

The Effect of Teaching English Vocabulary Learning Strategies on Iraqi Intermediate School Students' Vocabulary Performance and Reading Comprehension

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Abstract

The present study aims at empirically investigating the effect of vocabulary learning strategies on Iraqi intermediate school students' vocabulary performance and reading comprehension. The population of the present study includes all the 1st year male students of Al-Wark'a intermediate school of Al-Risafa 1/ General Directorate of Education for the first course of the academic year (2015-2016). To achieve the aim of the study ,a pre-test and post-test after (5) weeks of experiment are administrated .The sample of the present study consists of (100) subjects :(50) students as an experimental group and other (50) students as a control group . The subjects of both groups are equalized in these variables :pre-test, age, parents' level of education , etc. After conducting the experiment , an achievement post- test has been applied to the two groups in order to find out the effect of teaching English vocabulary learning strategies on the sample's vocabulary performance and reading comprehension .The results reveal that there are statistically significant differences between the experimental and control groups in their achievement in vocabulary and reading comprehension, in favour of the experiment group. In the light of the study results, conclusions, recommendations ,and suggestions for further studies are put forward.

Keywords: Teaching, Vocabulary Learning Strategies, Vocabulary Performance, Reading Comprehension.

1.1 The Problem and Significance of the Study.

According to Gatti (2004:3) and Al-Bazzaz (2005:1), Iraqi students face problems in storing and retrieving the vocabulary they have learned in English for they lack the effective techniques that enable them to retain the material easily, in addition their vocabulary achievement is not up to the standard. Moreover, Al-Khazaly (2013:175) reveals that Iraqi intermediate school students can be considered rather poor when it comes to vocabulary performance. Vocabulary forgetting can be diminished to the minimum by adopting techniques that make vocabulary items easy to retain. Also, teachers and supervisors often complain of the weak standard of the performance of Iraqi learners in reading comprehension (henceforth RC) in foreign language. They often say that those learners are “word-by-word” readers and claim that their level of achievement in RC is low. (Ali, 1999:23).

There is a common sense relationship between vocabulary and RC since messages which are composed of ideas are expressed in words. In this regard, Wallace (2008) points out that reading difficulty at appropriate level is perhaps due to the lack of sufficient vocabulary. Furthermore, Gooden et al (2007) clarify that comprehension is the reason for reading, and vocabulary plays a significant role in comprehension. As to the researcher's observation and interviews with a number of teachers of English at intermediate schools, students are not successful in RC due to their deficiency in vocabulary; this means that unknown words

hinder students from understanding a given reading text. Therefore, it is important to adopt the most efficient vocabulary teaching techniques and strategies in order to help students develop their vocabulary and to improve

their RC skills. Consequently, the present study is an attempt to teach Vocabulary Learning Strategies(henceforth VLSs) for the 1st year intermediate school students, hoping to enhance their vocabulary knowledge and improve their RC skills.

2.1 Aim

This study aims at empirically investigating the effect of VLSs on Iraqi Intermediate school students' vocabulary performance and RC .

1.3Hypotheses

The following hypotheses are adopted:

1. There is no a statistically significant difference between the total mean score in vocabulary achievement between the experimental group taught by using VLSs ,and that of the control one taught by using the techniques recommended by the “*Teacher’s Book*” .

2. There is no a statistically significant difference between the total mean score in RC between the experimental group and the control one in RC .

1.4 Limits

The present study is limited to:

1. The 1st grade intermediate school male students enrolled for the academic year 2015- 2016,

2. VLSs ,and

3. The material given in (*English for Iraq*).

1.5 Procedures

The following procedures are carried out :

1. Choosing a randomly sample from the Iraqi 1st year intermediate school students,

2. Adopting a representative sample from Iraqi 1st year intermediate school students divided into experimental & control groups ,
3. Achieving equi- variance for both groups by applying a pre-test in vocabulary and RC , age level, and educational level of parents,
4. Finding out the validity and reliability of the achievement post-test.
5. Applying VLSs for teaching vocabulary and RC to the experimental groups, whereas the control group is taught by traditional techniques,
6. Conducting a post-test for both experimental and control groups in vocabulary performance and RC ,
7. Using suitable statistical devices for manipulating the data of the study, and
8. Making suggestions and recommendations according to the results obtained.

2. Theoretical Background

2.1 Pedagogical Aspects of Knowing a Word

It is important for learners to recognize that there is more to ‘knowing’ a word than checking its definition in a dictionary. Laufer & Goldstein(2004: 399) believe that vocabulary knowledge involves more than just the link between meaning and form. This idea has been confirmed by Oxford and Crookall (1990:9) who assert that ‘knowing an L2 word’ involves not just the ability to recognize the word or to match it with its L1 counterpart. knowledge of a word implies the acquisition of these types of knowledge:

1. frequency of occurrence of the word in a language,
2. style , register ,and dialect,
3. collocation ,both semantic and syntactic aspects of vocabulary items,
4. morphology,

5. semantics,
6. polysemy,
7. word equivalent in the mother tongue ,
8. pronunciation, and
9. spelling .

Accordingly, Knowing a word implies knowing many things about the words .Therefore, words are interwoven in a complex system in which knowledge of various levels of a lexical item is required in order to achieve adequate understanding for RC. (Milton ,2009: 14 ,& Liach ,2011:5).

2.2 Vocabulary Performance and RC

Sedita (2005:33) stipulates that word knowledge is crucial to RC and determines how well students are able to comprehend the texts they read at school. To Cunningham & Stanovich (1998:8), students who do not understand some words in texts encounter difficulties in comprehending a given text. Moreover, Woolley(2010:119) believes that a particular problem for students with poor comprehension is that they have difficulty in learning new vocabulary. Thus , comprehension is the reason for reading and vocabulary plays a significant role in comprehension. Therefore, selecting suitable techniques or strategies to introduce vocabulary items is an integral factor for improving students' RC (Al- Darayseh ,2014:1110).

2.3 Vocabulary Language Learning Strategies

Although researchers have expressed difficulty in defining VLSs, some researchers explain vocabulary language learning strategies (henceforth VLLS) from the following perspectives :

1.Asgari and Mustapha (2011:85) indicates that VLLS are steps taken by language learners to acquire new English words.

2.Catalan(2003:56) sees VLLS as “knowledge about the mechanisms (process & strategies) used in order to learn vocabulary as well as the steps or actions taken by students to find out the meaning of unknown words, to retain them in long –term memory , to recall them at will, and to use them in oral or written mode”.

3.Rubin (1987:29) reveals that lexical strategies refer to the process by which information is obtained ,stored, retrieved and used . So ,VLSs are significant because the acquisition of vocabulary is a never –ending process and can solve problems encountered by language learners. Then, the present study adopts VLSs as the process of English vocabulary learning from a cognitive perspective.

2.4 Classification of VLSs

As to the classification of VLLS, these viewpoints are worthy to consider:

1.Rubin and Thompson (1994) introduce three main categories of VLSs .They are Direct Approach ,Mnemonics , and Indirect Approach.

2.Nation (2001) on the other hand, identifies three main categories of strategies – planning ,sources and processes.

3.To Schmitt (1997), such strategies are classified into two main groups: discovery and consolidation strategies .The sub categories of the former group are: determination strategies and social strategies. The latter comprises social strategies , memory strategies, cognitive strategies ,and metacognitive strategies.

4.To Gu and Johnson (1996), such strategies involve: metacognitive, regulation, cognitive strategies , memory strategies, and activation

strategies. To Sum up, there is no exact agreement about the classification of VLSs. However, the taste of effective EFL teachers is to choose among these strategies for what improves their learners' vocabulary performance and RC.

the researcher believes that the following VLSs based on Schmitts' taxonomy (1997)& Rakchanok (2014) classification are suitable for the purpose of this study(See **Appendix 4**):

1.Strategies for discovering the meaning of unknown words : These strategies are used to get the meaning of unfamiliar or unknown vocabulary items . They are of three main categories :

a. Discovery Strategies which aim to help learners to discover the meaning of words by themselves without any assistance.

b. Social Strategies which help learners to discover the meaning of words by interacting with someone ,such as peers, classmates, teachers ,etc.

c. Support Strategies which aid learners in discovering the meanings of new words by using some support mechanisms such as a dictionary.

2.Strategies for retaining the newly learned words in long-term memory and recall them at will. These involve:

a. Memory Strategies that enable learners to master new words through a mental process by linking their existing knowledge with the new words.

b. Cognitive Strategies which help learners to retain newly learned words in the long-term memory and to recall them at will through using a variety of procedures for forming and revising internal mental models and receiving and producing vocabulary (for example, making a vocabulary list with meanings an examples in a notebook).

c. Metacognitive Strategies which make the meaning of vocabulary items clear through the use of a variety of carefully

planned devices (such as remembering words by listening to English songs) to help the learners to retain the newly learned words in the long-term memory and to recall them at will.

3.Procedures &Methodology

3.1 The Experimental Design

The experimental design shown in Table 1 below applied is a quasi-experiment Pre-test-post-test experimental design .This design reduces the threat of assignment bias (Rubin & Babbie ,2013: 279). A pre-test is applied before the administration of the experimental and control treatments, whereas a post-test is applied at the end of treatment period.

Table (1) The Experimental Design

Groups	Pre-Test	Treatment	Post-test
Experimental Group (EG)	Test 1	VLLS	Test 2
Control Group (CG)	Test 1	Traditional Techniques	Test 2

3.2 Population & Sample

The population of the present study includes all the 1st year male students of Al-Wark'a intermediate school of Al-Risafa 1/ General Directorate of Education for the first course of the academic year (2015-2016).Al-Warka's Intermediate School for Boys has randomly been adopted. This school has (six)first grade classes ,class (C) with (50) students was randomly chosen to be the EG and class (D) with (50) students as the CG.

3.3 Equivalence of Subjects

Before starting the experiment ,the two groups of students are equalized on six variables . They are :

- 1.Students' level of achievement in English in the Baccalaureate exam for the academic year (2014 -2015) .
- 2.Scores in both vocabulary and reading comprehension Pre-tests.
- 3.Subject's age.
- 4.The level of mother's education .
- 5.The level of fathers' education.

1.Students' Level of Achievement in English in the Baccalaureate Exam the Academic Year (2014 -2015)

The mean scores of the **EG** in the sixth primary grade are **(65.54)** and that the **CG** are **(64.06)**. A T-test for two independent samples is used to find out the significance of the difference between the two groups .The calculated t- value is found out to be **(0.616)**,whereas the tabulated t-value is **(1.98)**. So there is no a statistically significance difference between the two groups at **(0.05)** level of significance and **(98)** degree of freedom (See Table 2).

Table (2) The Subjects' Level of Achievement in English in the Sixth Primary Grade

<i>Group</i>	<i>No</i>	<i>M</i>	<i>SD</i>	<i>D</i> <i>F</i>	<i>T-Value</i>		<i>Level of Significance</i>
					<i>Calculated</i>	<i>Tabulated</i>	
EG	50	65.54	11.634	98	0.616	1.98	0.05
CG	50	64.06	12.364				

2.Scores in Both Vocabulary and Reading Comprehension Pre-Tests

A. The subjects' Achievement on Vocabulary Pre-test

To compare the total mean score of the two groups on the vocabulary pre-test ,an independent t-test formula is used .This reveals that there is no a statistically significant difference

between the two groups, since the computed t-value (**0.027**) is below the tabulated value which is (**1.98**) . (See Table 3) .

Table (3) *The Subjects' Level of Achievement on the Vocabulary Pre-test*

Group	No.	M	SD	DF	T-Value		Level of Significance
					Calculated	Tabulated	
EG	50	16.76	4.07	98	0.027	1.98	0.05
CG	50	16.74	3.23				

B. The Subjects' Achievement on Reading Comprehension Pre-test

The total mean score of the EG on the reading comprehension pre-test is (**16.90**) ,whereas the total mean score of the CG is (**16.84**) .The computed t- value is found to be (**0.073**) , which indicates that there is no a statistically difference between the two groups in this variable (See Table 4)

Table (4)The Subjects' Level of Achievement on the Reading Comprehension Pre- test

3.The subjects' age (Measured in Months)

Table (5) shows that there are no statistically significance differences

Group	No.	M	SD	DF	T-Value		Level of Significance
					Calculated	Tabulated	
EG	50	16.90	4.07	98	0.073	1.98	0.05
CG	50	16.84	4.12				

among the students of both groups in age , since the computed t-value is (1.227) which is lower than the tabulated t-value which is (1.98).(See Table 5)

Table (5)The Equalization of The Subjects' Age

4.The level of mother's education

There are no statically significance differences among the subjects of the two groups in the level of mother's education , since the computed X^2 -value is (3.452) which is lower than the tabulated X^2 -value which is (5.99) at the

Group	No.	M	SD	DF	T-Value		Level of Significance
					Calculated	Tabulated	
EG	50	16.90	4.07	98	0.073	1.98	0.05
CG	50	16.84	4.12				

level of significance (0.05) and (2) degrees of freedom.(See Table 6)

Table (6)The Equalization of The Level of Mothers' Education

Group	No.	Primary	Secondary	University	DF	Chi- value		Level of Significance
						Calculated	Tabulated	
EG	50	20	18	12	2	3.452	5.99	0.05
CG	50	21	21	8				
Total	100	41	39	20				

5.The Level of Father's Education .

The computed X^2 - value which is (2.428) is lower than the tabulated X^2 - value which is (5.99) ,so there is no a statically significant difference between the two groups in this variable.(See Table 7)

Table (7) The Equalization of The Level of Father' Education

Group	No.	Primary	Secondary	University	D F	Chi- value		Level of Significance
						Calculated	Tabulated	
EG	50	17	17	16	2	2.428	5.99	0.05
CG	50	13	24	13				
Total	100	30	41	29				

3.4 Instruments of the Study

In order to achieve the aim of the study , two tests as a pre-test and a post-test are used. The pre-test is used to equalize the two groups , i.e. experimental and control groups .Generally, both of the two tests are written and they are in different versions in vocabulary and RC .The vocabulary test consists of (5) questions with (30) items, whereas the RC test consists of three questions with (15) items . The test includes recognition and production skills. The techniques used are definitions, Multiple-choice, synonyms, matching ,word sets, gap filling ,opposite meaning,

true - false, and integrated test. The materials have been taken from the textbook for vocabulary test and from “Introductory Steps to Understanding” for RC test. (Hill,2005:6 & 50) .The two tests and the distribution of marks have been approved by the jury members .See **Appendices (1&2)**.

3.5 Validity of the Test

In order to secure the face and content validity of the pre-test , such a test has been given to a jury of experts in the field of ELT and linguistics. See **Appendix (6)**.In the light of experts' opinions and recommendations, and by using the percentage in their agreement, the initial form of the vocabulary pre-test and RC pre-test remained the same.

3.6 Reliability of the Test

The method used to estimate the test reliability in the present study is(*K-R-20*) known as *Kuder-Richard formula 20* . As a result of applying this method, the reliability coefficient of the vocabulary pre-test is found to be (

0.72 ,whereas the reliability coefficient of the RC pre-test is found to be **(0.88)**. Both Correlation coefficients are considered acceptable according to انستازي و اوريل (2015:130).

3.7 Item Analysis

After scoring the test papers, the test scores of vocabulary and RC are arranged in order, from high to low, to select the **(33%)** of the highest scores to be put in one group (those represented in the upper group) and the **(33%)** of the lowest scores to be put in the other group (those represented in the lower group) to obtain the difficulty level as well as discriminating power of the test items.

3.8.1 Difficult Level

1. Vocabulary Pre-test

The difficulty level (henceforth DL)of the vocabulary pre-test items ranges between **(0.58–0.47)** and this range is considered acceptable. See **Table (8)**. According to Eble (1972).The acceptable DL value ranges between **(0.20 – 0.80)** عودة (1993:295) .

Table (8) Item Difficulty Level of Vocabulary Pre-test

No.	Question	Mark	Mean	SD	DL
1	Q1	5	2.840	1.075	0.58
2	Q2	5	2.740	0.777	0.55
3	Q3	10	5.800	1.628	0.55
4	Q4	5	2.600	1.030	0.49
5	Q5	5	2.440	1.214	0.47

2. RC Pre-test

The DL of the RC pre-test items ranges between **(0.51-0.57)** and this range is considered acceptable . See **Table (9)**. (ibid).

Table (9) Item Difficulty Level of RC Pre-test

No.	Question	Mark	Mean	SD	DL
1	Q.1	10	5.760	2.075	0.52
2	Q.2	10	5.880	1.733	0.57
3	Q.3	10	5.160	2.427	0.51

3.8.2 .Item Discriminating Power

1. Discriminating Power of Vocabulary Pre-test

The range of item discrimination power (henceforth IDP) of the vocabulary pre-test items is between **(0.30 – 0.38)**.This range is considered acceptable according to Eble (1972:399) .The accepted IDP value is **(0.30)** or more .

2. Discriminating Power of RC Pre-test

The range of IDP of the RC pre-test items is between **(0.32 – 0.44)**.This range is considered acceptable according to Eble (1972:ibid) .Since the acceptable DP. value is **(0.30)** or more.

3.9 Final Administration of the Post-test

After achieving the validity and reliability of the vocabulary and RC post-tests, the two tests have been exposed to the students of both groups **(EG,CG)**,on the same day17 January 2016.The same testing procedures in conducting the pre-tests are followed.

3.10 Experiment Application

The five-week experiment started on (13-12-2015) and ended on (17-1-2016). The two groups taught by the researcher had equal learning opportunities except one : namely the application of VLSs for the experimental group to develop their vocabulary performance and RC.The two groups were taught by the researcher. The CG received conventional vocabulary instruction recommended by the prescribed textbook '*English for Iraq*' without any explicit vocabulary learning strategy instruction see **Appendix(3)**,whereas the EG received instruction in VLSs according to the

Cognitive Academic Language Learning Approach (CALLA) model with the following steps:

1. Each lesson is scheduled to receive (45) minutes of vocabulary learning strategy instruction with a daily lesson plan depending on the modern theories of learning such as social learning ,creative &critical thinking, cooperative learning, etc.

2. The researcher first gives the students an introductory lesson about vocabulary learning strategy training to show the importance of vocabulary knowledge in language learning .

3. Then, the material of the aforementioned book is integrated with VLSs in order to find out what strategies students use for getting unknown words, for example. Then, students are asked to think.

4. Tape-recorded , pictures, graphs, figures ,etc. and electronic resources .e.g. talking dictionary , and dictionary program in a computer are used in order to teach students how to guess the meaning of the new words and look up the meaning of new vocabulary items from the above resources.

5. The students take a daily and weekly test in vocabulary and RC to find the effect of vocabulary strategy training on their level of vocabulary performance and RC.

6. Students are asked to answer the items in the VLSs questionnaire.

7. Students are interviewed daily after lessons to gather information about the experiment and to achieve the first goal of the communicative approach to enable students to direct their learning process which involves discussing the material and activities included in this process.

4. Results, Conclusions , Recommendations ,& Suggestions

4.1 Study Results

The manipulation of results is achieved by using a two- sample t-test .Obtained results will be presented according to the aim of the study as shown below:

1.Results Related to the First Hypothesis

Table (10) reveals that the total mean score of the EG on the vocabulary post-test is **(22.18)** with the standard deviation of **(2.811)**, whereas the total mean score of the CG is **(16.70)** with the standard deviation of **(4.180)**. The computed t-value **(7.691)** is higher than the tabulated t-value which is **(1.98)**

This indicates that there is a statistically significant difference between the EG &CG, in favour of the EG in vocabulary achievement. This confirms that the EG is better than the control one. Accordingly the first null hypothesis is rejected .See **Table (10)** .

Table (10) The Mean , Standard Deviation and T-test Value of both Groups on the Vocabulary Post-test

Group	No.	M	SD	DF	T-Value		Level of Significance
					Calculated	Tabulated	
EG	50	22.18	2.811	98	7.691	1.98	0.05
CG	50	16.70	4.180				

2.Results related to the Second Hypothesis

Table (11) shows that the total mean score of the EG is **(22.18)** with the standard deviation of **(2.811)**, whereas the mean score of the control one is **(17.62)** with the standard deviation of **(3.663)**. The computed t-value which is **(6.982)** is higher than the tabulated t-value which is **(1.98)**.This indicates that there is a statistically significant difference between the EG&CG in the total mean score of RC post-test, in favour of the EG.This denotes that the EG is better than the control one .Accordingly the second null hypothesis is rejected .See **Table (11)**

Table (11) The Mean , Standard Deviation and T-test Value of both Groups on the Reading Comprehension Post-Test

Group	No.	M	SD	DF	T-Value	Level of
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					Calculated	Tabulated	Significance
EG	50	22.18	2.811	98	6.982	1.98	0.05
CG	50	17.62	3.663				

Table (12) is a comparison of the pre-test and post-test of EG in vocabulary performance and RC achievement.

Table (12) Comparison of the Pre-test and the Post-test of the EG in Vocabulary Performance &RC Achievement

Type of Test	No.	M	SD	DF	T-Value		Level of Significance
					Calculated	Tabulated	
Vocabulary Pre-test	50	16.76	4.07	49	15.433	2.00	0.05
Vocabulary Post-test	50	22.180	2.811				
RC Pre-test	50	16.90	4.07	49	25.887	2.00	0.05
RC Post-test	50	22.180	2.811				

Through the statistical analysis of the data obtained during the administration of the vocabulary and RC tests, the researcher has arrived the following :

1. There are statistically significant differences between the students' vocabulary mean scores in the EG and those in the CG in favour of experimental one as shown in **(Table10)** .This indicates the EG students have improved their vocabulary performance .The results of the study also show that There are statistically significant differences between the students' RC mean scores in the EG and those in the CG in favour of the experimental one as shown in **(Table 11)**. This means that the students in the EG improve their RC. Besides the results of the study reveal that the students in the EG have shown a good percentage of improvement in vocabulary and RC performance on the post-tests as compare to their performance on the pre-test as shown in **(Table 12)**.This means that the performance of the students in the EG on vocabulary and RC achievement is superior to that of

the CG after they have received instruction in VLLS .The results of the study support some studies on vocabulary strategy instruction. For example , Rakchanok (2014) ,Al-darayseh (2014),and Gulcan (2013) who confirmed the systematic instruction in the use of VLSs do improve vocabulary knowledge and influence positively the students' RC. Moreover

,they indicate that raising awareness of VLSs may assist the learners to overcome their vocabulary learning problems .The ability to use appropriate VLLS in a more efficient way is a useful skill that the students require .Therefore, the effective utilization vocabulary instruction has contributed a lot in getting the meaning of the unknown words and expressions included in the RC texts ,and as a result, in improving their comprehension skills especially skimming and scanning .Accordingly, using VLSs in teaching vocabulary and RC has proved more to be effective and fruitful than depending on the traditional method is mainly based on defining new words and showing their meanings prior to reading a new text or having students look words up in a dictionary, finding the nearest equivalents which are often used in order to help them learn these new words and memorize them in words lists.

2.The results of the study are in agreement with that of Wolley (2010), Sedita (2005),and Smith(1997) who assert that there is a strong relationship between vocabulary and RC .This finding could be logical and justified since vocabulary is one of the main cornerstones of RC skills. Learners usually face hardships and difficulties in comprehending even simple texts because of their vocabulary deficiency .The use of vocabulary teaching strategies has given learners enough chance to practice and learn new vocabulary items and has greatly influenced students' vocabulary size , and as a result , has reflected positively upon their skills in RC(Al-Darayseh,2014:1114).Therefore, the researcher thinks that the students in the experimental group improve their level in vocabulary performance and RC attributed to the using various VLSs included in the study questionnaire ; namely strategies for discovering the meaning of unknown words , strategies for retaining the newly learned words in long-term memory and recalling them at well .

4.2 Conclusions

In the light of the results obtained , the following conclusions are drawn:

1. Iraqi 1st stage intermediate school students still encounter difficulties in RC due to the lack of sufficient English vocabulary , as shown in their achievement in the vocabulary and RC pre-test which is not up to the required level .This may be due to the lack of use VLLSs.
2. Teaching and learning new vocabulary and RC through vocabulary strategy instruction, as suggested by the researcher , are more effective and fruitful in developing the level of students in using strategies for detecting the meaning of unknown words and strategies for retaining the newly learned words in long –term memory and recalling them at will.
3. The traditional techniques and strategies in teaching a new vocabulary in Iraqi intermediate schools are rather effective as shown in the results of the CG on the vocabulary and RC pre-test and post-test.
4. The use of vocabulary teaching strategies give students more opportunities to practice and learn new vocabulary items and as a result vocabulary size .
5. Teaching learning strategies explicitly leads to an improvement in vocabulary knowledge and positively influences the students in RC.

4.3 Recommendations

Based on the findings of the current study, the following recommendations are drawn.

1. It is necessary to use VLLSs in teaching unknown vocabulary and RC for first-year intermediate school students.
2. EFL teachers can use variety of vocabulary teaching techniques and strategies .
3. EFL teachers are invited to have a training course on new methods of teaching vocabulary and RC.

4. Specialists in the field of teaching can design an instructional programme for teaching VLSs.
5. EFL teachers avoid in using Arabic translation of new vocabulary .

4.4 Suggestions for Further Studies

The following are some suggestions for further studies:

1. Investigating the effect of certain VLSs on RC skills.
2. Investigating VLSs employed by intermediate school students.
3. Investigating the effect of using VLSs on other language skills .

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Appendix (1) Pre-test : Vocabulary and Reading Comprehension Vocabulary (30 M)

Q1.Choose the correct meaning (a ,b or c) of the underlined words: (5 M)

1.The fox was looking for food on a farm.

a) buying b) trying to find c) selling

2.When the sun sets ,I shall go home .

a) goes down b) rises c) comes out

3.I have got an e-mail from my friend.

a) received b) arrived c) got off

4.Keep your teacher's advice in mind.

a) forget b)give up c) remember

5. This film is boring. a)fantastic b) uninteresting c)

nice

Q2. Complete the sentences with the following words: (5 M)

(politely, beach, skateboard ,herons ,dusk, Ramadan)

1.They saw lots of white 2.Simon is playing on anow.

3.A month when Muslims fast from dawn to 4.I always speak to my grandmother 5.They go to the

when it is hot.

Q3. Write the words in the correct places : (10 M)

(cheetah, rain , weekend , forecast ,Christmas, September, half-term, cloudy, sheep, autumn)

Weather words	Months	Seasons	Holidays	Animals

Q4. What do these words mean? (5 M)

1.bright 2.marsh 3.ziggurat.....

4 Citadel..... 5. ancient.....

Q5. Write the word that gives the opposite : (5 M)

1.slowly: 2.sad :3.take :

4. forget: 5.cold :.....

Pre- test in Reading Comprehension (30 M)

Read the text below , and then answer the items that follow:

Q1. Read the text below , and then answer the questions that follow: (10 M)

Nat lived in a small town in England . He always stayed in England for his **holidays**, but **then** last year he thought, ‘I’ve never been outside this country .All my friends go to Spain, and **they** like it very much , so this year I’m going to go there too.’ First he went to Madrid and stayed in a small hotel for a few days .On the first morning he went out for a walk . In England , people drive on the left , but in Spain they drive on the right .Nat forgot about this, and while he was crossing a **busy** street ,a bicycle knocked him down. Nat lay on the ground for a few seconds and then he sat up and said, ‘Where am I?’ An old man was selling maps at the side of the **street** , and he **at once** came to Nat and said, ‘Maps of the city ,sir?’.

1.Where did Nat always spend his holidays ?

2.Where did he go then?

3.What did he do on the first morning ?.....

4.The underlined pronoun **they** refers to.....

5.Find a word in the text which means **fell to the ground**.

.....
Q2. Read the text again , and then decide if each of the following statements is “ True” or “ False”:(10M)

1. Nat never went outside England before last year ()
2. A car knocked him down ().
3. In Spain people drive on the right. ()
4. Nat stayed in a big hotel in Madrid. ().
5. An old woman was selling maps at the side of the street .()

Q3. Look at the underlined words in the passage in order to match them with these words: (10M) crowded, quickly, after that , road, vacations

Appendix (2) Post - test in Vocabulary & Reading Comprehension

Vocabulary (30M)

Q1. Choose and tick the correct meaning of the underlined words: (5 M)

1. The waiter pulled all our plates and glasses on a tray and took them away.
 a) a kind of table b) menu c) something for carrying things on
2. ‘No, no !’ said Muna. ‘ I hate chocolate ice cream .I don’t want any! ’
 a) don’t like at all b) like very much c) eat
3. I’m exhausted. I’ve worked all day .
 a) very rich b) very tired c) very hungry
4. When Len came home late, his father was furious. ‘ Where have you been ? ’ he shouted. ‘ It’s nearly midnight !’
 a) very happy b) surprised c) very angry
5. Rasha washed the kitchen floor thoroughly.
 a) very well b) very quickly c) very noisily

Q2. Complete the sentences with the following words: (5 M)

(screamed, chased , leapt, two, skateboard, Citadel)

1. There are terms in the school year in Iraq.
2. The..... in Erbil is amazing.
3. Our dog..... a cat in the garden yesterday
4. My sisterwhen she saw a mouse in the garden.
5. My brother didn’t stop to open the gate. He over it.

Q3. Put the words in the correct places : (elephant, Eid al-Fitr, sunny ,fox , January, crocodile ,Armed Forces Day, half-term, snow, winter) (10 M)

<i>Weather words</i>	<i>Months</i>	<i>Seasons</i>	<i>Holidays</i>	<i>Animals</i>

Q4. Match the numbers in List (A) with the letters in List (B) : (5 Marks)

List A

1. London Eye.
2. School atlas
3. Cheetah
4. Heron
5. Scrapbook fast .

List B

- a) a book of maps.
- b) a large bird with a long neck .
- c) album for cuttings .
- d) the biggest wheel in London.
- e) a beautiful animal and it is very fast .

Q5. Write the word that gives the opposite

: (5 Marks)

1. lose,.....
2. dark
3. pull,.....
4. warm
5. laugh,.....

Post –test in Reading Comprehension (30 M)

Read the text below , and then answer the items that follows:

An old lady went out shopping last Tuesday. She came to a bank and saw a car near the door. A man got out of it and went into the bank. She looked into the car .The keys were in the lock. The old lady took the keys and followed the man into the bank.The man took a gun out of his pocket and said to the clerk,“ Give me all the money!” But the old lady did not see this . She went to the man , put the keys in his hand and said , “ Young man , you ’re stupid ! Never leave your keys in your car : someone’s going to steal it! ” The man first looked at the old woman for a few seconds. Second, he looked at the clerk-and then he took his keys, ran out of the bank, got into his car and drove away quickly, without any money.

Q1.Give short answer to these questions:(10M)

- 1.Where did the man go when he got out of his car ?
- 2.What did the old lady see in the car?
- 3.What did the man do in the bank?
4. What did the old lady do?
5. What did the man do then?

Q2.Read the text again , and then decide if each of the following

statements is “*True*”or “*False*”(10M)

- 1.An old lady went to the bank last Tuesday.()
- 2.A man left his keys in the lock of his car.()
- 3.The old lady gave the keys to the man.()

- 4.Someone stole the man’s car.()
- 5.The bank clerk gave the man some money. ()

Q3.Look at the underlined words in the passage ,and match them with these words.(10M)

- 1.put 2. a small weapon..... 3.Fast
- 4.Woman..... 5.Moved after

Appendix (3)

1. A Model Lesson Plan for The Control Group

Class:1st Intermediate Class

Time :45 Minutes

Objectives: Students will be able to :

- 1.Learn how to work out meaning vocabulary in context.
- 2.Improve their vocabulary and reading comprehension.
- 3.Learn about Past Simple Tense and adjectives.
- 4.Show their ability in dealing with new vocabulary with past simple tense and adjective.

Material :Textbook, Board, and recorder .

Procedures: The researcher follow the same steps in the Teacher’s Book :

1.Introduction to the topic includes the following:

- a. The researcher asks the class to look at the photos.
- b. The researcher asks students to open their books .Elicit the title. Then read the introductory text aloud .Elicit or present the meaning of scrapbook.

2. Read and working out the meaning .

The researcher ask the students to work in pairs and read the captions a loud .Tell them to think about the new words such as *temple, Citadel, Ur, ect.*

3.Predict comments:

The researcher tries to check that students understand the adjectives in the box .Then ask the students ,in pairs , to predict the target adjectives through listen to Richard taking about his photos again.

4.Write Past Simple Tense :Doing the activities in the prescribed textbook for checking students understanding of the adjectives and their understanding

of *Past Simple Tense*.

5. Students are required to do homework about the specific tense, adjectives and new vocabulary in order to support their understanding of the topic.

2..A Model Lesson Plan for The Experimental Group

Class:1st Intermediate Class

Time :45 Minutes

Objectives: Students will be able to:

1. Use discovery strategies .
2. Learn how to guess the meaning of unknown words.
3. Improve their vocabulary & RC.
4. Learn about Past Simple tense and adjectives.
5. Show their understanding of using discovery strategies and their understanding of Simple Past Tense and adjectives.

Material :Textbook, Board, and recorder, electronic resources , picture, graphs.

Procedures :

1. The researcher adopts the following steps to teach the experimental group the above strategies according to the Cognitive Academic Language Learning Approach (CALLA) model:

a. Preparation (5 minutes): Prepare the students by introducing the topic and finding out what they already know about the vocabulary by using brain storming in order to link with already known vocabulary.

b. Presentation (10 minutes): The researcher demonstrates the discovery strategies and explains how and when to use them .The researcher asks students to think on the texts in order to make sure that students understand the new vocabulary .Then the researcher explains the use of Simple Past Tense & adjectives.

c. Practice (10 minutes): Tape-recorded , pictures, graphs, figures ,etc. and electronic resources .e.g. talking dictionary , and dictionary program in a computer are used in order to teach students how to guess the meaning of the new words and look up the meaning of new vocabulary items from the above resources. Then asks students work ,in pairs, to do activities in the prescribed textbook for checking students' understanding of the adjectives and their understanding of Simple Past Tense.

d.Evaluation (10 minutes): This stage includes students self- evaluate their use of the discovery strategies and how well the strategy is working for them

to make them self- confident and well understand and use the new vocabulary in the target language through the students take a quiz in vocabulary and RC to find the effect of vocabulary strategy training on their level of vocabulary performance and RC. Students are interviewed after lesson to gather information about the experiment and to achieve the first goal of the communicative approach to enable students to direct their learning process which involves discussing the materials and activities included in this process.

e. Expansion (10 minutes): Students are given a variety of opportunities to apply new discovery strategies to new situations .Students also are asked to do some exercises in class in pairs and they required to do homework about the specific tense , adjectives and new vocabulary in order to support their understanding of the topic .

Appendix(4) Suggested Schmitts' Taxonomy(1997)& Rakchanok's(2014)VLSs

Name	Category	Strategy
	A. Discovery Strategies	1.Guess the meaning from the grammatical structure of sentence. 2.Guess the meaning of the new words by analyzing the affixes and roots of them. 3.Guess the meaning of the new words from aural features ,such as stress, pronunciation 4.Guess the meaning of the new words from real situations. 5.Guess the meaning of the new words from gestures. 6.Guess the meaning of the new words from some available pictures, graphs, figures, etc.
		1.Ask classmates and friends for the meaning

1.Strategies for discovering the meaning of unknown words	B. Social Strategies	of the words.
		2.Ask teachers for the meaning of the words.
		3.Ask other people , such as members of one's family or native speakers of English for the meaning of the words.
	C. Support strategy	1.Use an English – Arabic dictionary.
		2.Looking up the meaning of a new vocabulary item from electronic resources e.g. taking dictionary , dictionary program in a computer ,and the Internet.
2.Strategies for retaining the newly learned words in long-term memory and recalling them at will.	A. Memory Strategy	1.Link the word to an Arabic word with similar sound.
		2. Link the words to other English words with similar sounds.
		3. Use words and concept associations.
		4. Try to use newly learned words in conversation with friends and teachers.
		5. Try to use newly learned words in imaginary situations in one's mind.
		1.Say the word with its meaning repeatedly.

	B. Cognitive Strategies	2. Write newly learned words items with meanings on papers and stick them on the wall in one's bedroom and repeatedly spell the words.
		3. Make a vocabulary list with meanings and examples in a notebook.
		4. Use word cards
	C. Metacognitive Strategies	1. Remember words by doing English exercises after class.
		2. Remember words by grouping newly learned words according to the synonyms and antonyms.
		3. Remember words by playing crossword puzzles and scrabble.
		4. Remember words by watching an English – speaking film with subjects.
		5. Remember words by reading novels, newspaper, short stories, magazines, something from the internet ,etc.
		6. Remember words by listening to English songs.

Appendix (5)

The names of the jury members arranged alphabetically according to their academic ranks.

1. Prof. Abdul- Latif Al- Jumaily, Ph.D , Duhuk University

2. Prof .Fatin Khairi. Al-Rifa'i ,Ph.D,College of Education/IbnRushd for Humanities ,University of Baghdad Prof.MuayyadM.Sa'eed,Ph.D ,Al-Farahidi University College , Baghdad .
3. Prof .Dhuha Attallah ,Ph.D,College of Basic Education,Al-Mustansiriyah University .
4. Prof.MuayyadM.Sa'eed,Ph.D ,Al- Farahidi University College , Baghdad
- 5.Asst.Prof.Istiqlal H. Al-Marsumi, Ph.D, College of Arts, Al-Mustansiriyah University.
- 6.Asst.Prof.Nadia Fadhil ,Ph.D, College of Islamic Sciences,University Baghdad.
- 7.Instructor Muayad.Naji ,Ph.D, Ministry of Education.

اثر تدريس استراتيجيات تعلم مفردات اللغة الانكليزية على الطلبة العراقيين في المرحلة المتوسطة في أدانهم للمفردات و الاستيعاب القراني

الباحث:م.م. انفال طه ياسين

المستخلص

تهدف الدراسة الحالية إلى معرفة اثر تدريس استراتيجيات تعلم مفردات اللغة الانكليزية على الطلبة العراقيين في المرحلة المتوسطة في أدانهم للمفردات و الاستيعاب القراني . يتكون مجتمع الدراسة الحالية من طلبة الصف الأول في متوسطة الوركاء للبنين التابعة للمديرية العامة لتربية بغداد- الرصافة الاولى خلال الفصل الأول من العام الدراسي (2015 - 2016) . وكانت العينة المؤلفة من (100) طالب توزعت على مجموعتين (50) طالبا في المجموعة التجريبية و(50) طالبا في المجموعة الضابطة . كوفئت المجموعتين في بعض المتغيرات من ضمنها (الاختبار القبلي, العمر, والمستوى الثقافي للوالدين وغيرها). تم تطبيق الاختبار البعدي على المجموعتين التجريبية

التي تم تدريسها وفق الاستراتيجيات المقترحة من قبل الباحث والضابطة التي تم تدريسها وفقا للتقنيات الموصى بها في المنهج الاعتيادي المقرر . أظهرت النتائج وجود فروق ذات دلالة إحصائية هامة بين المجموعتين لصالح المجموعة التجريبية . وفي ضوء النتائج وضعت عدد من الاستنتاجات و التوصيات والمقترحات لإجراء دراسات مستقبلية ذات الصلة بموضوع الدراسة الحالي .

كلمات رئيسية : تدريس , استراتيجيات تعلم مفردات , أداء المفردات , الاستيعاب القرائي

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