications for learners, teachers, and teacher educators in the realm of TEFL in particular and education in general. This study will help the teachers and educational system designers to use new and better methods for vocabulary learning instead of using traditional methods and syllabus. It has been suggested that learning strategy instruction may help learners in three ways: firstly, learning strategies instruction can help students to become better learners, secondly, skill in using vocabulary training strategies assists them in becoming independent and confident learners, and finally, they become more

motivated as they begin to understand the relationship between their use of strategies and success in learning languages (Chamot & Kupper, 1989; Chamot & O'Malley, 1994). Vocabulary training strategies could be facilitated problem of vocabulary acquisition in the foreign language classroom.

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Appendix A

Vocabulary Test number 1 (Pre test)   Full name : …………………………….. High School Grade 1

1- Kindergarten is a German ------------- . It means children's garden

a)word   b)number   c).color   d)world

2- How much money did you ------------ for the book ?

a) pass   b)push   c) pick   d)pay

3- This man is not from our -------------- . He speaks English.

a)city   b)country   c)village   d)town

4- The student should pay much money ----------- the book to the man.

a) to   b)for   c)on   d)about

5- Mr. Brown loves his grandson very much . " love " is the antonym of…...

a)hate   b)heat   c)hide   d)hold

6- I can't remember my friend's name . The antonym of " remember " is……….

a)desire   b)excuse   c)forget   d)recall

7- Children should have books with pretty pictures . "pretty " is the opposite of -------------- .

a)heavy   b) ugly   c)funny   d)tiny

8. A man or thing that is …………………. makes you laugh.

   a. dirty   b. angry   c. pretty   d. funny

9. We had to ……………… the children indoors because of the heavy snow.

   a. keep   b. make   c. raise   d. stay

10-How ---------- is it from school to your house ?

a)long   b)much   c)far   d)many

11- Gardeners pick fruits when they are ----------

a)green　　　　b)ripe　　　　c)black　　d)beautiful

12- The green coconut must ----------- on the tree longer .

a)pick　　　　b)get　　　　c)drop　　d)stay

13- You are always talking about money. I think it is very ……………… in your life.

a)important　　b) awake　　c) full　　d) correct

14. "Do you ………… your father?" _ "Yes, I like him very much."

　a) grow　　　b) stay　　　c) love　　d) pay

15. In spring, the plants are …………….

　a) yellow　　b) green　　c) brown　　d) white

16. I am a very ………… student. I always learn very fast.

　a) clever　　　b) funny　　c) hungry　　d) bad

17. Our teacher is a very …………… woman. She knows a lot of things.

　a) thirsty　　b) wise　　c) angry　　d) happy

18. I ………… my watch on the table when I came here.

　a) boiled　　b) solved　　c) dropped　　d) left

19. We should ………… the car. It does not move.

　a) pick　　b) think　　c) push　　d) put

20. You can play games in the front ....

　a) yard　　b) roof　　c) window　　d) kitchen

21-He didn't want those books; so he went to……………………them.

　a-learn　　　b-study　　c-read　　d-change

22-Did they ……………………..any new houses this year?

a-break　　　b-born　　c-build　　d-discover

23-Your hands are……………………. .Please wash them.

a-poor   b-dirty   rich   d-pretty

24. There are many countries ………the world.

a. during   b. in front of   c. all over   d. above

25. The teacher asked us to ………..the dialog loudly after him.

   a. understand   b. write   c. repeat   d. learn

26-Some monkeys can …………………………a lot of things.

a-learn   b-study   c-read   d-speak

27. My grandfather can't read anything if he doesn't wear his …………. .

   a. coat   b. glasses   c. shirt   d. clothes

28. This man is very ……………… . I think he can help us.

   a. tired   b. late   c. wise   d. slow

29. We ……………… for an hour but they didn't come.

   a. waited   b. watched   c. looked   d. posted

30.I grow flowers and …………… in my garden.

  a) salad   b) pans   c) glasses   d) plants

31. A …………. is a fight between a man and a bull.

  a) sentence   b) mushroom   c) fight   d) bullfight

32. Farmers raise vegetables. "Raise" means: …………….

  a) find   b) grow   c) climb   d) pick

33. When we can't do something for the first, time we should ………… again.

  a) forget   b) try   c) ask for   d) travel

34 Children should …………… to what their parents say.

a- think   b- pay attention   c- remember   d- write

35 Parents should not ………. their young children play with matches.

a- let   b- show   c- listen   d- give

36 The teacher gave her class some ……………….. for homework.

 a- news   b- salad   c- exercises   d- money

37. The shop was closed ………….. I couldn't get any milk.

a- because   b- but   c- perhaps   d- so

38. We had to wait for two hours …..…….. to visit that famous writer.

a- so   b- just   c- because   d- until

39. She typed the letter very badly. So, I had to type it ………….. .

a- on time   b- again   c- more   d- until

40. Did you know that writer before?   "Yes, I first ………….. him in a library."

a- met   b- waited   c- felt   d- remembered

GOOD LUCK

Appendix B

Vocabulary test number 2 (posttest) Full name : ………..   High School grade1

1- We usually --------- fruits when they are ripe .   a)drop   b)raise   c)pick   d)grow

2- "Do you remember her name " ? – No , I'm sorry . " I-------- names soon . "

a)receive   b)change   c)forget   d)find

3- These problems aren't easy for us . We can't ---------- them.

a)grow   b)understand   c)leave   d)raise

4- He was standing --------- the fire .   a)to   b)by   c)under   d)in

5- Few men of that time were greater than Newton . "Few " means :

a))some   b)not many   c)many   d)any

6- Pari is happy because she has --------- friends here .   a)much   b)little   c)a lot   d)many

7- Amir told a funny joke and everyone --------- a lot .   a)lost   b)died   c)cried   d)laughed

8- We cannot go to the party if the snow is too --------- . a)down   b)nice   c)deep   d)thin

9- Accident are usually caused by ---------- drivers .   a)careful   b) careless   c)slow   d) kind

10- It is fun for the students to go to school on a snowplow . It means that -------------------- .

a) most students go to school by a snowplow .   b) the snowplow cleans the road .

c)the students like to go to school by a snowplow   d) the snowplow didn't come on time

11- Mordad is usually the ----------- month of the your in Iran .

a)wettest   b)mildest   c) coldest   d) hottest

12- I can't read what John has written , he has the ---------------handwriting in the class .

a) best   b) least   c)most   d)worst

13- A: " May I use your car ? "   B: " Sorry . I need it right now . "   A : " ----------------- "

a)Oh , never mind   b)Oh , not at all   c)Thanks so much   d)You're welcome

14.He leaves the egg on the table . Leave means ………   A)go   B)live   C)put   D)eat

15.I always sit …………. Reza in the classroom. .   A)in   B)to   C)beside   D)of

16.Can you ………………. a picture of a tree?   A) climb   B)grow   C)draw   D)solve

17.Please ………….. me with my English.   A) help   B)become   C)die   D)move

18- A person who sells meat is a ------------ .   a)baker   b)farmer   c)butcher   d)teacher

19- He went to a -------------- and ordered some mushrooms .   a)farms   b)school   c)restaurant   d)factory

20- When Behrooz came in , I Was ------------ a picture .   a)growing   b)riding   c)drawing   d)moving

21- Someone who cooks is a ------------- .   a)farmer   b)baker   c)butcher   d)dentist

22- I have one brother and one sister . My sister doesn't have any sisters . My parents have -------------- .

a)two daughters and one son   b)one daughter and two sons

c)one daughter and one son   d)two sons and two daughters

23- It was so foggy yesterday morning that drivers could ---------- see in front of them .

a) hardly   b) clearly   c) finally   d) quietly

24- Amir studies his lesson as ------------ as Omid and Behrooz .

a)hardest   b) harder   c) hardly   d) hard

25-Ashkan works very ---------- .   a)good   b) quick   c) hard   d) slow

26.The voice of radio is too loud . I can't …………. you ?

a. hear   b. see   c. watch   d . look at

27. Some people believe that money will --------- all their problems. But this isn't true.

   a. solve   b. educate   c. help   d. destroy

28. A poor person has --------- money than a rich person.

   a. fewer   b. little   c. less   d. more

29. A: "Where did you go on your trip?"   B: "We drove --------- shiraz."

   a. as far as   b. as long as   c. near   d. until

30. It's very cold. …………………….. your chair nearer to the fire.

   a. Move   b. Make   c. Pick   d. Raise

31. I like to eat a sandwich. What do you want to ………………. for lunch ?

   a) wait   b) order   c) burn   d) build

32. We should pay ………..to what our teacher says.   a. attention   b. book   c. love   d. exercise

33. This lesson is very difficult. I can't .... it. a. migrate   b. believe   c understand.   d. succeed

34. Be careful .The pan is very hot . It may ……………………your hands. a. move   b. burn   c. turn d. draw

35. I have to leave now . I'll talk to you ………….. .   a. later   b. better   c. letter   d. fatter

36. Please speak louder. I can't --------------- you very well.

   a) talk   b) read   c) help   d) hear

37. When I told the children the funny story, they -------------------- a lot.

   a) talked   b) studied   c) laughed   d) learned

38. It is not good to …………… words when you're talking or answering a question.

a. repeat   b. remember   c. keep   d. order

39. Reza is going to Mashhad and will …………… there for a week.

a. return   b. stay   c. stand   d. pick

40. If you want to be the first, do your …………… . a. worst   b. good   c. better   d. best

GOOD LUCK